

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**84.282A CSP Grants to State Entities**

**CFDA # 84.282A**

**PR/Award # U282A180023**

**Grants.gov Tracking#: GRANT12616358**

OMB No. , Expiration Date:

Closing Date: Apr 20, 2018

PR/Award # U282A180023

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/20/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
--	--

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Colorado Department of Education"/>	
* b. Employer/Taxpayer Identification Number (FIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>

**d. Address:**

* Street1: <input type="text" value="201 E. Colfax Avenue"/>
Street2: <input type="text"/>
* City: <input type="text" value="Denver"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="CO: Colorado"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="80203-1799"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Schools of Choice Office"/>	Division Name: <input type="text" value="Choice &amp; Innovation Unit"/>
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**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Bill"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Kottenstette"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Executive Director, Choice &amp; Innovation"/>
---

Organizational Affiliation: <input type="text" value="Colorado Department of Education"/>
---

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
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* Email: <input type="text"/>
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**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-030918-001

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A

**13. Competition Identification Number:**

84282A2018-1

Title:

Charter Schools Program Grants to State Entities

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

CCSP Program and Grant Application

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text"/>	<input type="text"/>
* b. Applicant	<input type="text" value="0.00"/>	<input type="text"/>
* c. State	<input type="text" value="0.00"/>	<input type="text"/>
* d. Local	<input type="text" value="0.00"/>	<input type="text"/>
* e. Other	<input type="text" value="0.00"/>	<input type="text"/>
* f. Program Income	<input type="text" value="0.00"/>	<input type="text"/>
* g. TOTAL	<input type="text"/>	<input type="text"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Colorado Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	30,140.00	31,063.00	32,401.00	33,529.00	67,832.00	194,965.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	23,389.00	25,988.00	27,127.00	28,050.00	50,721.00	155,275.00
6. Contractual	261,650.00	321,475.00	322,350.00	322,525.00	643,125.00	1,871,125.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	12,837,000.00	14,074,000.00	14,326,000.00	8,418,000.00	49,655,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  .

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

PR/Award # U282A180023

Name of Institution/Organization Colorado Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Bill Kottenstette</p>	<p>TITLE</p> <p>Commissioner of Education</p>
<p>APPLICANT ORGANIZATION</p> <p>Colorado Department of Education</p>	<p>DATE SUBMITTED</p> <p>04/20/2018</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Colorado Department of Education

\* Street 1: 201 E. Colfax Avenue    Street 2: \_\_\_\_\_

\* City: Denver    State: CO: Colorado    Zip: 80203-1799

Congressional District, if known: CO-001

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools
	CFDA Number, if applicable: 84.282

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name N/A Middle Name \_\_\_\_\_

\* Last Name N/A Suffix \_\_\_\_\_

\* Street 1 N/A Street 2 \_\_\_\_\_

\* City N/A State \_\_\_\_\_ Zip \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name N/A Middle Name \_\_\_\_\_

\* Last Name N/A Suffix \_\_\_\_\_

\* Street 1 N/A Street 2 \_\_\_\_\_

\* City N/A State \_\_\_\_\_ Zip \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Bill Kottenstette

\* Name: Prefix Dr. \* First Name Katy Middle Name \_\_\_\_\_  
\* Last Name Anthes Suffix PhD

Title: Commissioner of Education Telephone No.: \_\_\_\_\_ Date: 04/20/2018

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**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [redacted] and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1236-CO CSP 2018 GEPA Statement.pdf	Add Attachment	Delete Attachment	View Attachment
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## **General Education Provisions Act (GEPA) Section 427**

**Barrier**—Charter school developers that reside within or that represent an historically underserved and/or rural community, may have less available support resources, such as those offered through the CSP program, compared to other charter school developers from more resource-rich communities. Design team members in these communities, for example, struggling to make ends meet, may have little discretionary time due to multiple obligations or may not have access to charter school support programs and partners in the community to provide informal support.

**Solution**—The CSP program will fund a state charter field consultant who will provide technical assistance and coaching to developers who are writing charter school applications for new, replicating, or expanding charter schools in underserved communities. The field consultant will reach out to school developer(s) in underserved communities to identify needs, and to co-create an ongoing support plan during the design process to alleviate barriers to development work.

The charter field consultant will offer technical assistance and coaching, and will share research on quality design elements for new and/or replicating/expanding charter schools, and data from parent and community feedback processes administered by the state. As a part of the community feedback process, the charter field consultant will collect and distribute information about possible statewide or community supports to these potential charter school developers. The field consultant will provide promising resources without endorsing any one resource or support organization over another.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Colorado Department of Education	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Dr.	* First Name: Katy Middle Name:
* Last Name: Anthes	Suffix: Ph.D
* Title: Commissioner of Education	
<b>* SIGNATURE:</b> Bill Kottenstette	<b>* DATE:</b> 04/20/2018

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Mr.	First Name: Bill	Middle Name:	Last Name: Kottenstette	Suffix:
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Address:

Street1:	201 E Colfax, 207
Street2:	
City:	Denver
County:	
State:	CO: Colorado
Zip Code:	80203-1799
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:


**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## ABSTRACT

The Colorado Charter School sector is now 25 years old – one of the oldest charter sectors in the country. In that time, the Colorado Charter Schools Program (CCSP) has played a critical role in opening and expanding high-quality charter schools. Previous CCSP grant activities clearly demonstrate the impact that charter schools make on improving student academic outcomes, with particularly promising outcomes for educationally disadvantaged students. There are still many opportunities to build on these successes to improve practices and effectively serve more students and a wider diversity of students in charter schools.

Colorado strives to increase the number of high-quality charter schools, to help new schools overcome the unique challenges posed by Colorado’s competitive charter environment, to increase adoption of best practices by charter leaders and authorizers, and to encourage and disseminate promising practices related to access and equity through a creative learning network with all public schools.

The 2018 CCSP application addresses each of the six Competitive Preference Priorities outlined in the Notice of Invitation to Apply (NIA) both by demonstrating the current work in Colorado and by demonstrating how this current work can be enhanced through the proposed new grant activities that will result in an increase in Colorado charters by 18% over the grant period. The new activities are woven through the Colorado Logic Model and the corresponding objectives, which include:

CSP Objective 1: Increase the number of high quality charter school options and the number of students who attend them.

To achieve this objective, CDE will continue to emphasize high standards for charter applications, and will provide technical assistance to school designers with a goal of issuing 45 subgrant awards over the life of the of the grant program. During the duration of the grant, the Schools of Choice office (SOC) will invest heavily in charter school developer coaching, charter sector research, best practice dissemination, and subgrant competition preparation. In year 1, SOC will also strategically update, fortify and apply new research to its program in order to roll out the first of four grant competitions in the fall of 2019. With this funding, we anticipate receiving a large applicant pool with high quality applications from which the state will be able to set a high bar for funding. Grants will be awarded to new, replicating, or significantly expanding charter schools for planning, program design, and implementation of the school or expansion project.

CSP Objective 2: Raise educational outcomes for all charter school students by increasing capacity among authorizers and charter school leaders to increase quality charter school programs and to successfully address access and equity gaps among educationally disadvantaged students.

In addition to a robust subgrant program, CDE will direct training and support services to existing charter schools, authorizers and the broader parent and stakeholder community. To supplement this direct support, CDE will also contract with the Colorado Charter School Institute and other high quality education partners to extend technical assistance and best practice dissemination activities throughout the state. CDE is committed to engaging in meaningful topic-based research to better understand effective means of improving educational opportunities and outcomes for traditionally underserved student populations and the provision of resulting guidance to charter schools and their authorizers to address access and equity challenges.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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To add more Project Narrative File attachments, please use the attachment buttons below.

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## **Competitive Preference Priorities**

### **Competitive Priority 1: At Least One Authorized Public Chartering Agency Other than a Local Educational Agency, or an Appeals Process**

***Priority 1A: Multiple Authorized Public Chartering Agencies*** In addition to school district (Local Education Agency [LEA]) authorizers, the Charter School Institute (CSI) was established by statute in 2004 to “*provide an alternative mode of authorizing charter schools...to approve and oversee charter schools in school districts not desiring to do so themselves,*” and to serve as a “*means to assist school districts in utilizing best practices for charter schools.*” (CRS 22-305-501 *et seq*). The statutes provide that Colorado grants school districts LEAs Exclusive Chartering Authority (ECA) to authorize charter schools within their geographic boundaries if they “show a recent pattern of providing fair and equitable treatment to its charter schools.” (CRS 22-305-504(5)(a)). The CSI may authorize schools in districts that have not retained ECA, as well as in districts that have retained ECA but have granted a waiver of ECA to allow for the CSI charter to locate in the school district. Because of CSI’s record and reputation as a high quality authorizer, school districts have voluntarily waived ECA to allow charter applicants to choose authorization through CSI. In fact, 78 percent of CSI’s charter school portfolio consists of schools that operate in district LEAs with exclusive chartering authority.

***Priority 1B: Appeals Process*** Additionally, Colorado also has a strong appeals process to the State Board of Education. A charter may appeal when an authorizer denies a charter school application, revokes or does not renew a charter contract, or unilaterally imposes unacceptable conditions on a charter applicant or charter school (CRS 22-30.5-108), the school applicant can appeal the decision to the State Board of Education. If the state board determines that the authorizer’s decision was contrary to the best interests of the pupils, the district, or the

community, the state board may remand the decision back to the local board with instructions for reconsideration. If the authorizer’s subsequent decision remains unfavorable, the charter school applicant or charter school can appeal a second time. During the second appeal, the state board can remand the decision back to the authorizer with final, binding instructions to approve or renew the application or contract. (*CRS 22-30.5-108(3)(d)*). Between the years 2000 and 2016, the Colorado State Board of Education heard 169 charter-related appeals. See **Appendix F.1, Appeals Process** for the appeals outcomes.

In 2012, the State Board of Education adopted a rule regarding Standards for Charter Schools and Charter School Authorizers within the Code of Colorado Regulations (CCR). The standards, which are codified in *1 CCR 301-8*, outline core principles for charter authorizing and serve as “*guiding principles when considering an appeal from an operating Charter School.*” These rules are based on the 2010 Edition of the Principles and Standards of Quality Charter School Authorizing adopted by the National Association of Charter School Authorizers.

### **Competitive Priority 2: Equitable Financing and Funding**

Colorado law ensures charter schools receive equitable funding across a variety of funding sources, including per pupil revenue. Since the 2017 passage of a first-of-its-kind funding equity bill for charter schools related to locally-raised Mill Levy Override revenue, Colorado has been considered a national leader in providing equitable funding to charter schools (National Alliance for Public Charter Schools, 2018 State Public Charter School Law Rankings).

**Equitable Per Pupil Funding:** *CRS 22-30.5-112(2)(a)(III)(A)* mandates that charter schools receive 100 percent of the district per pupil revenue (or 100 percent of the multi-district online rate if an online school), minus up to 5 percent for actual central administrative expenses the district is allowed to retain, as negotiated in the charter contract. Districts must provide an

annual itemized accounting for these central administrative costs (*CRS 22-30.5-112(2)(a.4)(I)*). Most recently, following the 2017 passage of HB17-1375, Colorado charter schools now have a legislative right to equitable distribution of locally raised mill levy override (MLO) revenue. Starting in school year 2019, districts will be required to share this MLO revenue with charter schools at a rate of 95 percent or greater of the calculated per pupil amount provided to non-charter public schools.

**Financial Transparency:** *CRS 22-44-300, et. seq.* directs local education providers, including charters, to post financial information on-line in a standard downloadable format for public access. This financial transparency ensures that the public has access to the required financial information reported by both LEAs and charter schools. Subsequent legislation mandated standardized financial transparency website that translate the financial information for schools, districts, and other state-funded organizations into a format that is readable by a layperson.

**Authorizer Financial Accountability:** In the event of a charter dispute over funding, the charter may appeal to the State Board of Education (SBE) to investigate, make a determination, and require the authorizer to pay the outstanding amount due.

**Equitable Distribution of Federal Funds and Technical Assistance:** CDE verifies that the LEA consults with charter schools regarding its Consolidated Application for federal funds. State statute mandates that a proportionate share of money generated under federal or state categorical aid programs shall be directed to charter schools serving students eligible for such aid. (*C.R.S. 22-30.5-112(3)(a)*). Charter school administrators receive regular training and assistance from CDE on ESSA program funding, including funding for English Language Learners and students with disabilities. The Office of ESEA Programs, host an in-person Regional Network Meetings for LEA grant administrators and staff, including charter school staff, throughout the year to

provide targeted local support regarding the implementation and requirements of Title programs. In addition, a charter school working group meets to discuss the implementation and requirements of ESSA programs with a specific emphasis on the perspective of charter school staff and relationships with authorizers. The CDE Schools of Choice website provides resources directly to charter schools and authorizers. Additionally, CCSP grant applicants must identify anticipated student demographics and corresponding federal funding streams, as well as, receive technical assistance and training regarding these programs by CDE. (See **F.1, Federal Programs**)

**Equity in access to grants:** The state has a competitive grants and program process for charter schools, guided by statute and State Board of Education rules, (*Rules for Charter Schools Applying for Grants, 1 CCR 301-91*). This process allows a charter school, either on its own, in conjunction with its authorizer, or as part of a consortium of charters, to apply for eligible non-formulaic, competitive grants or programs targeted toward either school-level or LEA-level funding. I (*CRS 22-30.5-104(11)(c)*). A charter may also apply independently, or in consortium with other charter schools, with the Charter School Institute serving as its fiscal agent for the purposes of that grant (*CRS 22-30.5-104(11)(a)*).

**Facilities:** Equitable access to school facilities is addressed in Competitive Priority 3.

### **Competitive Priority 3: Charter School Facilities**

#### ***Priority 3A: Funding for Facilities***

**Charter School Capital Construction Fund:** Colorado law established the Charter School Capital Construction Fund, which provides charter schools with funding for facility construction, renovation, financing, and the purchasing or leasing of facilities. (*CRS 22-54-124*). Funds are distributed on a per pupil basis (See **Appendix F.1, Charter School Construction Allocation**),

with authorizers passing the full allocation through to their charter schools. Recent legislation has also directed 12.5 percent of the Colorado marijuana excise tax revenues to the Charter School Capital Construction Fund, resulting in an increase to a base of \$25 million, while the per pupil allocation of the Capital Construction Fund has tripled from \$88.43 million in 2012 to \$263.77 million in 2017.

**Building Excellent Schools Today (BEST) Grants:** Charter schools are eligible to apply for competitive, needs-based capital construction funds through a Building Excellent Schools Today (BEST) Grant (*CRS 22-43.7-101 thru 22-43.7-116*). The BEST Grant program provides approximately \$500 million annually in matching funds and emergency grants from School Trust Lands, State Lottery revenues and the marijuana excise tax for major capital projects. Several charters have been successful in receiving BEST funds, with two case studies linked on the CDE Capital Construction webpage. Recent analysis confirms that charter schools are receiving a proportionate share of funding through the BEST program relative to district-managed public schools.

**Colorado Educational and Cultural Facilities Authority:** An additional source of facility financing available to Colorado's charter schools is moral obligation bonds. Since 1981, the Colorado Educational and Cultural Facilities Authority has issued over \$7 billion in bonds, and its project list has grown to include charter schools. CECFA issues low-interest tax-exempt bonds to finance charter school land and buildings. So far, CECFA is the nation's leader, having issued more than \$700 million in bonds to support 87 charter schools in Colorado. CECFA helps both relatively new and well-established charter schools. Typically, a school that has been in existence for three years and has at least 300 students can issue a bond through CECFA. In special circumstances, CECFA has financed start-up charter schools. For more mature schools

with a consistent track record of fiscal soundness, the State will provide its "moral obligation" to repay the bonds, which substantially increases investors' confidence that the bonds will be repaid and therefore lowers the interest rate the school pays. The tax-exempt bond rate can save as much as 30 percent against the market rate of the financing costs of a building project.

***Priority 3B & 3C: Assistance with Facilities Acquisition and Access to Public Facilities***

Colorado law requires districts to annually publish an inventory of vacant or underutilized buildings or land in their possession. Charters may request the use of these buildings or land and, if the district chooses not to accept the request, they must notify their charters in writing at a public meeting the reason for the denial. If a district allows the use of a district facility by a charter school, state law also requires that charter schools may not be charged rent for the use of available space in district facilities (*CRS 22-30.5-104(7)*).

Further, under C.R.S. 22-30.5-407 and 408, the state has created the "Moral Obligation Bond Program." This program allows a bond underwriter, using the state's credit rating, to charge a lower interest rate to the borrowing charter. More than 30 Colorado charter schools are enrolled in this program, which has catalyzed approximately \$400 million for facility financing. The program has been such a success that the Colorado Educational and Cultural Facilities Authority, the entity that administers the program, is the nation's largest issuer of tax-exempt bonds for charter school facilities.

***Priority 3D: Ability to Share in Bond and Mill Levy Revenues*** In Colorado, district voters can vote to override the local property mill levies as a way to increase taxation for local education funding. Voters can also fund a bond offering for capital improvements. Pursuant to CRS 22-30.5-404, school districts considering raising facility money through bonds shall invite each charter school to participate in discussions regarding the possible submission of a bond question.

Each district is encouraged include funding for the capital needs of the charter schools in the district's question. As a result, Colorado has seen broader inclusion of charter schools in district capital improvement plans.

#### **Competitive Priority 4: Best Practices to Improve Struggling Schools and LEAs**

Colorado's school accountability system, created under the Education Accountability Act of 2009, ensures that schools and districts that meet state expectations for student academic performance receive increased autonomy, whereas those not meeting state expectations receive increased support and monitoring. The four plan types available to schools are Performance, Improvement, Priority Improvement and Turnaround. Schools and districts not meeting expectations in achievement, growth and postsecondary workforce readiness, are assigned a plan type of "Priority Improvement" or "Turnaround." Schools and districts cannot remain on either a Priority Improvement or Turnaround plan type for more than five consecutive years before the State Board of Education directs additional action to dramatically improve student achievement. Those additional actions may include school closure, conversion to a charter school, or takeover by an external management company. This statutory timeline is referred to as the Accountability Clock. The state utilizes best practices and grants to help improve struggling schools through a variety of mechanisms, several of which are highlighted below.

**Unified Improvement Planning:** Unified Improvement Planning and the corresponding plan (known as a UIP) are required for all schools, including charter schools. The UIP process provides a meaningful way for parents and community members to inform the academic and strategic direction of a school. State law specifically requires parents to be notified if a school is not meeting expectations, and to be involved in the development of the improvement plan. The Federal Programs Consolidated Application also requires LEAs provide comprehensive needs

assessment and Targeted supports toward English learners and students with disabilities toward the development of a UIP, including those served in charter schools. (**See F.1, Federal Programs**)

**ESSA Application for School Improvement (EASI):** With the passage of ESSA, Colorado is taking the opportunity to change the way school improvement (1003a) funds are awarded to LEAs. These grant funds are aimed at districts with schools that are designated as Comprehensive Support and Improvement (CS) and Targeted Support and Improvement (TS) under Title I. Identification of schools through the state accountability system (i.e., Priority Improvement or Turnaround) overlaps with the ESSA identification process and will be considered in the application process, including the number of years that a school has been on the state accountability clock. Charter schools have received targeted training on the EASI process and individual schools identified for support have been contacted directly and offered coaching on how to submit a support request through their authorizer. LEAs are required to include charter schools in the consultation for the planning and use of all Title funds. In an effort to understand and further facilitate effective relationships between LEAs and Charter Schools, the Office of ESEA Programs created the Charter School Working Group – comprised of LEA and Charter School representatives - which meets to discuss the requirements and implementation of ESEA programs. Topics addressed through this CDE-facilitated group have included the fiscal requirements under Title I, Part A, equitable participation of Charter Schools under Titles IIA, IIIA, and IVA, and stakeholder engagement during the development of the LEA plan and Consolidated Application budget. (**See Appendix F.1, Federal Programs**)

**Charter School Support Initiative:** The Colorado School Support Initiative (CSSI) mirrors the Colorado Title I School Support evaluation process and CDE’s School Quality rubric. CCSP

subgrantees are required to participate in a CSSI site visit during the final year of their grant to encourage their adoption of the research-based best practices identified in the rubric for continuous school improvement. For charter schools, CDE has added additional standards covering board governance, school leadership, and financial practices.

**Charters as a Turnaround Strategy:** As mentioned above, state and local authorizers have also solicited charter school operators as part of a school turnaround strategy. For example, recently one school district replaced a district-run school that had been on the Accountability Clock for over a decade with a school operated by a high quality charter network. Another public charter school network answered a call for quality schools in Denver and turned around the previously failing charter school by raising the scores of at-risk students by more than 30 percentage points in just one year. (See **Appendix F.1, Promising Practices**) The use of charter schools as part of a greater turnaround strategy within Colorado is promising and is a targeted growth area for Colorado.

### **Competitive Priority 5: Serving At-Risk Students**

A key initiative of CDE’s strategic plan (attached in **Appendix F.2**) is the initiative to “*expand access and opportunity for historically underserved students.*” Strategic activities for advancing this work include 1) Establishing a *Strategic Equity Team* within CDE to align data, projects, systems, practices, and programs to facilitate closing the opportunity and achievement gaps across Colorado, and 2) Identification and engagement of external partners that will work with CDE and districts to address issues of equity, access, and opportunity. The CDE Schools of Choice office connects these programs, supports, and resources to charter schools which serve a larger proportion of at-risk students as compared to the statewide non-charter schools. Key activities where charters are closely engaged in improvement efforts include:

**Alternative Education Campuses:** State law allows public schools to apply to the State Board of Education for designation as an alternative education campus (AEC) (*CRS 22-7-604.5*). To be eligible for this status, the school must serve a student population of which at least 90 percent of students identify with one or more high-risk indicators linked to negative educational outcomes, (eg. History of dropping out, having a documented history of personal drug or alcohol use, or being a pregnant or parenting teen). Currently, 22.7 percent of Colorado AECs are charter schools serving 44 percent of the total AEC student population in the state. Recently, the Charter School Institute engaged a taskforce with charter school administrators, authorizers, researchers and SOC to explore issues and challenges facing AECs and appropriate alternative measures to identify their success. As such, the state engages closely with the Schools of Choice Office to ensure our AEC campuses are fully accessing state and federal supports related to dropout prevention, dropout recovery, and comprehensive career counseling.

**Training Opportunities:** CDE offers numerous high-quality trainings that support district- and school-level practitioners, including charter schools, with a focus on serving at-risk students. Examples of trainings: the *Culturally and Linguistically Diverse Education (CLDE) Academy*, is an opportunity for educators to learn and share innovative and effective practices to support English learners; the *CDE Special Education Legal Conference*, addresses current issues concerning the education of students with disabilities including changes in state and federal law.;CDE Dropout Prevent and Student Reengagement conferences to increase graduation rates.

**Dissemination of Best Practice:** Colorado also disseminates best practices in serving at-risk and educationally disadvantaged youth through its website and publications. *Charter Schools and Federal School Meal Programs: Best Practices* addresses charter school challenges and barriers to participating in the National School Lunch Program (NSLP) and School Breakfast Program

(SBP). Alternatives to Zero Tolerance: Best Practices Summary highlights evidence-based, supportive disciplinary methods that serve as alternatives to suspensions and expulsions as well as recommendations on ways to help decrease Colorado’s disciplinary gaps based on gender, race, and discipline. CDE’s Best Practices Guide for Dropout Prevention provides evidence-based and research-based practices as well as tools and resources that address reducing the dropout rate, increasing the graduation and dropout re-engagement rates, and closing the achievement gap.

**Competitive Grants to Support Service to At-Risk Students:** As outlined in Competitive Priority 2, Colorado charter schools have equitable and complete access to competitive grants and programs, some of which focus on improving service to educationally disadvantaged students. Colorado’s School Counselor Corps Grant Program (SCCGP) promotes effective counseling to improve graduation rates and increase the percentage of students who prepare for, apply to, and continue into postsecondary education. Expelled and At-Risk Student Services (EARRS) Grants assist schools in providing educational and support services to expelled students, students at-risk of suspension and expulsion, and students at-risk of habitual truancy. The Colorado Student Re-Engagement Grant assists local education providers, including charter schools, in providing educational services and supports to maintain student engagement and re-engagement at the secondary level. In the most recent grant cycle, several charter schools were awarded this grant. The Multi-Tiered System of Supports Grant (CO-MTSS) seeks to develop an integrated Multi-Tiered System of Supports (MTSS) framework in Colorado at the state, regional, district, school, and early childhood level. Currently the Charter School Institute and a cohort of eight charter schools are participants in the CDE grant. The schools have formed an MTSS Leadership Team focused on developing resources and coordinating training, education,

and technical assistance on high-quality, prevention-based, layered supports that will improve academic and behavioral outcomes for every student in a charter environment. These materials will be shared with all charter schools and their traditional public school peers to support the successful implementation of MTSS within their unique school models.

**Incentivizing Service to At-Risk Students:** CDE’s Schools of Choice unit encourages charter schools to serve at-risk youth by incentivizing the use of a weighted lottery in its CCSP subgrant. Schools of Choice (SOC) also sought, and was awarded in 2017, a waiver to its CSP application, to allow schools that could not benefit from the use of a lottery but whose school design was intentional in its high degree of service to educationally disadvantaged students, to also receive priority points in the subgrant competition and potentially greater funding. In this current grant application, the Schools of Choice Unit is designing a subcompetition that provides an additional \$50,000 per year (up to \$200,000 over the life of the grant) for applicants that meet the criteria for reaching traditionally underserved populations, including students in foster care, homeless students, students enrolled at an alternative education campus, English language learners, individuals with disabilities, high schools and rural students. SOC has also designed a position for a staff liaison to pilot taskforces to address these critical areas where authorizer or charter school resources and professional development are deficient.

### **Competitive Priority 6: Best Practices for Charter School Authorizing**

The State of Colorado encourages best practices for charter school authorizing through statutory and state board rule application and appeal requirements, technical assistance, assessing and disseminating annual school performance data on all schools including charter schools, and by auditing charter schools’ financial and academic practices. Additionally, authorizers hold charter schools accountable for academic, financial, and operational quality through periodic contract

renewal or revocation, and authorizers are ultimately held accountable to the state board through the appeals process.

**Holding Authorizers Accountable:** An authorizing district must demonstrate “*a recent pattern of providing fair and equitable treatment to its charter schools*” in order to not be at risk of losing Exclusive Chartering Authority. Additionally, the State Board has adopted *Standards for Charter Schools and Charter School Authorizers* (1 CCR 301-88) which guide their consideration of appeals and the award or denial of exclusive chartering authority. State law also allows a charter school, charter applicant, or an individual that represents charter schools to request revocation of a local board’s exclusive chartering authority “... *on the grounds that the local board...has demonstrated a pattern of failing to comply with one or more of the provisions of the "charter schools act."*

The National Alliance for Public Charter Schools’ (National Alliance) and the National Association of Charter School Authorizers’ (NACSA) report *Holding Public Charter School Authorizers Accountable* highlights Colorado’s “creative approach” to authorizer accountability in a district-dominated authorizing climate. CDE has worked collaboratively with leadership from several strong, quality authorizers to make improvements in authorizer practices across the state. The Colorado Association of Charter School Authorizers accounts for approximately two-thirds of the state’s authorizers who voluntarily hold one another accountable and strive to implement best practices. CDE’s Schools of Choice Office supports authorizer accountability by assisting authorizers with technical assistance around authorizer best practices. Many authorizers also partner with CDE in ensuring appropriate autonomy for charter schools through contract provisions. These mirror the eligibility process set forth in the CSP subgrant application, which requires applicants be independent in financial and governing matters from their authorizer

and/or service provider. SOC, in partnership with the Colorado League of Charter Schools (The League) and through the support of CSP funds, developed a set of tools for authorizer review processes.

**Holding Charter Schools Accountable:** Colorado has a comprehensive system for holding all districts and schools, including charter schools, accountable for increased student achievement and growth. The Education Accountability Act (*CRS 22-11-201 et seq*) requires all public schools be measured using the School Performance Framework (SPF), which includes the Colorado Growth Model measure. Schools are evaluated on academic achievement and academic growth, and high schools are also evaluated on postsecondary and workforce readiness measures. As mentioned previously, the law provides for four Plan Types: Performance, Improvement, Priority Improvement, and Turnaround. As identified in Competitive Priority 4, after five years of failing to make adequate progress, LEAs and schools face closure or conversion. Authorizers partner with CDE to develop plans for those charters on Priority Improvement or Turnaround status. To be identified as a high performing school, charter schools must make adequate academic growth for all student groups. The SPF disaggregates data for the following specific student groups: economically disadvantaged students, students from racial and ethnic minority groups, students with disabilities, and English Language Learners. Additionally, Colorado’s READ Act (*CRS 22-7-1201 et seq*) requires all public schools to use approved assessments to demonstrate and ensure students are on track to reading proficiency before leaving third grade. An authorizer and its charter school(s) may agree to utilize READ Act assessment data as part of the performance measurements to which the school is accountable in its charter contract. State Board of Education rule found at 1 CCR 301-88 Section 3.04(A)(4) makes clear that authorizers,

in their oversight of charter schools, must ensure they meet the standards and targets in their charter contracts with student achievement as the primary measure of school quality.

Charter school academic, operational and financial performance is also reviewed in the annual accreditation process. The Colorado Department of Education (CDE) accredits districts, which in turn accredit their individual schools, including charter schools, in accordance with the state's Education Accountability Act (CRS 22-30.5-104(2)(b)). An annotated copy of the School Performance Framework is in **Appendix F.3**.

*Charter Application Processes:* The Colorado Charter Schools Act outlines the minimum charter application components required by law to facilitate a quality school review, review processes, timelines, and evaluation criteria (CRS 22-30.5-106 and 107). Statute requires that charter applications include a variety of design elements including an economically sound five-year budget, a plan to obtain an independent annual audit of financial statements, governance and operations plans, employment policies, plans for parent and community involvement, transportation, food service, and facilities plans, and requested waivers to state statute, state rule, and district policies.

*Legally-binding Charter Contract:* Colorado statute defines charter schools as “a public school that enters into a charter contract” (CRS 22-30.5-103(2)). Specifically, CRS 22-30.5-105 (2)(a) & (2)(c) outline minimum required contents for a charter contract including waivers to statute, rule, and LEA policies, addressing facility needs and required actions for inclusion in bond initiatives and mill levy overrides, financial reporting and audit requirements, performance measures and targets. Rule 1 CCR 301-88 §3.04 references authorizer requirements to performance contract with charter schools.

*The Standards for Charter Schools and Charter School Authorizers* (1 CCR 301-88) identify that contracts between charter schools and authorizing agencies should “*state the responsibilities of the school and the authorizer in the event of school closure*” which includes parental notification, transition of students and student records, and disposition of assets. Of the Charter School Act, in an attempt to mitigate any disruption to the educational experience of students, the Act expressly requires each charter authorizer to adopt procedures to seamlessly transition those students who were once enrolled in a now-closed charter school to a high-quality public school option. **(See Appendix F.1, School Closure Procedures)**

*Open Meetings, Open Records.* Charter schools as public entities are subject to Colorado Sunshine Laws, including requirements around Open Meeting and Open Records. No board action is valid unless made at a meeting that meets the requirements of the Colorado Open Meetings Law.

The Colorado Open Records Law reflects a public policy of Colorado that all public records shall be open for inspection by any person at reasonable times subject to certain statutory exceptions. Authorizers routinely monitor charter school compliance with these requirements. **(See Appendix F.1, Open Meetings, Open Records Law)**

*Annual, Timely, and Independent Audits:* CRS 22-30.5-104(4)(a) & 22-30.5-112(7) require a charter school to comply with all state financial and budget rules, regulations, and financial reporting requirements, including but not limited to annual completion of a governmental audit.

*Statutory Basis for Renewal and Revocation:* CRS 22-30.5-110 governs authorizer charter renewal and revocation decisions and includes criteria that can be used to revoke or non-renew a charter. This statute outlines a body of evidence that should be considered regarding academic

and operational progress toward achieving goals in the contract, the results from state assessments, and a financial report (CRS 22-30.5-110(2)(a-d)). In reviewing this evidence, the statute provides that an authorizer may revoke or not renew the charter if the charter school has violated its contract, failed to make progress toward its student performance goals/requirements, engaged in fiscal mismanagement, or violated other laws including safety guidelines.

The *Colorado Charter School Sample Contract* provides recommended contract language for violation of law or contract provisions, and the actions, consequences, and/or remedies to result from any such breach. Most charter contracts in Colorado utilize this or similar language, which was originally developed by representatives of CDE, CSI and the League.

**Best Practice Sharing:** Authorizers in Colorado are regularly sharing best practices and lessons learned with one another. The recent development of the Colorado Association of Charter School Authorizers (CACSA) offers a venue for authorizers to come together to share experiences and questions with one another and find solutions for themselves and other authorizers in need of guidance. One of the purposes of the statewide charter authorizer, the Charter School Institute (CSI), is to “*assist school districts in utilizing best practices for charter schools.*” For example, the Charter School Institute (CSI) recently updated its expansion application process and review, streamlining it based on the type of expansions (expansion to new grade levels, expansion of existing grade levels, expansion requiring significant facility changes, etc.). The CSI then supported a district authorizer in implementing this new and improved expansion application review process. The sharing of best and promising practices among authorizers also transpires within the traditional public school space, as demonstrated at the Colorado Association of School Board’s (CASB) 2018 Winter Conference. This event centered on choice school programming in public schools and heard presentations from the CDE Executive Director of Schools of Choice

regarding educational models in Colorado, as well as, a local charter school and authorizer regarding relationship building and incorporating charter schools into choice options in districts.

(See Agenda in **Appendix F.9**)

**Multi-Tiered System of Supports Grant (CO-MTSS):** As noted in **Competitive Priority 5**, Colorado’s statewide authorizer, CSI, is participating in the CDE grant with a cohort of eight charter schools. The schools have formed an MTSS Leadership Team focused on developing resources and coordinating training, education, and technical assistance on high-quality, prevention-based, layered supports that will improve academic and behavioral outcomes for every student. These materials will be shared with all charter schools to support the successful implementation of MTSS within their unique school model and will serve as a model for future dissemination to charter professional learning communities.

**Colorado Association of Charter School Authorizers (CACSA):** As previously mentioned, CDE has participated in the recent formation of a consortium of Colorado authorizers, known as the Colorado Association of Charter School Authorizers (CACSA). CACSA seeks to expand authorizer collaboration to further empower new and growing authorizers; encourage continued improvement of mature authorizers to move beyond design and implementation into advanced practice; and provide access to statewide resources, professional development, and support for all authorizers. CACSA shares resources with new authorizers including mentoring and guidance documents. CACSA’s most recent project was the development of a standard new school application template that aligns with statute, best practice, and, importantly, CSP subgrantee application requirements. This model resource was shared with authorizers attending an annual charter conference earlier this year. CDE will continue to support CACSA’s efforts.

**Selection Criteria**

**(a) Project Design**

In 1993, Colorado became the third state in the U.S. to enact a charter school law. Now, Colorado has more than 25 years of experience, 250 charter schools, and 13.5 percent of its students enrolled in charter schools. Colorado has made great strides in opening charter schools that serve underperforming student populations. Charter schools, on average, serve a higher percentage of minority and English Language Learner students than do traditional public schools. These students outperform their traditionally-schooled peers in ELA and Math also as shown in the table below:

(See also **Appendix F.1 Colorado Charter and Non-Charter Demographics and Educationally disadvantaged students on CMAS -PARCC**)

2016-2017 School Yr	4th Grade Mean Scale Scores			8th Grade Mean Scale Scores		
	Charter	Non-Charter	Difference	Charter	Non-Charter	Difference
<b>Language Arts</b>						
All Students	744.7	742.8	1.9	746.6	741.8	4.8
English Learners	730.9	727	3.9	736.1	726.8	9.3
Minority	736.7	733.1	3.6	738.9	732	6.9
<b>Math</b>						
All Students	737.9	735.1	2.8	736.8	730	6.8
English Learners	725.8	720.3	5.5	725.9	715.1	10.8
Minority	730.3	725.2	5.1	727.9	719.1	8.8

School quality indicators also show that charter schools are outperforming district-run schools. In 2016-2017, 75 percent of Colorado’s charter schools were rated “Performance” on the state’s School Performance Framework (SPF) (See **Appendix F.3**). compared to 68.1 percent of non-charter schools.

Colorado has much to be proud of, however, there are new challenges facing the state’s charters, and the CSP program must evolve to meet them. Major challenges for Colorado charter schools today include: scarcity of affordable commercial real estate, a levelling-off of Colorado’s K-12 student population (and in some districts, student population is now decreasing), and some authorizers shifting to take a less supportive position with high potential charters that have weaknesses in their applications. Taken together, developers and current charter leaders see that there is less room for error and more need for support early in the start-up or expansion process.

Despite these challenges, Colorado needs to increase the number of new and expanding charter schools to ensure that all students have access to high quality options – including students in rural communities. Although it is harder to open a charter school today, the need for more quality educational choices remains. There are still too many students without options.

Fortunately, there is a strong community in Colorado of engaged charter school developers and school leaders, charter networks, and charter supporters that have the vision and desire to expand the number of high quality charter schools in the state. In fact, a recent projection from the field (See Appendix F.7 Charter School Pipeline) estimates that Colorado could have 80 new charter schools open over the next five years. For most of these aspiring schools, they will need quality coaching and support to successfully navigate the start-up process.

Under this grant, all aspiring schools will have access to start-up coaching and support through CDE. Of new applicants meeting the state’s quality standards through the RFP and application

process, the top 45 new and expanding charter school applications will receive a multi-year subgrant, coaching and technical assistance to succeed and thrive.

Many authorizers embrace the NACSA quality standards for authorizing charter schools, but more needs to be done to increase the likelihood that best practices are consistently applied. With leadership from the Colorado Charter School Institute and other key authorizing districts, the authorizer community has the capacity to recruit and build an ever-growing practitioner network. This group will support the adoption of best and promising practices related to choice in charter schools. The Schools of Choice office will continue to foster this collaboration and adoption of authorizer best practices through this grant.

As noted, Colorado has made great strides in opening charter schools that prioritize serving student populations with historic achievement gaps, making gains in closing these gaps. Despite the progress, many students in the state identified as educationally disadvantaged are still not able to access high quality choice options. Addressing this access issue is of additional importance in Colorado, as the state policy framework places such a systemic focus on parental choice. Colorado will support efforts to increase enrollment of educationally disadvantaged populations and historically underserved populations in high quality charter schools. This equity focus will be emphasized in grant activities related to research, new school development, authorizing practice, and technical assistance. Collaboration will take a front seat as we foster relationships within and across the sector to achieve access through more options and availability to quality charter schools and equity to those who seek to be served by them.

Through this project, Colorado seeks to improve statewide achievement and to close achievement gaps by making greater investments in the charter sector. Colorado will accomplish

this by expanding its charter school pipeline, building capacity among charter school developers and leaders, strengthening authorizer practice, and ensuring access and equity to all students.

**(b) Project Objectives** To continue and improve upon Colorado’s tradition of opening, authorizing, and maintaining high quality charter schools that are well-equipped to also meet equity and access challenges for educationally disadvantaged students, this proposal has two objectives:

**CSP Objective 1:** Increase the number of high quality charter school options and the number of students who attend them.

While Colorado has seen a slowing in charter school openings in recent years, there are still many positive indicators for charter school growth. These include a strong number of high performing charter schools that have a growing pipeline of leaders poised to expand, community partners that are looking to support charter school development, evidence that charter schools are outperforming non-charter schools, and an ever-improving state policy framework that encourages charter school autonomy and success. To support the need for more high quality charter schools openings and expansions during this downturn, SOC will provide research, information dissemination, and coaching. By researching the barriers that are preventing applications from getting approved, collecting community feedback, and providing field-based coaching to school developers, charter developers can present stronger applications to authorizers that will be difficult for local boards to deny or delay. Although specified in greater detail in objective 2, SOC will also invest in activities that support authorizer best practices, which will contribute to strong charter school approvals.

From these efforts, SOC also anticipates receiving more quality applications for the CSP grant, funding and providing support for 45 new and expanding charter schools over five years. The SOC office prioritizes supports to new school developers seeking to meet the needs of underserved communities and student populations, especially those in rural areas, high schools, high mobility students such as those in foster care or experiencing homelessness.

SOC will administer an enhanced, rigorous, and differentiated subgrant competition beginning in the fall of 2019 as it is outlined in **2(c) Quality Applicant**, of this application. The improved subgrant application will help charter schools address start-up challenges, facilitate meaningful authorizer collaboration, and reward schools working to address barriers to equity and access for all students. After the competition, CDE will monitor and assist subgrantees to ensure progress on academic and other goals as outlined in **2(d) State Plan**, of this application.

**CSP Objective 2:** Raise educational outcomes for all charter school students by increasing capacity among authorizers and charter school leaders to increase quality charter school programs and to successfully address access and equity gaps among educationally disadvantaged students.

Providing existing charter school staff, leaders and authorizers with comprehensive capacity building technical assistance is essential to the success of supporting continued high quality charter schools. SOC will also increase strategic investments in charter authorizer support, development, relationship building, and dissemination of best practices. These authorizer-centered efforts will help ensure that new and small authorizers have information and resources to establish quality authorizing practices that they may otherwise lack and that experienced authorizers receive continued support and encouragement to help shape and disseminate leading

and emerging best practices. SOC will provide technical assistance, training, and opportunities for collaboration that bring authorizers, charter schools, state and other statewide stakeholders together to explore parental choice, closing equity gaps, and expanding access to high quality school programs for educationally disadvantaged students through the following activities.

The Logic Model on the following page provides a visual of inputs and outputs that translate to short and long term outcomes.

# Colorado Logic Model

## **Key Assumptions:**

1. Colorado has seen a slowing of charter applications while at the same time having growth of strong school leaders with experience working with autonomous schools. Colorado also has strong partners wanting to support the opening new charter schools across the state.
  1. If the state provides field-based coaching and support to charter developers and high performing schools navigating new, replication, or expansion opportunities, these entities will have greater success navigating through emerging structural challenges that have slowed school plans getting approved, or schools getting opened. Overcoming these particular barriers will allow for a strong and high quality pipeline of CSP applicants.
2. Although many authorizers are adopting high quality authorizing practices, some authorizers have moved away from such practices in response to outside critiques. With uneven authorizer practices, charter developers are finding it harder to get high quality applications approved and often times having to respond to feedback that is not centered on quality practices.
  1. If the state invests greater resources to support an established network of authorizers that are adopting quality authorizing practices, and if the state provides field-based coaching and support services to authorizers who are not connected to this network, more authorizers will adopt quality authorizing practices thereby supporting high quality charter schools with submitting successful applications for new schools or expansion/replication that will get approved
  2. If the state invests resources to develop training and best practice dissemination related to finding solutions that address access and equity challenges for educationally disadvantaged students seeking school choice, then authorizers and charter schools will develop a shared awareness of challenges that they are collectively working to solve. This will result in improved practice among schools and authorizers, that will help reduce achievement gaps among educationally disadvantaged students. It will also encourage greater openness among authorizers to approve high quality charter schools that are looking to prioritize service to educationally disadvantaged students.

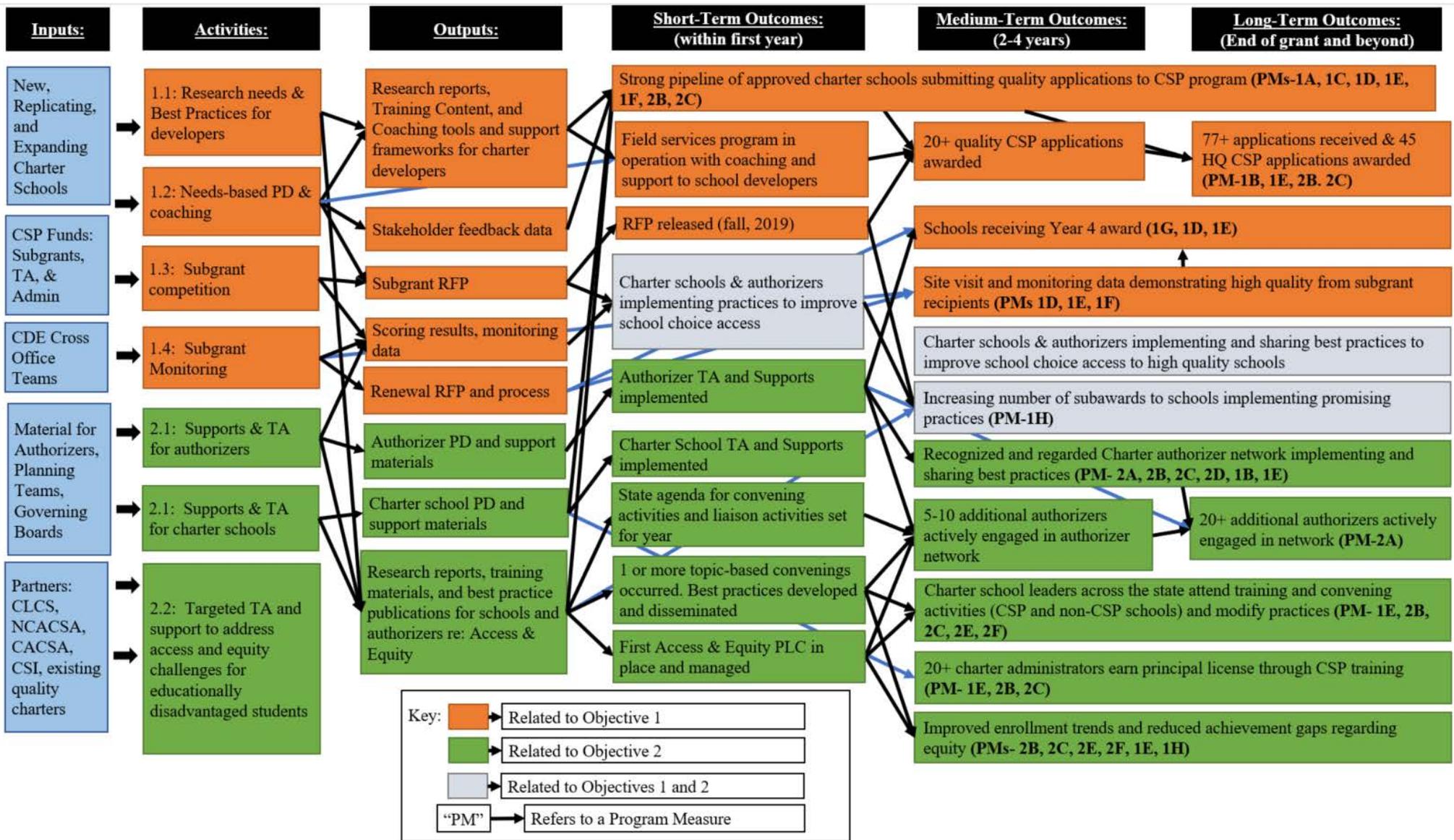
## **Performance Measure Summary:**

### **Related to Objective 1**

- 1A. Number of CCSP subgrant applicants
- 1B. Number of CCSP subgrants awarded
- 1C. (GPRA): Number of charter schools in Colorado
- 1D. Percent of subgrantees deemed High Quality after years 1,2,3, and 4
- 1E. Number of students attending High Quality charter schools
- 1F. Percentage of CCSP subgrants continued/renewed
- 1G. Percentage of subgrants receiving 4<sup>th</sup> year continuation award
- 1H. Number of subcompetition awards issued for serving underserved populations

### **Related to Objective 2**

- 2A. Number of authorizers actively engaged in Schools of Choice sponsored authorizer activities.
- 2B. (GPRA): Percentage of 4th and 8th grade charter school students who are achieving at or above the proficient level on Colorado state examinations in both English Language Arts and Math.
- 2C. Number of subgrantees authorized by an LEA with a "Performance Plan" rating on the Charter Performance Framework (CPF)
- 2D. Number of authorizers who are improving on the use of NACSA's twelve essential practices.
- 2E. Percentage point decrease in the achievement gap in both English Language Arts and Math for educationally disadvantaged students in charter schools.
- 2F. Percentile change in median growth percentiles for educationally disadvantaged students in charter schools, for both English Language Arts and Math.



**Objective 1:** Increase high quality charter school options and the number of students who attend them.

Colorado will facilitate the startup of new charter schools, and the expansion and replication of high-quality charter schools through subgrants offered in an annual competition beginning the fall of 2019 and the provision of ongoing professional development and coaching for early stage charter school developers, replications, and expansions through: 1) Research, 2) Professional Development, 3) Subgrant Competitions, and 4) Monitoring.

**Activity 1.1:** Conduct research on needs & best practices for new school development, expansion, & replication including a process to solicit and consider input from parents & other members of the community on the implementation & operation of charter schools in the state.

CDE will research needs, challenges, and best practices for charter schools, charter school developers, charter school networks, and authorizers regarding the opening, expansion and replication of schools, and parent and community engagement. The study will outline contextual challenges faced when opening a school in rural, suburban and urban communities as well as opening a variety of school models (e.g. classical, early college, alternative, etc.).

*Best Practices:* The SOC office will collect best practices and lessons learned from charter school developers that have been highly successful nationally and within Colorado. SOC will collaborate with the Colorado League of Charter Schools, charter school networks, charter school incubators and other organizations with which it has strong relationships to gather data. By having a greater understanding of the breadth of challenges as well as promising practices, Colorado can provide more tailored support to promote the success of new, expanding, and replicating charter schools through authorizer-specific and charter-specific professional development and coaching.

*Additional and targeted focus on replication/expansion:* In addition to the research identified above related to the challenge of designing and implementing schools and programs within the Colorado context, the Schools of Choice office recognizes that there are additional and unique concerns of existing schools when considering replication or expansion. Examples of these concerns (and where additional research will be required) include: implementing strategic planning processes within a school community to determine readiness for replication/expansion, evaluating the impact of replication/expansion activities on student achievement, project planning for facilities expansion, and considerations related to facilities improvements at existing locations vs. opening new locations.

*Parent and Community Engagement:* Research reports will examine parent and community outreach and involvement efforts. Some resources included in this research are the Regional Educational Laboratory (specifically the Toolkit of Resources for Engaging Parents and Community as Partners in Education) and the State Advisory Council for Parent Involvement in Education. (See **Appendix F.8** for background on these efforts) The State Advisory Council promotes family-school partnerships to improve the quality of public education and raise high school and college graduation rates, decrease drop-out rates, and close the achievement and growth gaps between learner groups in the state. Field service members (or contract providers) that will provide coaching and support to developers will also be trained on these particular parent and community engagement resources. In addition to these resources, the state will carry out an annual process to solicit and consider input from parents and other members of the community on the implementation and operation of charter schools in the state. The information collected through this process will be included in a report that will also be shared with charter developers for their consideration.

*Dissemination:* The research reports created above will be published on the CDE website, and will be disseminated to developers and authorizers through our field service program as specified in Activity 1.2 below. CDE will use the research to refine its professional development, technical assistance, and other field work.

**Activity 1.2:** Offer needs based professional development and coaching for early stage charter school developers, replications, and expansion.

SOC will offer needs based professional development and coaching for early stage charter school developers, replications, and expansion. Needs-based coaching will help developers craft stronger charters, contracts, and subgrant proposals which will increase the chance of a successful planning year, opening, first year implementation, and years beyond. Coaching and support efforts will address common issues faced by developers and current challenges such as attaining affordable facilities and ensuring for healthy student enrollment in a highly competitive, mature charter school environment.

Colorado will develop flexible professional development opportunities in-person, online, individually and in groups to provide the greatest access for charter developers and their authorizers across the state. CDE will offer professional development and coaching throughout the state, customized to the needs of rural, urban, and suburban areas and varied school models (classical, online, early college, alternative, project-based, etc.). These Field Support Services will be provided in year 1 by CDE and in an effort to grow capacity for broader sector supports. CDE will contract this work out in subsequent years to providers selected through a competitive process. Additionally the office of SOC's Training and Technical Assistance Lead will spearhead collaboration across CDE and with authorizer and charter schools to pilot ideas, foster communications, and share professional development, resources and best practices to other

public schools. *Subgrant-specific technical assistance:* In 2019, CCSP grant applicants will receive technical assistance specific to the grant prior to application submission and directly after the receipt of award. Post award activities for subgrantees (after Fall 2019) include specific grant-related technical assistance and professional development for staff, administration, and board members, differentiated according to need, to ensure each school is working toward the goals of the state CSP program.

*Online support:* SOC will create new online resources such as FAQs, training modules, and professional development opportunities for those seeking to open a new charter school, or expand or replicate an existing high quality charter school. We will enhance our trainings and technical assistance services informed by the findings of the research projects conducted in year 1 (Activity 1.1).

*Capacity-building Technical Assistance:* In addition to the specific coaching and technical assistance resources that will be put together for charter developers identified in this activity, developers will also have access to the statewide capacity building technical assistance opportunities identified in Activities 2.1 and 2.2. Topics from these activities will include charter school governance, business operations, school leadership development, and overcoming challenges related to access for educationally disadvantaged students and closing equity gaps for all students.

**New Charter School Development Boot Camp.** SOC has long partnered with authorizers, charter schools, and nonprofits across the state to provide a two- to three-day learning opportunity for prospective charter school founders. The training includes experts from the field who share their experience and knowledge on starting, running, and maintaining a charter school (Sample Boot Camp Agenda is available in **Appendix F.1**). Beginning in the spring of 2019,

SOC will launch a new and improved Boot Camp augmented by findings from research in Year 1 (Activity 1.1)

**Activity 1.3: Subgrant competition**

SOC does not propose to run a subgrant competition under this grant until fall of 2019. In the interim and as described in Activity 1.1, the unit will engage in conducting and reviewing research to better understand the challenges and promising practices surrounding new, expanding, and replicating charter schools to develop a needs-based approach for professional development and coaching. The state will also provide comprehensive coaching and technical assistance supports to charter school developers as outlined in Activity 1.2 in this first year. The purpose of these supports will be to ensure a strong and high-quality charter pipeline when the first competition is run for this program in the fall of 2019. Greater detail surrounding the subgrant competition can be found in Selection Criteria **2(d) State Plan**, as found on pages 42 through 50 of this narrative.

**Activity 1.4: Monitor subgrantees.**

Subgrantees are monitored throughout the life of the grant to assess progress and manage risk as well as help subgrantees become high-quality charter schools. Greater detail surrounding the subgrant competition can be found in Selection Criteria **2(d), State Plan** as found on pages 42 through 50 of this narrative.

**Objective 2:** Raise educational outcomes for all charter school students by increasing capacity among authorizers and charter school leaders to increase quality charter school programs and to successfully address access and equity gaps among educationally disadvantaged students.

In order to improve outcomes for all charter school students, the state will provide three types of support and technical assistance meant to increase the quality of charter schools statewide. These targeted areas of support and technical assistance will include:

1. Targeted support and technical assistance for charter school authorizers. (Activity 2.1)
2. Targeted support and technical assistance for charter school leaders (including school administrators, boards, and business managers as well as other charter school instructional leaders as appropriate). (Activity 2.1)
3. Targeted support and technical assistance provided jointly for charter school authorizers and charter school leaders –as well as other statewide education stakeholders and the State Department of education– to build greater capacity for addressing access challenges in choice systems for educationally disadvantaged students and to address equity gaps in student achievement for educationally disadvantaged students (Activity 2.2)

Increasing the capacity and quality of authorizers is a priority for SOC because of their significance in chartering, opening, supporting, monitoring, collaborating with, and when necessary, closing charter schools. As noted **2(a) Project Design**, Colorado authorizers have increased in their use of and support for nationally recognized charter school authorizer best practices. Many Colorado authorizers are eager to play a part in improving outcomes for all traditional and charter school students. Thus, in addition to professional development, training, and technical assistance for charter schools, SOC will provide training, technical assistance, and collaboration for school authorizers. The **Performance Measures** in Table 1 on pages 50-51 provides more detail on how success toward this objective will be measured, including an increase in the number of actively engaged authorizers, an increase in the number of charter schools authorized by an LEA with a “Performance Plan,” an increase the percentage of

authorizers actively adopting NACSA’s 12 Essential Practices, and an increase in student achievement and a decrease in the achievement gap between educationally disadvantaged students and their peers. The following activities describe in greater detail how Objective 2 will be achieved.

*Activity 2.1:* Offer supports and technical assistance for charter authorizer and charter schools.

**Authorizers:** SOC has already begun this work by facilitating collaboration between SOC, CSI, the Colorado League of Charter schools (CLCS) and the Colorado Association of Charter School Authorizers (CACSA). This group meets quarterly to discuss current issues in the authorizing landscape, share best practices, and develop resources to share with other authorizers. This spring, the group is completing their work of developing a new Colorado Standard Charter School Application that aligns with the CSP subgrant requirements to support streamlined and consistent practice across the state. This collaboration facilitates stronger authorizing and promotes further integration between CDE programs and offices to improve charter school access to funding and services. In addition, for charter applicants also applying for the CSP grant, the new standard application identifies and integrates commonalities between the charter application, with a view of eliminating duplicated effort and applicant frustration. The standard application also benefits authorizers by identifying for them the particular requirements of the CSP application that would potentially strengthen the charter application.

Moving forward, SOC will continue to use the National Association of Charter School Authorizers (NACSA) 12 Essential Practices to guide the targeted supports provided to authorizing staff. SOC will identify areas of need and create and disseminate resources to improve the quality of authorizing in the state.

One critical area of focus examines how authorizers can increase student equity through their practices and relationship with their charter schools, especially around contractual obligations on the education of educationally disadvantaged students. By engaging in critical conversations to gain buy-in, partnering with local and national experts, and creating resources, SOC will support authorizers in implementing innovative ways to improve equity and access.

SOC's supports and materials will facilitate strong authorizing practices, strengthen charter-authorizer relationships, and increase charter school access and services for traditionally underserved and disadvantaged students.

**Charter Schools:** During our planning year (Year 1 of the grant), SOC will survey schools regarding the quality of our resources such as trainings, technical assistance and web based resources, and will embark on timely revisions to best meet the identified needs. As noted in Selection Priority 1, the Colorado charter sector is maturing and faces different challenges than it once did. The trainings and activities will focus on Governance, Business Operations, and Administrator training and will be responsive to the needs of the school as the sector and policy frameworks evolve. Trainings/training programs provided by the grant that are specific for charter leaders are outlined below:

*Governance Training:* High quality charter schools need high quality boards. SOC will support charter school boards through the development of updated, improved, and new online charter school board member training modules (2018-19) and provide the opportunity for new subgrantees to receive differentiated and individualized board training based on needs identified through Activity 1.1 and 1.3.

*Business Operations Training:* Because financial oversight and operations can make or break a charter school, CDE will offer an annual financial seminar beginning in 2019 for charter schools across the state to learn from CDE employees, other finance professionals, and staff at authorizers and charter schools about sound financial practices and legal requirements. Those new to business operations will have access to a network of colleagues from whom to gain knowledge and assistance. Beginning fall 2019, subgrantees will be required to participate in networking and professional development provided by one of our partner organizations. Additionally, CDE will provide Grant Budget Training twice per year.

*School Administrator Training:* The SOC office will establish and oversee a Charter School Administrator Learning Community and Induction Program that can be used for charter subgrantees to receive coaching and professional development that fosters skill development as an effective high quality charter school administrator in Colorado. This training and support through a professional learning community will also be available to the larger charter sector to help early leaders from established charter schools access relevant professional development as they grow in their leadership role.

*Activity 2.2:* Increase collective charter school and authorizer technical assistance that addresses access and equity challenges for educationally disadvantaged students

**Equity Convenings:** The Schools of Choice office will assemble annual Equity Convenings of charter schools, authorizers, education organizations, and experts to collaborate, discuss, and pursue solutions that help close education gaps in our state. To take tangible steps in encouraging charter schools and authorizers to adopt and implement effective equity and access practices for educationally disadvantaged students, the Schools of Choice office will use each convening to discuss a specific topic related to best practices in areas that will include (but need not be limited

to) Transportation, School Governance, Special Education, serving English Language Learners, Recruitment and Enrollment, and other means of increasing equity and access for all students in a system of choice. In order to encourage broad stakeholder participation in these convenings, the Schools of Choice office will form and run an advisory panel to develop an annual plan for the state convenings. Participants on the advisory panel will include, at a minimum, representatives from the Colorado Charter School Institute, the League of Charter Schools, CDE, School district staff, charter school leaders, and local school board representation.

**Best Practice Dissemination:** SOC will develop and disseminate educational materials regarding issues covered at each convening, such as research on the topic, coverage of at least one promising practice in the state, at least one promising practice from a national perspective, and relevant policy conversations from the meeting. SOC will also disseminate promising practices related to access and equity as identified through the PLC work below.

**Professional Learning Communities (PLC):** As described in Competitive Preference Priority 6, CSI piloted a Professional Learning Community of charter school personnel this year, focused on guidance for Multi Tiered Systems of Supports (MTSS). The group met monthly and produced unique solutions satisfactory to all parties. Beginning in year one, SOC will facilitate similar PLC groups in monthly meetings focused on a single, significant issue identified by the participants. The new SOC charter liaison will connect with CDE departments that manage Multi-Tiered Support Systems, Exceptional Student Services, Dropout Prevention, Transportation, Federal Programs, Accountability, Community Partnerships and School Finance to identify gaps in service and communication between authorizers and charter schools. Through these conversations, the liaison will identify potential topics (e.g. discipline, parent involvement,

strategies for inclusion, transition planning, etc.) to share with members for a monthly PLC meeting of charter school personnel and other stakeholders.

Over the course of the year, the PLC will meet monthly to address innovative solutions, share practices with one another, and develop guidance documents. These guidance documents will be published on the CDE website and shared with charter schools and authorizers.

### **(c) Quality of Eligible Subgrant Applicants**

Colorado's charter school sector has a strong record of high performance. Last year, 75 percent of Colorado public charter schools earned the state's highest rating of "Performance" while only 68.1 percent of non-charter schools earned this rating. Additionally, seven of the top 10 highest performing public high schools in Colorado -- based upon average SAT scores, which all students are required to take as part of the state's accountability system -- were charter schools. Colorado's charter schools are disproportionately high quality due in part to the strong support system and the high quality subgrant process many of these schools went through in earlier years. In continuing in this tradition, Colorado is committed to meeting the objectives set forth in this grant application to improve educational results for students.

To ensure that applicants receiving subgrants will meet the objectives identified in this grant, Colorado has developed a robust subgrant competition process. Before the applicants are awarded the subgrant, they participate in two rigorous processes: coaching and technical assistance as identified in Activities 1.2 and 1.3, and the CCSP application review process. The subgrant competition process includes two additional features to ensure the quality of applicants: a peer review process and comprehensive selection criteria.

**Statewide Analysis and Outreach:** As described in Objective 1, Colorado will conduct a statewide analysis of existing charter schools and use the research conducted to identify needs and best practices based on schools pursuing start-up, expansion, and replication. This list will help SOC tailor outreach that will be conducted in Activity 1.2. Partner organizations will also work with SOC staff to help identify schools exploring expansion or replication and conduct outreach to these schools. SOC staff will also create a streamlined application process for high-quality schools that would like to expand or replicate.

**CCSP Applicant Review and Eligibility Confirmation:** CCSP grant applicants are thoroughly vetted beginning when they first supply an Intent to Submit and related Eligibility forms prior to submitting a complete CSP subgrant application. SOC staff researches the applicant's educational affiliations and past activities and commences a thorough inquiry into the proposed school, grant project, and leaders including a close look at potential conflicts of interest and service agreements with outside educational service providers. The CCSP RFP outlines eligibility criteria aligned to federal expectations and definitions from the **CSP Non-regulatory Guidance** (Jan. 2014). This pre-applicant review ensures that eligibility and quality concerns are addressed prior to an applicant submitting a subgrant application. Questions or concerns, however, at any stage must be resolved prior to award.

**Technical Assistance During Application Process:** To assist CCSP subgrant applicants in the grant-writing process, a variety of grant-specific technical assistance is built into the initial application process. Initial technical assistance for subgrant applicants includes a mandatory all-day CCSP Grant Writer's Training in August to walk applicants through the grant application process, provide information about the grant's objectives and outcomes, and conduct a sample application review exercise. In addition, each year, CDE holds two CCSP Grant Budget

Workshops for hands-on development and support in drafting a budget with eligible expenses. Following announcement of CCSP Awards, a **CCSP Post-Award Webinar** walks subgrantees through the processes and obligations required as a grant recipient. A **CCSP Guidebook** is updated annually to serve as a desk reference.

The SOC has also prepared technical assistance guides on topics ranging from writing meaningful project goals to best practices in starting a charter school, which are available on the SOC's website. This technical assistance ensures that subgrant applicants have a well-developed plan to meet the grant's objectives and outcomes before submitting their application.

Additionally, the supports provided through this application ensure that subgrant applicants have developed strategies to increase educational outcomes for students.

**Application Peer Review:** SOC recruits independent reviewers for the grant review. Peer reviewers with relevant experience are selected after considering the applicants' proposed enrollments, educational program, school model, anticipated student demographic, and geographical location. Controls exist to mitigate real or perceived conflicts of interest by reviewers. The actual application/review process -- including review of RFP, receipt of applications, training of reviewers, oversight of review day, and verification of applicants awarded -- is managed by CDE's Competitive Grants Office to ensure a fair and equitable competition. Review teams of three score two to three applications individually, and then collectively on review day, against the Selection Criteria and Evaluation Rubric provided in the RFP. A quality control process involving an additional peer reviewer is employed for applications within 10 points of the fundable score.

**Selection Criteria:** The Selection Criteria serves as the initial entry point for ensuring high-quality schools result from CCSP subgrant funding. These criteria are now aligned to the new

Colorado Standard Application to provide structure and consistency between the charter and grant application process. The rubric currently provides 135 possible points (115 base points and 20 priority points), from which a minimum score of 85 is required for a Standard Award, and 115 for a High Scoring Award. Schools of Choice will be reviewing this rubric along with creating a new subcompetition rubric for traditionally underserved populations as described in the subgrant competition. Should the number of successful applicants exceed the amount of funds available; applicants will be ranked according to score and funded from the highest scorer until all funds are expended. See **Appendix F.5, RFP for Selection Criteria.**

**Transportation Planning:** Colorado requires grant applicants, per the CCSP RFP and rubric, to include a description of the transportation needs of the school, proposed plan to fulfill them, and description of how the school will work with the district and CDE for transportation purchases. Applicants are required to submit a transportation plan as an addendum and budget plan for subsequent years after the grant

**Subgrant Program:** Colorado delivers a robust subgrant competition process with related trainings and technical assistance on CSP-related requirements, and engages in continued refinement of these and related support documents and resources. With this new grant opportunity, Colorado will further refine and develop a competitive process and professional development series commensurate with the current trends and needs of the charter school sector.

The CCSP Grant RFP (**Appendix F.5**) provides detailed guidance for both the federal program and state program objectives; with detailed explanations and procedures expected for a quality application and successful participation in the program itself. A draft for the 2019-20 competition is located in the appendices. SOC will revise this draft further in its first year under the grant to develop a new rubric and criteria and new differentiated Technical Assistance

requirements, as well as, ensure all new ESSA requirements are incorporated. The new draft will also include separate criteria and rubric for those schools wishing to also apply for the focused programming subcompetition. Additionally, SOC will create a separate RFP for expanding and replicating charter schools with corresponding criteria and rubric that more adequately seeks the information needed to identify the school's existing program and proposal. A 2019-20 grant calendar is also in development and will be finalized the spring before its release.

The RFP guidance includes: eligibility criteria for applicants, lottery and enrollment requirements, available funds, duration of grants, use of funds and budget/fiscal guidelines, participation in evaluation and reporting, grant and school quality technical assistance offerings and required participation. As well as review and award processes, Intent to Submit form, Eligibility Form, grant writing modules, submission instructions, application requirements, cover pages, certifications and assurances, selection criteria and evaluation rubric, required appendices, Appendix worksheets to help with project design around school technology, school libraries, professional development, performance management technical assistance, transportation and an application checklist.

**Subgrant Competition:** After a year of preparation activities, SOC will initiate its first grant competition in the fall of 2019. Applicants may apply for grant funding a year prior to opening or significantly expanding a charter school (three-year award), or the fall of the school's opening or expansion (two-year award). Applicants must have a charter contract in hand or pending a final decision from their authorizer, at the time of application. Applicants who are awarded grant funds, must have an executed charter contract no later than April 1<sup>st</sup> following the competition. A concurrent subcompetition will be offered to encourage applications targeting educationally underserved populations and diverse models. These include special education, English language

learners, high mobility (drop-out prevention, Alternative Education Campuses, foster and homelessness), rural, and high schools. The timeline of subgrant activities is outlined under **Management Plan**, and a complete timeline for the 2019-20 competition will be included in that year's RFP. A draft RFP is supplied as attachment in **Appendix F.5**.

#### **(d) State Plan**

In fall 2019, SOC will introduce the first of four subgrant competitions under this grant to support the opening of new and expanding high quality charter schools. In review of historical data by SOC and confirmed by a recent study by the Colorado League of Charter Schools (Colorado New Charter School Pipeline Report 2015-2019 Appendices), SOC anticipates that Colorado will see approximately 80 new replication and expansion charter schools over the course of the next five years. SOC is projecting that it will see approximately 59 new charter school applications and 11 replication and expansion applications, funding a total of approximately 45 applicants during this time. The CCSP grant competition will be announced upon the release of the new fiscal year's RFP at the beginning of August of each year starting in 2019. This announcement will be posted to the SOC weekly communications listserv and the department's weekly newsletter, The Scoop. The Colorado League of Charter Schools disseminates this announcement both through its advocacy of the CCSP grant to new school developers and through its own electronic communications. Authorizers are encouraged to ensure their new school developers are aware of this grant application and can also assist in the process through the use of the newly released Standard Application which aligns the CCSP grant requirement with this application to promote a more streamlined application process and reduction of revisions to charter contracts.

This competition will provide needed funding for new, replicating, conversion and significantly expanding high quality schools with an emphasis on targeting traditionally underserved populations. Many charter schools in Colorado are dependent on the CCSP funds for the development, planning and initial implementation costs that Per Pupil Revenue cannot provide. With CSP funds, CDE will be able to provide each approved applicant between [REDACTED] to [REDACTED] over two to four years, depending on the size, emphasis and length of the grant award. An additional subcompetition, for an additional funding of [REDACTED] per year (included in the funding span noted directly above), is available for applicants choosing to meet one of the following focus areas: special education, English language learners, high mobility (including; foster, homeless students, and Alternative Education Campuses), rural and high schools or pursue strategies aligning to specified criteria in the RFP that meaningfully address systemic equity and access challenges for educationally disadvantaged students. All applicants are evaluated for the quality of their application and school design via a rubric that measures potential for school quality, effective implementation, and ability/capacity to effectively utilize the grant funds according to federal CSP requirements. During the first year, CDE will work with stakeholders to refine its RFP and competition process to better emphasize these traditionally underserved populations. The current process gives priority to underserved populations but we are confident we can do more to reach more students.

*d(1) Adequate monitoring of eligible applicants*

Subgrantees are monitored throughout the life of the grant to assess progress and manage programmatic and fiscal risk. Monitoring objectives are as follows: 1) Identify risk through pre-application evaluation and ongoing monitoring, 2) Ensure compliance with federal and standard requirements, 3) Assure subgrantee's grant project objectives are met, 4) Implement early

interventions, 5) Identify trends that may require adjustments to technical assistance content, and 6) Encourage communication with authorizers to increase awareness and efficiencies.

Subgrantee monitoring consists of a three-part process involving assessment, evaluation, and support. The three-part process is a continuum rather than isolated checkpoints. In addition to providing support for current subgrantees, the monitoring program provides the SOC office with historical data and trends allowing the SOC staff to add content to the technical assistance program in areas of identified increased risk. Focus of the monitoring program is early intervention and sustainability which requires consistent progress monitoring and communication with the subgrantees. Schools that do not meet minimum performance expectations may be required to utilize CCSP funds to address areas of underperformance. Should underperformance continue, CCSP funding could be interrupted or terminated. The monitoring program covers program monitoring, fiscal monitoring, and risk assessment. Experience indicates that sharing data with the authorizer improves monitoring efficiency and reduces demand on the school. Establishing good communication with the authorizer, especially at the first sign of a problem, is crucial to effective monitoring. To accomplish this, the SOC will copy a subgrantee's authorizer on all reports and reviews of the school's progress in meeting the goals of the grant and work closely with the authorizer to ensure that the school is meeting the goals of the grant. Based on needs and risk assessments, technical assistance will be customized for subgrantees. CDE will provide differentiated technical assistance to meet identified technical targeted needs. Schools are incentivized with a fourth year of funding if they demonstrate significant progress toward grant objectives and programmatic expectations in the areas of regular and timely spend down of grant funds, completion of technical assistance requirement, strong enrollment, timely reporting and evidence of academic success.

**Programmatic Monitoring:** Programmatic monitoring includes identifying specific award conditions at the time of the award that must be addressed before funds are released. The subgrantee will work closely with the SOC office to ensure that the preconditions are met, which may require several submittals. Funds will not be released until these conditions are fully met. Additional monitoring will include: annual reporting, monthly and/or quarterly phone check ins, site visits in year one, an extensive external site visit in the second or third year of the grant award, and a final written report at the end of the grant award. At the end of each year of the grant award, a Renewal Proposal is required. This annual performance evaluation includes reports on the progress toward Grant Project Goals and objectives, grant expenditures, accreditation preparations, and school operations. Proposals that do not meet a minimum score must be revised and resubmitted to meet expectations before grant funds can be fully released.

In order to increase open communication, subgrantees participate in quarterly call check-ins which also provide an opportunity to identify potential concerns early on. Subgrantees that demonstrate significant concerns must schedule monthly check-ins until the issues have been resolved. To ensure a thorough monitoring system, every subgrantee is required to have a Year 1 Implementation Site Visit by SOC staff which includes review of progress toward Grant Project Goals, observation of the educational program, demonstration of statutory compliance, discussion of eligibility for and receipt of federal funds/programs, awareness of CCSP grant requirements, and adherence to CCSP certifications and assurances.

During the final year of the grant award, the subgrantee participates in a Charter School Support Initiative (CSSI) school visit which is a three-day evaluation by an external team. This external review team evaluates subgrantees against a rubric designed to identify research-based, best practice standards in instruction, school leadership, school governance, and

finances/operations and is focused on sustainability of the school and positive outcomes for students. The CSSI team creates a report showing progress against the standards, along with findings and recommendations for key strategic focus over a two- to three-year period to ensure the school is equipped to be high-quality by its fourth year of operation.

The final programmatic monitoring element, the Final Grant Report, includes final reporting of expenditures, an EDGAR-compliant asset inventory, and progress toward Grant Project Goals and project objectives, including educational outcomes (**see Appendix F.1, Final Grant Report**). Programmatic monitoring through review of charter documents and performance data are also included. Replication and Expansion schools not meeting minimum expectations are required to utilize CCSP grant funds to address areas of underperformance and receive additional technical assistance support. Should underperformance continue, CCSP funding can be terminated. Concerns and findings are reported to the subgrantee and its LEA grant manager, along with any suggested technical assistance and/or corrective actions.

**Risk Assessments:** The Uniform Administrative Requirements (2 CFR Part 200) requires SEAs to establish risk assessment protocols for the purpose of providing differentiated technical assistance. CDE has developed a fiscal risk identification tool that considers a number of factors in evaluating the fiscal risk of a recipient LEA/fiscal agent. The SOC office works closely with authorizers regarding the level of risk that the authorizer has assigned to the subgrantee, especially with new school applicants, which informs the appropriate level of monitoring required for the subgrantee. Risk is also assessed through site visit protocols (**See Appendix F.1, Site Visit Protocol Template**) for Year 1 Implementation, and through the Renewal Process. LEA's and/or subgrantee schools with higher risk will have additional training and/or reporting required to help mitigate such risks.

**Fiscal Monitoring:** Subgrantees are required to identify early on how their program will be sustainable beyond the life of the grant. In the application phase, subgrantees provide a plan to carry out the program with anticipated funding and alternative provisions both in the narrative and five-year budget. Initial startup costs are not allowed to continue into the implementation years of the grant, and recurring costs are not allowed beyond the first year.

The CDE Grants Fiscal unit thoroughly reviews and approves each subgrant budget prior to release of grant funds to determine whether purchases are eligible for reimbursement under grant terms. The CCSP RFP and guidebook both provide reference to the section 4303(b)(1) of ESEA as well of examples of activities that are fundable. Additionally, Grants Fiscal completes a mid-year fiscal Desk Review, the timely drawdowns of subgrants are monitored quarterly, and subgrantees are required to submit Annual Financial Reports by September 30 of each year. These reports must be approved before the subsequent year's award can be released. During the Year 2 Implementation CSSI Visit, school finance and operations are reviewed by expert external reviewers. Throughout the grant award, any complaints or concerns identified by either SOC or CDE Grants Fiscal are investigated and any concerns and/or corrective actions that are required are reported to the subgrantee's fiscal manager. Finally, the CDE Grants Fiscal department annually reviews the independent audits for each charter school in the state. The CCSP Grant timeline lists these monitoring deadlines (**Appendix F.5, RFP**). Lastly, each subgrantee must submit a final financial report delineating the budgeted project items and corresponding purchases to close out the grant.

#### *d(2) Elimination of Duplication*

In addition to the efficiencies in working to build a productive relationship with charter schools and authorizers noted above, SOC is committed to ensuring that any needed charter data are

retrieved from routine data collections in order to minimize burdens on the charter schools. The SOC office will encourage subgrantees to use information from the authorizer annual report to fulfill certain monitoring requirements. The annual report requires authorizers to collect and compile academic, operational and financial information and provide this report to schools. Subgrantees may use this annual report to fulfill some, if not all, of the requirements of CCSP monitoring requirements. The SOC office will work with and provide training to subgrantees to instruct them in how to use the data that are provided to them from their authorizer to complete the report and thereby reduce the burden on schools.

*d(3) Provision of technical assistance and support*

CDE also places great value on providing high-quality support and training to subgrantees as a means of ensuring high-quality charter school programs. The training is based on research-proven best practices and provided through a variety of required technical assistance options outlined under activities in section **2(b) Project Objectives**. (See **Appendix F.5, RFP**).

d(3)i The eligible applicants receiving subgrants under the State entity's program.

**Subgrantees:** To assist CCSP subgrant applicants in the grant-writing process and in carrying out any potential subgrant award, a variety of grant-specific technical assistance is built into both the initial application process, and into the duration of any award. (See also **2(b) Project Objectives**, Activity 2.1 and **2(c) Quality Applicants**, Technical Assistance During Application Process).

**Partnerships:** Under the proposed program, SOC plans to utilize state procurement procedures to encourage partnerships with outside organizations to carry out this program in part only. Our proposal identifies particular activities in which we have an interest in partnering with outside organizations, including coaching, technical assistance, training, research, report writing,

development of case studies, event planning, and enhancement of charter school board online training modules.

d(3)ii Quality authorizing efforts

The SOC office, CSI, CACSA, and the League of Charter Schools have worked closely with authorizers across the state to improve authorizing quality; disseminate and share best practices; develop capacity for quality application reviews, and annual reviews; develop performance frameworks; streamline authorizing processes; improve the state and district waiver process; and provide technical assistance and professional development to charter school liaisons. These authorizers meet at least quarterly and continually encourage the participation of all authorizers throughout the state. In Colorado, 45 of the 178 school districts, in addition to CSI, authorize charter schools which represents approximately 25 percent of districts in the state. Of those 45 authorizers, approximately 12 to 15 of the largest authorizers have participated in the quarterly authorizer meetings as well as an annual Authorizers Summit, a half day training which is part of the Annual Colorado League of Charter Schools Conference. Participants in these events indicate a high level of satisfaction regarding the value of the work and a desire to consistently reach out to other non-participating authorizers to encourage participation in the group. Given that time and location are impediments to participation in these meetings, the group is working on improving virtual access to increase participation and provide more opportunities for authorizers who cannot attend in person.

In addition to quarterly meetings, for the last several years the authorizer group behind CACSA has presented at statewide conferences including the Annual Colorado League of Charter School Conference and the Colorado Association of School Business Officials Conference in an effort to improve authorizer practices. Beyond conferences, CACSA hopes to begin presenting to district

school boards to provide training, share resources, and encourage the adoption or renewed commitment to NACSA’s Principles and Standards of Quality Authorizing. CDE will support these efforts as part of quality authorizing.

**(e) Management Plan**

*(e)I Management Plan Adequacy in Achieving Program Objectives*

In order to accomplish the objectives outlined in this application, the Schools of Choice Office will utilize existing staff, and at times add temporary capacity – including use of a state-employed Charter Field Consultant in the first year - while developing and administering an RFP process so that we can effectively contract with external providers who will be able to implement particular support and developmental activities statewide for the remainder of the grant. The management plan and budget narrative are designed to accomplish the project objectives on time and within budget.

**Performance Measures** are presented in Table 1. **The CCSP Management Plan** in Table 2 is the Management Plan for the CCSP project, which outlines the implementation benchmarks for each proposed Activity.

<b>Table 1: Performance Plan</b>		
<b>Objective 1:</b> Increase the number of high quality charter school options and the number of students who attend them.		
<ul style="list-style-type: none"> <li>• <b>Activity 1.1:</b> Conduct research on needs and best practices for new school development and replication and expansion, including a process to solicit and consider input from parents and other members of the community on the implementation and operation of charter schools in the state.</li> <li>• <b>Activity 1.2:</b> Offer needs-based professional development and coaching for early state charter school developers and charter schools looking to develop replication and expansion plans.</li> <li>• <b>Activity 1.3:</b> Subgrant competition.</li> <li>• <b>Activity 1.4:</b> Subgrantee monitoring.</li> </ul>		
<b>Performance Measures</b>	<b>Baseline Data</b>	<b>Performance Targets</b>
1A. Number of CCSP subgrant applicants	15 for 2017-18	0 for 2018-19, 19 for 2019-20, 20 for 2020-21, 22 for 2021-22, 17 for 2022-23
1B. Number of CCSP subgrants awarded	12 for 2017-18	0 for 2018-19, 11 for 2019-20, 12 for 2020-21, 13 for 2021-22, 9 for 2022-23

1C. (GPRA): Number of charter schools in Colorado	250 for 2017-18	260 for 2018-19, 270 for 2019-20, 281 for 2020-21, 292 for 2021-22, 300 for 2022-23	
1D. Percent of subgrantees deemed High Quality after years 1,2,3, and 4	N/A	90% per year	
1E. Number of students attending High Quality charter schools	91,451 (based on 2017-18 Pupil count and 16-17 SPF ratings)	Increase by 4.5% per year	
1F. Percentage of CCSP subgrants continued/renewed	100% for 2017-18	Maintain at 95% or above annually beginning in 2020	
1G. Percentage of subgrants receiving 4 <sup>th</sup> year continuation award	N/A	90% in 2022	
1H. Number of subcompetition awards issued for serving underserved populations	N/A	Increase by 2 annually	
<p><b>Objective 2:</b> Raise educational outcomes for all charter school students by increasing capacity among authorizers and charter school leaders to increase quality charter school programs and to successfully address access and equity gaps among educationally disadvantaged students</p> <ul style="list-style-type: none"> <li>• <b>Activity 2.1:</b> Offer supports and technical assistance for charter school authorizers and charter school staff.</li> <li>• <b>Activity 2.2:</b> Increase collective charter school and authorizer technical assistance that addresses access and equity challenges for educationally disadvantaged students.</li> </ul>			
<b>Performance Measures</b>	<b>Baseline Data</b>	<b>Performance Targets</b>	
2A. Number of authorizers actively engaged in Schools of Choice sponsored authorizer activities.	13	Increase by 4 authorizers annually.	
2B. (GPRA): Percentage of 4th and 8th grade charter school students who are achieving at or above the proficient level on Colorado state examinations in both English Language Arts and Math.	4 <sup>th</sup> ELA = 47%, Math = 33% 8 <sup>th</sup> ELA = 48%, Math = 38%	Increase by 1 percentage point annually	
2C. Number of subgrantees authorized by an LEA with a “Performance Plan” rating on the Charter Performance Framework (CPF).	209	Increase by 5% annually	
2D. Number of authorizers who are improving on the use of NACSA’s twelve essential practices.	N/A – will need to establish baseline in year 1	Increase by 1-2 authorizers annually.	
2E. Percentage point decrease in the achievement gap in both English Language Arts and Math for educationally disadvantaged students in charter schools.	<b>Gaps</b>	Decrease by 1% point in both English Language Arts and Math annually.	
	FRL		Math 23.5% ELA 23.1%
	IEP		29.8% 38.2%
	ELL		16.7% 18.4%
2F. Percentile change in median growth percentiles for educationally disadvantaged students in charter schools, for both English Language Arts and Math.	FRL: ELA=50, Math=46 IEP: ELA = 53, Math = 48 ELL: ELA = 53, Math = 48	Increase the median growth percentile in both English Language Arts and Math by 0.5 percentile point annually.	

<b>Table 2: CCSP Management Plan</b>	
<b>Implementation Benchmarks</b> (Person(s)/Partners responsible) Full names of persons can be found in <b>Budget Narrative</b>	<b>Timeline</b>
<b>Activity 1.1: Conduct research on needs and best practices for new school development, expansion, and replication, and parental involvement.</b>	
Executive director with staff input will select a qualified researcher and study design	June 2018
Research and publication	June 2018 to Jan 2019
Dissemination (Executive Director, Charter Technical Assistance Lead, Charter Field Consultant, State-District-Charter School Liaison, organizational partners)	January 2019
<b>Activity 1.2: Offer needs based professional development and coaching for charter school developers, replications, and expansion.</b>	
Begin providing professional development, technical assistance, and coaching for early stage charter developers. Develop RFP to contract activities out for the remainder of the grant (Charter Technical Assistance Lead, Procurement Specialist)	June 2018- June 2019
Contractor provides professional development, technical assistance, and coaching for early stage charter developers. Review annually (Executive Director)	June 2019 through June 2022
Update/release CCSP Guidebook desk resource document (CSP Program Assistant, Subgrant Monitoring Specialist)	Annually in August beginning Fall 2019
Create new online resources such as FAQ, modules, and professional development web content. (Executive Director, Charter Technical Assistance Lead, Charter Field Consultant, State-District-Charter School Liaison)	Fall 2019
Recruit/train/assign mentors for Administrator Mentoring Cohort (CSI, (Charter Technical Assistance Lead, Grant Manager, Executive Director,))	Annually in Jun-Aug
Schedule/organize/conduct Annual Business Manager Conference and School Finance Review (Charter Technical Assistance Lead, Program Assistant, Subgrant Monitoring Specialist)	Annually in Sep, beginning Fall 2019
Schedule/organize/conduct one or more regional trainings and networking events for developers and school grant recipients to access charter school professional development that would otherwise only be available in the metro area (Charter Technical Assistance Lead, Program Assistant, Charter Field Consultant)	Annually in May beginning Spring 2019
<b>Activity 1.3: Subgrant competition.</b>	
Schedule/organize/conduct/record CCSP Grant Boot Camp training (Executive Director, Grant Manager, Charter Technical Assistance Lead, CSP Program Assistant)	Annually in August beginning Fall 2019

Schedule/organize/conduct/record 2 CCSP Grant Budget Workshops (Grant Manager, Grants Fiscal, CSP Program Assistant)	Annually in Sep & Jan beginning Fall 2019
Schedule/organize/conduct/record CCSP Grant Post-Award Webinar	Annually in Nov beginning Fall 2019
Schedule/organize/conduct/record CCSP Grant Renewal Process training (CSP Program Assistant, Subgrant Monitoring Specialist, Grants Fiscal)	Annually in Aug Sept beginning Fall 19
Attend 2-day CSP Project Directors' Meeting (Executive Director, Grant Manager)	Annually, dates TBD
Update/release CCSP Grant RFP, Collect/review Intent to Submit and Eligibility Forms, Recruit /experienced pool of CCSP Grant peer reviewers, Schedule/organize/conduct/record CCSP Grant Reviewer Training, Receive CCSP Grant Applications, and distribute to reviewers, Schedule/organize/conduct CCSP Grant Review, Provide notification of CCSP Grant Results (Grant Manager, CSP Program Assistant, Subgrant Monitoring Specialist)	Annually in Oct beginning Fall 2019
<b>Activity 1.4: Subgrant monitoring</b>	
Develop/review risk assessment review protocol for new CCSP Grant recipients (Grant Manager, Grants Fiscal)	Annually in Sep/Oct beginning Fall 2019
Conduct risk assessments of new CCSP Grant recipients (Subgrant Monitoring Specialist, Grants Fiscal)	Annually in Oct-Dec beginning Fall 2019
Fiscal Monitoring: Collect/review/approved CCSP Grant Budgets (Grants Fiscal)	Nov/Dec & ongoing beginning Fall 2019
Fiscal Monitoring: collect, review, and approve Annual Financial Reports for each subgrantee (Grants Fiscal)	Annually in Sep/Oct beginning, Fall 2019
Fiscal Monitoring: Mid-year fiscal desk review (Grants Fiscal)	Annually in Feb/Mar beginning Fall 2019
Fiscal Monitoring: Review of timely draw-down of funds by subgrantees (Grants Fiscal)	Quarterly Beginning Winter 2019
Programmatic Monitoring: Review CCSP Grant applications for concerns (CSP Program Assistant, Subgrant Monitoring Specialist)	Annually Oct/Nov beginning Fall 2019
Programmatic Monitoring: Annual Performance Evaluation through submission of a Renewal Proposal (update/release/collect/review/approve) (Grant manager, CSP Program Assistant, Subgrant Monitoring Specialist)	Annually in Sep-Nov beginning Fall 2019

Programmatic Monitoring: Annually schedule and conduct Year 1 Implementation site visits. (CSP Program Assistant, Subgrant Monitoring Specialist, Grant Manager, Executive Director)	Annually in Mar-May beginning Spring 21
Programmatic Monitoring: Collect/review Final Grant Reports from subgrantees exiting the grant program. (Grant manager, CSP Program Assistant, Subgrant Monitoring Specialist)	Annually in Aug/Sep beginning Fall 2022
<b>Activity 2.1: State will offer supports and technical assistance to charter school authorizers and charter school staff</b>	
Develop and annually review/modify a Statement of Work with Colorado Charter School Institute (CSI) that identifies the responsibilities of CSI in facilitating authorizer collaboration, best practice sharing, and statewide dissemination activities.	June 2018
Attend NACSA's conference to incorporate best practice into authorizer supports. (Executive Director, Grant Manager, Charter Technical Assistance Lead)	Annually in Oct
Schedule/organize/conduct quarterly Authorizer Meetings (Executive Director, Grant Manager, Charter Technical Assistance Lead, Charter School Institute)	Annually in Aug/Dec/Feb/May
Authorizer Monitoring: Collect/Review Charter Portfolio Performance Report for each authorizer and share with authorizer community (Program Assistant, CDE Accountability)	Annually in Aug
Track/provide reports to subgrantees on CCSP training requirements and corresponding course/program completion as specified in the CCSP Subgrant RFP (Charter Technical Assistance Lead, Program Assistant, Subgrant Monitoring Specialist)	Annually in Jan/Mar/May/Jul beginning Winter 2019
Publish a Documented Quote for a contracted provider to improve, update, maintain, and publish Board-related governance training modules that will be available for use by all school leaders including charter school grant recipients (Charter	Annually beginning Winter 2018
Create/refine process for Charter Boards to complete Board training modules (Charter Technical Assistance Lead, Program Assistant)	Annually beginning Winter 2018
Create a Scope of Work to hire a contract provider for planning and delivering a Charter School Administrator Learning Community and Induction Program that can be used for charter subgrantees and as a resource to the larger charter sector (Charter Technical Assistance Lead, Procurement Specialist,	March 2019. Review scope of work annually
Schedule/organize/conduct six Charter School Administrator Learning Community and Induction Program events (Charter Technical Assistance Lead, Program Assistant, Subgrant Monitoring Specialist, contract provider)	Annually in Sep/Nov/Jan/Feb/Apr/Jun
Create a Scope of Work for the Charter School Institute to oversee the Charter School Administrator Induction Program and to recommend eligible charter school administrators who successfully complete the program for full principal licensure (Charter Technical Assistance Lead, Procurement Specialist,	March, 2019. Review scope of work annually

Schedule/organize/conduct 2+-day Charter School Boot Camp for planning teams (Charter Technical Assistance Lead, Program Assistant, Subgrant Monitoring Specialist Contract provider3)	Annually in April beginning Spring 2019
Attend National Charter School Conference to further develop expertise in charter school best practice, and share about best practice in Colorado (Executive Director, Grant Manager, Charter Technical Assistance Lead)	Annually in June beginning Summer 2019
<b>Activity 2.2: The State will offer supports, technical assistance, and facilitated dialogue with statewide education stakeholders on topics that address access and equity challenges</b>	
State will form and run an advisory panel to develop an annual plan for state convenings related to best practices for increasing equity and access for all students in a system of choice (Executive Director, Grant Manager, Charter Technical Assistance Lead)	Annually om December beginning 2019
State will initially develop and annually review/modify a Statement of Work (SOW) that identifies the responsibilities of one or more convening planners. (Charter Technical Assistance Lead, Procurement Specialist)	Annually throughout the year. Up to 3 times
Following completion of SOW, contract provider will carry out planning and implementation activities consistent with the Statement of Work (Partner Organization, monitored by Charter Technical Assistance Lead, )	Annually throughout the year. Up to 3 times
Schedule/organize/manage registrations and event logistics for up to three convenings per year (CSP Program Assistant)	Annually in May
Initially develop and annually review/modify a Statement of Work that identifies the responsibilities of content developer. Activities will include: Develop materials for participants at state convenings. Develop follow up materials from the state convening. Develop one national and one state case study for each convening topic. (Charter Technical Assistance Lead, Procurement Specialist)	Annually throughout the year. Up to 3 times
Following completion of SOW, contract provider will carry out content development activities consistent with the Statement of Work (Partner Organization, monitored by Charter Technical Assistance Lead)	Annually throughout the year. Up to 3 times
State will use departmental communication resources to give broad distribution of materials and best practices. Schools of Choice office will work with communications office to coordinate targeted additional outreach activities (Charter Technical Assistance Lead, Program Assistant, Subgrant Monitoring Specialist, CDE Communications Office)	Annually throughout the year. Up to 3 times
SOC liaison will work across Departmental units to build relationships and identify disparity of resources/communication from districts to charter schools and other charter related topics (Charter School Liaison)	Monthly. Identifies one or two topics per year to work with charters

SOC liaison will initiate pilot Professional Learning Community (PLC) for chosen identified topic among unit leads and organize meeting format, seek charter school volunteers, and cultivate relationship with corresponding authorizers (Charter School Liaison, Executive Director)	One PLC per year starting in Spring 2019
PLC will work collaboratively to identify and pilot solutions in individual settings on a bi-monthly basis and work with Liaison to determine tasks and create a final guidance document to share with other schools and authorizers (Volunteer PLC Team, Charter School Liaison)	Bi-monthly starting Spring 2019

*(e)2 Management Plan: Appropriate Time Allocations in Achieving Proposed Project*

To achieve the objectives of our application, capacity within the office will fluctuate between 4.35 FTE and 4.65 FTE along with significant investments from charter support providers. The staffing structure, with corresponding annual time commitments for each member of the team, is outlined in the attached budget narrative.

Along with the management plan detail provided above, we have attached a comprehensive budget narrative, which outlines financial plans for annual staffing and contract awards.

## **(f) Parent and Community Involvement**

**Statutory Basis for Parent Involvement in Education:** C.R.S. 22-30.5-102 states that, “a.) *Parents have the right and responsibility to participate in the education institutions which serve them*” and that “*Charters are intended to...provide parents and pupils with expanded choices in types of education opportunities that are available within the public school system...encourage parental and community involvement with public schools, [and]]...to create a legitimate avenue for parents, teachers, and community members to implement new and innovative methods of educating children...within the public education system.*”

**State Advisory Council for Parent Involvement in Education:** As noted in Objective 1, Activity 1.1, the State Advisory Council for Parent Involvement in Education (SACPIE) was established in 2009 to “*review best practices and recommend to policy makers and educators strategies to increase parent involvement in public education*” (C.R.S. § 22-7-301(2), 2012). This responsibility specifically includes involving families to increase high school and college graduation rates, decrease dropout rates, and close achievement and growth gaps.

**School Accountability Committee (SAC):** State law requires each public school to form a school accountability committee, of which at least half of the members must be parents. SACs are responsible for making recommendations to their principal concerning priorities for spending, making recommendations concerning the school’s Unified Improvement Plan, and meeting at least quarterly to discuss implementation of the plan.

**Community Involvement in the Charter Application:** Additionally, *CRS 22-30.5-105* requires a charter application to include both evidence that an adequate number of parents support the formation of a charter school, a description of the nature and extent of parental and community

involvement in the governance and operation of the school, and the school's expectations and plans for ongoing parent and community involvement.

**Community Involvement Per the CCSP Grant:** CCSP applicants must also meet the condition set in the federal definition of a charter school which “*is a school to which parents choose to send their children*” and enrollment considerations reaching out to the general and parent community. Colorado’s subgrant competition requires applicants to articulate the manner in which parents and community are involved in the formation, operations and governance of the school. The CCSP grant requires applicants to explain how parents and community members are engaged in the life and decision making of the school, as well as demonstrate the use of external supports through partnerships. The applicant should identify and describe external supports and networks for the development and sustainability of the school. The CCSP grant also requires demonstration of parent and community involvement and support through the use of waitlist information and a documented level of parent engagement. A description of the role of community and family members in current and on-going decision making should be included.

**Parent and Community Involvement through Proposed Grant Activities:** As described in Activity 1.1, the state will conduct research, including a process to solicit and consider input from parents and other members of the community on the implementation and operation of charter schools in the state. Parent and community feedback will be publically reported.

### **(g) Flexibility**

In authorizing charter schools, the General Assembly intended to create an avenue for parents, teachers, and community members to implement new and innovative methods of educating children that are proven to be effective and to take responsible risks and create new and

innovative ways of educating all children within the public education system. The Act fosters this innovation by incorporating principles of autonomy and flexibility throughout.

A critical component of the Act is to allow charter schools to be responsible for their own operations, including, but not limited to, preparation of a budget, contracting for services, facilities, and personnel matters. C.R.S. § 22-30.5-104(7). Generally, charter schools receive an amount equal to their charter authorizer's per pupil funding multiplied by the charter school's enrollment. The authorizer may retain an amount for central administrative overhead costs, but only up to 5 percent of their per pupil share. C.R.S. § 22-30.5-111.5(4). As a result, charter schools have the ability to make decisions and align their spending with autonomy.

In addition, the Act provides a process to allow charters to petition their authorizer for waivers from district-level policies and for waivers from certain state statute and state board rules. C.R.S. §§ 22-30.5-104(6)(d) and -105(3). Through this process, charter schools have flexibility in how they meet the intent of statute or rule by implementing new and innovative methods of educating their students to meet the specific educational needs of their student population.

Colorado's State Board of Education maximizes the flexibility granted to charter schools through their rulemaking authority by approving a list of automatic waivers from state statute (1 CCR 301-35, rule 3.01). Currently, the state board has approved the 15 automatic waivers (see **Appendix F.1, Waivers**).

Moreover, charter schools have the ability to seek non-automatic waivers from state statute and board rule by submitting a waiver request with rational and replacement plans. While charter schools may not seek waiver of federal statute or state non-education statute, the only state education statutes that charter schools are prohibited from seeking waiver are those related to the following: to the Public School Finance Act, state assessments, school accountability committees

data assistance for school performance reports, the Children’s Internet Protection, and the requirement to post online the list of waivers that have been obtained.

So long as the State Board of Education deems the waiver necessary, the state board must grant the waiver, which continues through the term of the charter contract and may be renewed upon charter contract renewal (*C.R.S. § 22-30.5-104(6)(d)*). Because charter schools are subject to an additional level of oversight, being accountable to both their charter board and their authorizer, the state board may be more deferential to charter school waiver requests. In addition, the Colorado Department of Education may recommend revisions to the waiver request prior to presentation to the state board for approval. Typically, the State Board of Education will place charter school waiver requests on their consent agenda.

Some of the more commonly approved non-automatic state waivers pertain to time and personnel, which in turn provides charter schools with a high level of flexibility in each of these areas. Charter schools often seek waiver from statutes related to pupil-teacher contact hours and calendar days, which provides charter schools with the authority to make decisions about how the school will meet the minimum statutory requirements and to establish their own school calendar. In addition, charter schools frequently seek waiver from statutes related to personnel, which, among other things, provides charter school with the ability to employ staff with flexible credentials, create their own personnel evaluation systems, set their own salary schedules, draft their own employee agreements, and prohibit teacher transfer. Personnel waivers also permit charter schools to create their own hiring and termination policies in order to hire those individuals that best fit their schools’ mission and vision and to terminate staff when they are not meeting the specific performance expectations set by the school.

## Other Attachment File(s)

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## EXPANDING OPPORTUNITY THROUGH QUALITY CHARTER SCHOOLS PROGRAM (CSP)

### GRANTS TO STATE ENTITIES

#### ASSURANCES

Pursuant to section 4303(f)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), recipients of Grants to State Entities must provide the assurances described below.

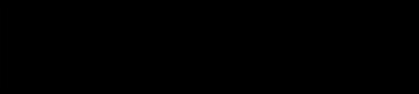
As the duly authorized representative of the grantee, I certify to the following:

- (A) Each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions;
- (B) The State entity will support charter schools in meeting the educational needs of their students, including children with disabilities and English learners;
- (C) The State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners;
- (D) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in section 4303(f)(1)(A)(viii) and (f)(2)(B) of the ESEA;
- (E) The State entity will promote quality authorizing, consistent with State law, such as through providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by--
  - 1) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;
  - 2) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles, and ensuring that any such audits are publically reported; and
  - 3) Holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as through renewal, non-renewal, or revocation of the school's charter;
- (F) The State entity will work to ensure that charter schools are included with the traditional public schools in decisionmaking about the public school system in the State; and
- (G) The State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including--
  - 1) Information on the educational program;
  - 2) Student support services;

- 3) Parent contract requirements (as applicable), including any financial obligations or fees;
  - 4) Enrollment criteria (as applicable); and
  - 5) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
- (H) For a State entity that is a State educational agency, State charter school board or Governor of a State, the State entity will expend and account for the Federal award in accordance with State laws and procedures for expending and accounting for the State's own funds. In addition, for all State entities, the State entity's and other non-Federal entity's financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.
- (I) The State entity will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

  
 NAME OF AUTHORIZED OFFICIAL

Commissioner  
 TITLE

  
 SIGNATURE OF AUTHORIZED OFFICIAL

4/17/18  
 DATE

Colorado Dept. of Education  
 APPLICANT ORGANIZATION

4/20/18  
 DATE SUBMITTED

# BILL KOTTENSTETTE

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## EXPERIENCE 2017 - Present

### **COLORADO DEPARTMENT OF EDUCATION**

**Denver, CO**

#### *Executive Director, Schools of Choice Unit*

- Serves on Leadership Team to inform strategic direction of the School Quality and Support Division within the Colorado Department of Education
- Develops and leads key areas of work related to charter schools and school choice including online and blended learning
- Represents Schools of Choice Unit as applicable before internal CDE leadership and the Colorado State Board of Education as well as with other external partners and stakeholders
- Directs the Colorado Charter School Grant Program including representing the Department at local and national conferences and events related to the charter school grant program
- Ensures compliance to U.S. Department of Education requirements for the grant program for all applicable grant activities and charter school participants
- Oversees Charter School Program grant activities, staff and consultants supporting those activities (e.g., trainings, grant review and awards, school visits, reports).
- Manages state chartering authority requirements, charter waiver requests and board rule processes related to Colorado charter schools
- Oversees process for district/school designation requests for Colorado Innovation School status to include alignment to board rules and policies, responding to questions and providing technical assistance, presenting innovation requests and rules to the Colorado State Board of Education as applicable and coordinating with school district administrators regarding these requests.
- Informs legislative and policy questions and issues relevant to choice options, charter schools, online schools, including blended learning models as applicable.
- Cultivates and maintains strong relationships with Colorado charter schools and authorizers and with other stakeholders engaged in the choice and charter school movement at the state and national levels.

2013 - 2017

### **COMPASS MONTESSORI SCHOOLS**

**Golden, CO**

#### *Executive Director*

- Executed the strategic plan of an organization that operates two charter schools under the Montessori framework and educates over 700 students a year in grades ranging from preschool through 12<sup>th</sup> grade
- Developed and managed an annual budget of approximately \$6.5 million with 80 full-time staff
- Lead and directly supervised two principals, one financial officer, one IT director, one facilities manager, and other central office employees for the school
- Worked as the sole employee for the school's Board of Directors and served as the bridge between the Board and the broader stakeholder community including parents, students, teachers, and community members
- Served as the primary liaison and communicator between the Compass charter schools and the broader education stakeholder community, including our district authorizer and the state of Colorado

2012 - 2013

### **DENVER PUBLIC SCHOOLS**

**Denver, CO**

#### *Manager of Innovation School Development*

- Managed plan development, review, and approval processes for schools applying to become innovation schools
- Shaped district definitions of school quality through development of application guides and rubrics for charter and innovation schools
- Participated as an evaluator on school Application Review Teams (ARTs) for charter and innovation school applications, and participated as an evaluator on school quality assurance site visits
- One of three project managers on the District's Race to the Top application, which helped create a strategic plan for blended and personalized learning in the district

Summer, 2011

### **NEW YORK CITY DEPARTMENT OF EDUCATION**

**New York, NY**

#### *Consulting Intern – Office of Teacher Effectiveness*

- Worked with project management team to design and enhance two human capital technology solutions responsible for measuring and improving the performance of New York City public school teachers.

Activities included requirements gathering, use case definition, policy analysis, process redesign, and development milestone tracking

- Facilitated strategic planning between the District's Office of Information Technology and Office of Teacher Effectiveness on how to integrate two cloud-based teacher development programs (evaluation and professional development) into a single user platform
- Developed communication and training documents for principals on use of the new cloud-based teacher evaluation and professional development systems

2008 - 2010 **STATE OF COLORADO-SECRETARY OF STATE** **Denver, CO**  
*Manager, Elections Data and Reporting*

- Managed centralized data and reporting responsibilities for the state, which included data warehouse development for over 5.5 million voter records and the associated election activity transactions
- Partnered in development of web-based election innovations including: 1) online voter registration, 2) cross-agency data verification against motor vehicle, criminal, and death records, and 3) creation of "open format" extracts for improved public access to election data
- Designed and implemented audit systems to monitor consolidation of over three million duplicate voter records resulting from migration of historic county data into a centralized database

2007 - 2008 *Lead Trainer, County Elections*

- Managed workforce compliance with statutory program for the certification of county election administrators
- Led change management activities, which included system user training, technical support, use case development, and business process definition related to the consolidation of 64 county databases into a centralized state ERP system
- Directed five state conferences and twelve regional conferences for county executives on the effective administration of elections compliant with state and federal law

2004 - 2007 **STATE OF COLORADO-OFFICE OF LT. GOVERNOR JANE NORTON** **Denver, CO**  
*Director, Head Start-State Collaboration Office*

- Oversaw administration of a federal appropriation to build comprehensive early childhood systems of care for low-income children and families in Colorado
- Provided lobbyist services for the state's Lieutenant Governor on issues related to education and child welfare

2002 - 2004 **U.S. HOUSE OF REPRESENTATIVES-OFFICE OF CONGRESSMAN BOB BEAUPREZ** **Aurora, CO**  
*Constituent Liaison*

2000 - 2002 **TEACH FOR AMERICA/WESLACO INDEPENDENT SCHOOL DISTRICT** **Weslaco, TX**  
*Middle School Social Studies Teacher/Corps Member*

**EDUCATION** **VANDERBILT UNIVERSITY**  
**OWEN GRADUATE SCHOOL OF MANAGEMENT** **Nashville, TN**  
Master of Business Administration, May 2012  
Concentrations: Strategy, Human and Organizational Performance (HOP)  
3.91 GPA and graduated in the top 5% of the class

**UNIVERSITY OF COLORADO** **Boulder, CO**  
Bachelor of Arts, May 2000, Double Major: Economics, Political Science

**ADDITIONAL**

- Skills: Advanced proficiency with MS Office, including Word, PowerPoint, Excel and Access. Fluent in using Windows, Mac, and Google Chrome operating systems

## Peg McMillen

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### PROFESSIONAL EXPERIENCE

Grant Manager and Charter School Support, Innovation and Choice Unit  
COLORADO DEPARTMENT OF EDUCATION (CDE) 2015 – present  
Denver, CO

#### Project Director (interim 6/16 – 11/17)

- Direct two federally awarded Colorado Charter School Program (CCSP) multi-million dollar grants.
- Successfully wrote and secured waivers to existing federal awards to provide for increased funding to successful sub-competition applicants and priority to intentional program design for educationally disadvantaged.
- Provide content revision to annual Request for Proposal (RFP).
- Secured requests for no cost extensions to ensure expenditure of total award.
- Engage in regular communication with federal program regarding progress and requests as appropriate to meaningful implementation.
- Collaborate with other states through online Community of Practice and annual Project Director meetings.
- Monitor state growth trends, legislative development and national trends to inform appropriate modifications and future applications.
- Lead program expert for comprehensive federal monitoring visit and Federal Regulation (CFR) and non-regulatory guidance compliance.

#### Program Manager

- Coordinate and manage grant competition, grant reviewers, eligibility and application review and award process for new charter school developers.
- Oversee and provide training to new grant applicants, awardees, and grant application reviewers on aspects of grant writing and grant rubric (business plan) for successful school development and participation in the grant program.
- Foster relationship with and monitor subgrantees (~45 schools annually) for progress toward school opening, operations, sustainability and ability to meet obligations of their awards.
- Oversee technical assistance, resource development, subcontractor work agreements and relationships.
- Analyze program results to determine optimal improvements and draft internal guidance.
- Collect and evaluate data and write annual performance report on program objectives and project activities according to mandated timelines.
- Engage team in logistic efforts to create strong to push management plan forward.
- Conduct school site visits to monitor for appropriate grant expenditures and program success.

#### Charter School Support

- Inform state guidance on charter schools.
- Develop annual calendar and content expectations for 30 annual trainings for sub-grantees and statewide charter school sector.
- Negotiate contracts, approve content, coordinate and manage subcontractors.
- Work with authorizer group to foster relationship and best practices in authorizing and charter development.
- Provide guidance to local (district), state and federal stakeholders regarding policy concerns to identify appropriate courses of action and guidance at every level.
- Build and maintain strong external relationships with state agencies, advocacy groups, foundations, authorizers and their charter schools.
- Collaborate across units within CDE to develop and deliver guidance, providing charter school perspective, access and equity guidance, federal consideration and historical knowledge.
- Maintain knowledge of emerging concerns, developing policy and best practices for charter schools and charter school authorizing.

Grant Writing Consultant, Innovation and Choice Unit  
Evaluator, Charter School Supports Initiative (CSSI)  
COLORADO DEPARTMENT OF EDUCATION (CDE) 2012 – 2015  
Denver, CO

- Consulted with grant applicants in the development of quality applications, ensuring all components and requirements were thoroughly addressed and met RFP rubric criteria prior to submission to grant competition to increase likelihood of qualifying for funding.
- Provided extensive research and revision to the Colorado State Charter School Standard Application rubric to accommodate new policy and best practices for charter school development and operations.

- Served on state school evaluation team which interviewed school administration, staff, boards, students and families, engaged in school wide and classroom observation and review of documents to assess the quality of community engagement, leadership and continuous improvement, policy, governance, operations, accessibility, sustainability and overall climate & culture in new charter schools. Collaborated with CSSI team members to evaluate overall performance and make recommendation for continued operations.

Grant Consultant, Innovation and Choice Unit  
 COLORADO DEPARTMENT OF EDUCATION (CDE) 2009 – 2012  
 Denver, CO

- Conducted grant writing and grant reviewer trainings, workshops & webinars; revised and edited the Request for Proposal and board training modules; Directed and supported school developers, authorizers, parents and educational service providers regarding charter school statute and policy and charter school development procedures; Evaluated grant applicant eligibility & enrollment policies, applications and budgets according to programmatic, state & federal regulations; Supported charter schools through technical assistance and communication; keep apprised of local and national trends; Oversee and monitor grant obligations of awarded schools for compliance, grant spending and performance for continuation & renewal; review reports; conduct onsite visits; Review and approve grant budgets for compliance with OMB circulars and EDGAR regulations.

Facilitator, Supports Intensity Scale  
 DEVELOPMENTAL PATHWAYS & DEVELOPMENTAL DISABILITIES RESOURCE CENTER 2006 – 2009  
 Denver, CO

- Interviewed individuals with disabilities and their caretakers to ascertain their unique support needs to determine federal funding eligibility. Worked to create a safe environment that dispelled their concerns and engendered trust. Engaged in thorough explanation and reassurance through empathy and compassion in the midst of diverse cultural and educational backgrounds. Synthesized and summarized information through standardized evaluation and report.

## COMMUNITY ENGAGEMENT

Board Member, Colorado Charter School and Special Education Advisory Committee 2007 – 2011

Member of the education committee that reviewed and advised charter school leaders and their authorizers of current concerns, impending and recommended legislation and equity issues in advocacy of Colorado's special education students and their families.

Board Member, Human Rights Council, Developmental Pathways 2006 – 2009

Member of the HRC that reviewed and made recommendation on incident reports, therapeutic care and medications for Colorado's comprehensive care recipients to ensure humane, appropriate and timely treatment.

Vice President, Linda Coulthard Morris Multiple Sclerosis Charity 2000 – 2004

Design team member for fund raising events to assist in research for Multiple Sclerosis.

Consultant, Charter School Development Team for Inclusive Education 2013 – 2015

Assisted design team for a developing fully inclusive charter school in negotiating complexities of starting a school. Worked with authorizer, charter school advocacy group and network with other professionals to develop solid and viable plan. Assisted in creation of an application that espoused a community of acceptance and access for individuals with developmental disabilities through Universal Design Learning, ABA therapeutic techniques and peer mentoring.

Founder/coordinator of the United Partners in Education for Developmental Disabilities 2012 – 2014

Created a think tank to determine new strategies in promoting awareness of the disparity of opportunities available to individuals with disabilities and facilitate educational, business and community engagement for the purpose of enhancing their lives. Initiated programming options for special education students by recruiting specialists to assist in collaboration and communication between district, schools, community center boards and teachers to meet student needs.

## EDUCATION

UNIVERSITY OF NORTHERN COLORADO, GREELEY, CO  
 Bachelor of Arts, honors, Speech and Language Pathology  
 Thesis and film: Normal Language Development in Children

UNIVERSITY OF COLORADO, BOULDER, CO  
 Master's candidate, Speech and Language Pathology  
 (Completed full year of clinical and practical research and study; left in excellent standing for medical reason)

UNIVERSITY OF MASSACHUSETTS – BOSTON, BOSTON, MA  
 Continuing Ed, Strategies for Systemic Change; Dept. of Global Inclusion and Social Development

FAMILY LEADERSHIP TRAINING INSTITUTE, DENVER, CO  
 Certificate, Community Engagement & Advocacy

## ACADEMIC HONOR AND PRESENTATIONS

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Graduated with Honors, Department of Speech Pathology, University of Northern Colorado  
Panelist, CSP Director's Meeting, *Aligning CSP Sub-Grant Awards with Strong Authorizing*  
Presenter, Colorado Charter School Convention, *CCSP Grant Primer: Writing Your Charter School Application to Align with the CCSP Grant*  
Presenter, Moonshot edVentures, *Board Governance Options*

Greeley, CO  
Washington, DC  
Boulder, CO  
Denver, CO

# ELIZABETH A. ANZALONE

## PROFESSIONAL EXPERIENCE

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**Colorado Department of Education, Denver, CO**

November 2017-present

Senior Consultant.

Provide guidance to school districts, charter schools, and innovation schools related to waiver requests and prepare such requests for presentation to the State Board of Education; coordinate technical assistance that the Department is required to make available to charter school boards, school leaders, and business managers pursuant to its obligations under the Colorado Charter Schools Program federal grant; participate in the policymaking process as it relates to schools of choice.

**Pennsylvania Department of Education, Harrisburg, PA**

January 2012-October 2017

Assistant Counsel (Attorney II), Governor's Office of General Counsel. (July 2014-October 2017)

Advised and represented the Department in the areas of charter schools, special education, educator discipline, civil rights, and curriculum, including related administrative and appellate litigation and internal and other government investigations.

Executive Assistant to the Executive Deputy Secretary. (February 2013-June 2014)

Advised the Executive Deputy Secretary on all matters related to the authorization and oversight of cyber charter schools; drafted decisions for cyber charter school applications, renewals, and amendments; participated in cyber charter revocation proceedings; provided policy recommendations based upon in-depth analyses of cyber charter school data; provided counsel to Department staff, charter schools, and citizens on charter school law and policy.

Law Clerk, Governor's Office of General Counsel. (January 2012-January 2013)

Researched, interpreted, and applied laws, court decisions, and other legal authorities to assist higher level attorneys in examining and preparing legal documents, briefs, pleadings, and opinions related to charter school authorization and accountability, state assessment test security, educator misconduct, school district financial recovery, and special education; drafted proposed legislation and policy statements; advised Department staff on federal and state law and regulation.

**Tyco Electronics Corporation, Middletown, PA**

November 2011-October 2012

Contract Attorney. Aligned data privacy agreement with the European Union Data Privacy Directive; assisted with the development and implementation of ethics and compliance initiatives.

**American Civil Liberties Union of PA, Harrisburg, PA**

January 2011-April 2011

Legislative Intern. Researched and wrote memoranda on police practices, LBGT rights, reproductive freedom, voting issues, and student rights; strategically advocated for civil liberties with state lawmakers and coalition partners.

**Commonwealth Court of Pennsylvania, Harrisburg, PA**

May 2010-August 2010

Intern to the Prothonotary. Researched and wrote memoranda on procedural issues to assist judges, attorneys, and parties with pre-hearing matters; prepared court orders after reviewing pleadings and participating in pre-hearing conferences.

## EDUCATION

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**Widener University School of Law, Harrisburg, PA**

J.D., *Cum Laude*, May 2011

Widener Law Journal: Business/External Managing Editor (2010-11), Associate Staff (2009-10)

Research Assistant: Examined the impact of Confucianism on China's judicial system. (2009-11)

Harrisburg Civil Law Clinic: Clinic Leader (2010-11), Clinic Intern (2009-10)

**Pennsylvania College of Technology, Williamsport, PA**

B.S. in Business Administration: Banking and Finance, Minor in Financial Planning, *Summa Cum Laude*, May 2008

Activities: Student Managed Investment Fund, Volunteer Income Tax Assistance, Academic Tutor

## BAR & COURT ADMISSION

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Colorado (application pending for Admission on Motion, July 2017)

Eastern District of Pennsylvania (Admitted, November 2016)

State of New Jersey (Admitted, January 2012)

Commonwealth of Pennsylvania (Admitted, October 2011)

PR/Award # U282A180023

## **PUBLICATIONS AND PRESENTATIONS**

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Colorado League of Charter Schools Annual Conference, Waiver Requests, *Presenter* (2018)

Pennsylvania Coalition of Public Charter Schools, How to Start a Charter School, *Panelist* (2014)

Anzalone, Elizabeth A., “*At Liberty on Parole*” and *Its Implications for Parole Violators*, 20 WIDENER L.J. 597 (2011)

## **PROFESSIONAL MEMBERSHIP/ACTIVITIES**

---

The Education Leadership and Policy Center, Education Policy Fellowship Program, *Fellow* (2013-14)

James S. Bowman American Inn of Court, *Associate* (2012-14)

# Marti Rodriguez

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## Experience

Colorado Department of Education 2005 - Present

### **Lead Grants Fiscal Analyst**

Denver, CO

Responsible for the management of Federal and State competitive grants.

Responsibilities begin with the award process to the issuance of formal grant award notifications

Ensure award notifications sent to sub grantees include compliance requirements set form in the original award notification received by the Department

Assist internal program managers with initial budget preparation and monthly review of budget to actual expenditures, in addition to ensuring grant funds awarded to districts expended within the grant period

Provide support to various departments within the Colorado

Department of Education to ensure compliance with Federal and State regulations that govern each grant award.

Review and approve grant payments to districts on a monthly basis ensuring funds were drawn in a timely manner.

Reconcile internal grant fund payment system to State accounting system (COFRS) to ensure funds were being spent within the established time period as established by the grant award.

Prepare training documents and conduct sessions with districts addressing the various requirements of each grant.

Review all Colorado districts Consolidated Annual Financial Report, Single Audit Section to ensure compliance with the federal guidance. Work with districts that were identified as high risk to ensure audit findings did not require additional steps to recover federal funds and to close findings in a timely manner.

Cherry Creek School District

### **Extended Childcare Services (ECS) Accountant 2000 - 20004**

Greenwood Village, CO

Initiated a review program to follow-up significant audit findings reported on the external auditor reports that required the establishment of internal control systems and fiscal guidance

Established guidelines that outlined appropriate documentation and records that supported the ECS program expenditures.

Worked with Coordinator to finalize the ECS Handbook with specific attention to the fiscal requirements. Created a Quickbooks training program and training manual to ensure compliance with established financial guidelines.

Monitored the profit/loss of all programs on a monthly basis, working with principals and directors if significant losses were reported.

Served on the ECS Committee which provided oversight to all programs.

## Education

**Metropolitan State College**  
**BS Accounting**



**COLORADO**  
State Board of Education

201 East Colfax Avenue  
Denver, CO 80203-1799

**Angelika Schroeder**  
Chairwoman  
2<sup>nd</sup> Congressional District

**Joyce Rankin**  
Vice-Chairwoman  
3<sup>rd</sup> Congressional District

**Steve Durham**  
5<sup>th</sup> Congressional District

**Val Flores**  
1<sup>st</sup> Congressional District

**Jane Goff**  
7<sup>th</sup> Congressional District

**Rebecca McClellan**  
6<sup>th</sup> Congressional District

**Debora Scheffel**  
4<sup>th</sup> Congressional District

April 18, 2018

Mr. Stefan Huh  
Director, Charter School Programs  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Mr. Huh,

As Chair of Colorado’s State Board of Education, I am writing to you in support of the Colorado Department of Education’s (CDE) application for funding under the U.S. Department of Education’s Expanding Opportunities through Quality Charter Schools – Grants to State Entities Program.

As a state that has been on the forefront of utilizing charter schools as a resource for improving our public education system, we have seen the opening and growth of some exceptional high quality charter schools across the state that are doing remarkable work in support of the students and families they serve. We also often find these same schools are the ones that take an active role in helping share and promote promising educational practices across the state.

When considering the positive impact that these high quality charter schools have made and when considering our Board’s commitment to supporting quality schools, expanded options for students, and closing performance gaps for all students, the need for this grant becomes ever so apparent. I therefore offer my full support for the Department’s application for funding and encourage you to approve, this grant request.

Yours Sincerely,

[Redacted Signature]

Angelika Schroeder, Chair  
Colorado State Board of Education







**COLORADO**  
Department of Education

Commissioner  
201 East Colfax Avenue  
Denver, CO 80203-1799

Mr. Stefan Huh  
Director, Charter School Programs  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

April 20, 2018

Dear Mr. Huh,

As Commissioner of the Colorado Department of Education, it is my pleasure to offer full support to our state's application for funding under the U.S. Department of Education's Expanding Opportunities through Quality Charter Schools - Grants to State Entities Program.

This grant opportunity has been very important to Colorado. Previous Charter School Program grants provided to Colorado have been instrumental, not only in helping to open high quality charter schools in the state, but also in creating an evidence-based framework for supporting and evaluating the quality of autonomous schools.

Many of the activities taken on by the state have advanced best practices for school support in Colorado. For example, the Charter School Support Initiative implemented under previous grants mirrors the Colorado Title I School Support evaluation process and CDE's School Quality rubric, which is now not only used to coach and support Year 3 charter schools in the CSP program, but is also used as an option for schools identified by the state for Comprehensive Support.

The CSP Grant helps the state advance its objectives across much of our strategic plan, including:

- All Means All - With this grant proposal's focus on addressing access and equity challenges in a choice system, this grant will help accelerate state activities in our strategic plan that prioritize reducing the state's achievement gaps.
- Quality Schools - With a focus on coaching and support for new charter developers, a continued focus on the Charter School Support Initiative, and a deeper investment in quality charter authorizer practices, Colorado will increase the overall quality of charter schools from inception to their continued oversight from engaged and connected authorizer leaders.
- More Options - Under this application, Colorado will prioritize supports to historically underserved communities, including rural communities to ensure engaged charter developers



who have access to quality supports. In addition, the state will use the sub-grant competition to encourage the start-up and quality implementation of charter schools expanding to high school and/or opening alternative education campus (AEC) secondary programs.

Charter schools now comprise nearly 15% of P-12 students with enrollment of approximately 120,000 students. Under this grant, the state projects increasing the charter school and student population by approximately 20% over the next five years. There is still strong demand for high quality charter schools and given the historic performance of existing schools, opening more schools that meet CDE's quality criteria will continue to improve student achievement overall for the state.

Charter schools are embraced in Colorado as part of the public education system, and through the CSP program, charter schools have been able to expand and become recognized as part of the broader public education system.

I appreciate the U.S. Department of Education's consideration of Colorado's application for this grant. By approving this grant, you will ensure that high-quality charter schools will continue to grow and contribute to a vibrant autonomous public school community that encourages school and educator commitment to great outcomes for all of Colorado's students.

Sincerely

  
Katy Anthes, Ph.D.  
Commissioner





1580 LOGAN STREET, SUITE 210

DENVER, COLORADO 80203

Tel: [REDACTED] Fax: [REDACTED]

## CHARTER SCHOOL INSTITUTE

April 18, 2018

To Whom It May Concern:

I am writing this letter in support of the Colorado Department of Education's pursuit of the Charter School Program Grant (CSP) funds. As Colorado's statewide authorizer of charter schools, the Colorado Charter School Institute (CSI) is in a unique position to support schools in a variety of communities across our state. Our mission is to foster high-quality charter public school choices, particularly those closing the achievement gap for at-risk students. CSI authorizes 41 schools across Colorado, from Durango to Steamboat Springs to Fruita to Calhan, serving over 17,500 PK-12 students. We offer support, flexibility, and transparent accountability to ensure our schools are in the best position possible to serve their students.

Our schools are unique in many ways, but the one thing that unites them is the paucity of funding options for schools in the pre-opening and early years of operation. As the recent CREDO study on charter school achievement reminds us, this is a critical time for the school to establish its success and without necessary money it is an extremely challenging endeavor. On top of this, the relatively low amount of per pupil operating revenue that charter schools receive in Colorado *and* the definite lack of affordable facility options are compounded. All of this is to say that charter schools in Colorado are greatly dependent on the ongoing availability of the CSP program and funds. Charters in Colorado have a demonstrated track record of success and, in aggregate, are outperforming traditional schools, even controlling for poverty variables. To continue this pattern we must secure the ongoing opportunity for access to these start-up funds.

The impact of the loss of these funds would be severe which is evident by how heavily our new, expansion, and replication schools have relied on CSP funds for preparation and early year operations. Without these funds, the successful operations of these schools would be seriously jeopardized if not completely rendered inviable. Not only as an authorizer, but also as a former charter school founder and school leader, I fully understand how vital these funds are to a successful opening and in the early years of operating a school.

We urge you to prioritize the provision of these funds for the state of Colorado. We ask that you consider the quality of the state's application, the quality of the charter sector to date and the unique funding challenges that charter schools already face in Colorado.

Sincerely,

[REDACTED]

Terry Croy Lewis, Ph.D.  
Executive Director





COLORADO LEAGUE *of*  
CHARTER SCHOOLS

*focus on achievement*

2696 S. Colorado Blvd., Suite 250  
Denver, CO 80222

OFF 303-989-5356 FAX 303-984-9345  
ColoradoLeague.org

April 5, 2018

To Whom It May Concern,

On behalf of the Colorado League of Charter Schools it is our pleasure to submit this letter of support for the Colorado Department of Education's federal application for the Charter Schools Program (CSP) State Educational Agencies (SEA) Grant.

Since charter school law in Colorado became enacted in 1993, charter schools in Colorado have steadily expanded. Today, there are 250 charter schools in Colorado serving over 120,000 students in grades PreK-12. Charter school students now comprise 13% of the K-12 enrollment, and we have approximately 14 charter schools opening on average each year throughout the state. Our charter schools are located in 70 cities and town across Colorado, spanning both metropolitan and rural areas. Previous CSP grant funding has enabled the charter sector in Colorado to grow each year, and has allowed more student access to high quality schools.

Charter schools in Colorado also outperform their non-charter school counterparts while serving student populations similar to non-charter schools. Last year, 75 percent of Colorado charter schools earned the state's highest rating of "Performance" while only 68 percent of non-charter schools earned the highest rating. Additionally, 7 of the top 10 performing public schools in Colorado based upon the SAT scores of the graduating class were charter schools in 2017 – even though charter schools only represent 13% of all public schools. Charter schools have a strong record of success in Colorado, and opening additional charter schools with the support of CSP grant funding can increase the number of high quality options available to Colorado students.

One of the consistent challenges with new school development is early stage funding. To build capacity in the planning stages and balance all of the competing priorities in the startup phase, charter schools must have access to adequate financing. Without the CSP grant, charter schools may struggle to obtain adequate early stage funding and may need to postpone their openings. I ask that you consider Colorado as a recipient of the Charter Schools Program SEA Grant to help ensure that we continue working towards all students in Colorado having access to high quality education.

If you have any questions or would like additional information on charter schools in Colorado, please feel free to contact me.

  
Benjamin J. Lindquist  
President, Colorado League of Charter Schools



April 3, 2018



Mr. Stefan Huh  
Director, Charter School Programs  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Mr. Huh,

On behalf of District 49 in Colorado Springs, Colorado, it is our pleasure to submit this letter of support as it pertains to the Charter School Program. District 49 is the proud authorizer of six high quality charter schools, serving nearly nine thousand students. In District 49, we believe in offering a wide variety of school options to our families and extended community. As such, charter schools have found success in our portfolio given their ability to thrive in a “choice” environment.

Over the past three years, three schools engaged in the CSP grant process. Two sought start-up funds and one an expansion grant. All three schools were successful in the competitive process. As a district, we strongly believe the foundation for developing sustainable quality schools begins with a well-organized plan. The CSP grant application demands such organization and ensures a level of accountability that reinforces continuous progress toward an excellent outcome.

From a personal perspective, I have contributed as an authorizer to the “*Charter School Boot Camp*” by participating as a panelist who informs potential charter and charter school program applicants. Additionally, I have participated as a reviewer of Colorado CSP grant applications. Moreover, I have worked directly with schools and the Colorado Department of Education post award. From this experience, I can testify to Colorado’s process and practice. Colorado deploys a rigorous plan and assures applicants can meet the grant expectations and sustain a quality school, beyond the scope of the program.

In addition, Colorado provides a legacy of support to charter schools through a number of agencies such as the Colorado Department of Education (CDE) – School of Choice Unit, Colorado League of Charter Schools, and Colorado Charter School Institute. Recently, the formation of the Colorado Association of Charter School Authorizers (CACSA) developed to build additional support for authorizers of charter schools.

CACSA works closely with the previous mentioned agencies to meet the commitment of excellent chartering practice. Through regularly facilitated meetings, CACSA focuses on providing networking opportunities for authorizers and the development and betterment of best

10850 E. Woodmen Rd.  
Peyton, CO 80831

D49.ORG

authorizing practices. As the vision to promote quality charter schools grows, so must the vision of quality authorizing. CACSA, with the support of CDE's School of Choice Unit, aligns to the vision of quality authorizing. Further, District 49 is committed to participating and contributing to CACSA's initiatives to help improve authorizing and support of charter schools in our region and state.



As considerations are made about the next round of Charter School Program funding, please consider Colorado as a top priority. Not only has Colorado proven to be a responsible and productive recipient, we promise to continue to grow and improve the quality education opportunities throughout our state. Your consideration is greatly appreciated.

Sincerely,

[Redacted signature area]

Andy Franko  
iConnect Zone Leader/Superintendent

[Redacted contact information]



March 22, 2018

Mr. Stefan Huh  
Director, Charter School Programs  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Mr. Huh,

On behalf of the Douglas County School District, it is my pleasure to provide this letter of support for the application by the Colorado Department of Education's Schools of Choice Unit for another 5 years of charter school program funding.

Prior to my becoming the Interim Superintendent of the Douglas County School District, I was Executive Director of American Academy, a three-campus charter school here in the County educating nearly 2,000 K-8 students. My school was a beneficiary of the CSP funding, and I know from personal experience how critical the start-up grant is to new and replicating schools. Without this important funding, the pipeline of new, successful and sustainable charter schools in Colorado could be significantly restricted.

To further underscore the importance of the grant to Colorado, I know that a number of the larger authorizers in Colorado, including Douglas County, have been working on a project to better align their charter applications with the start-up grant application. The goal of this project is to streamline the process and avoid unnecessary duplication between applications. I strongly support this project as a way to ease the application process for both authorizers and CDE. This effort underscores not only the charter sector's commitment to the grant, but also its importance to authorizers throughout the state.

Douglas County's encouragement of quality charter school applicants has resulted in over 20% of our 67,000 students attending our charter schools to date. Douglas County is committed to authorizing quality charters and has directly benefited from the emphasis on quality and sustainability that the CSP grant represents. A rigorous and competitive grant application process for multi-year grants helps to ensure that our maturing charter sector will continue to grow and prosper. In addition, the technical assistance that is part and parcel of the grant, including the Charter School Support Initiative grantee site visit in year two of the grant, demonstrates the valuable commitment of CDE to the success and sustainability of quality charters.

As the charter sector in Colorado matures and the pipeline of new charters begins to narrow, the grant will become even more critical as it supports the expansion and replication of proven quality charters.

On behalf of the Douglas County School District I strongly encourage you to support and approve the application from the State of Colorado for another five years of charter school program funding.

Sincerely,

Erin J. Kane  
Interim Superintendent



**University of Colorado Denver**  
**School of Public Affairs**

**School of Public Affairs**

1380 Lawrence Street, Ste. 500  
Campus Box 142  
P.O. Box 173364  
Denver, CO 80217  
Office: 303-315-2805  
Office Fax: 303-315-2229

April 9, 2018

To Whom It May Concern:

I am writing this letter to support the Colorado Department of Education's pursuit of the federal Charter School Grant Program funds.

At CU Denver's School of Public Affairs, we have studied and assessed charter schools in Colorado, for many years. We find that Colorado has been very successful in developing the charter model, and many charter schools rate among the top performers in the state. Within Colorado, Denver Public Schools have been particularly successful in utilizing the charter model, with strong authorizing and a cooperative relationship.

It is certainly true that start-up and facilities funding are critical to charters getting off the ground successfully. And, that kind of funding is hard to find, so that these federal programs are essential to the next round of charter school development.

I have also served personally for several years as chair of the board of Catapult School Leadership (CSL – formerly known as Get Smart Schools), a nonprofit that provides training to principals to create new or replicate current charter schools in Colorado. In that process, I have seen how essential the early financial support can be, and how having the state CDE as a partner is important.

So, it is clear that charter schools in Colorado are highly dependent on the ongoing availability of the CSP program funds. They are essential to continue the high level of success of charter schools in Colorado. Therefore, we strongly support the CDE application for this program funding.

Sincerely,



Paul Teske

Dean and University of Colorado Distinguished Professor





ROCKY MOUNTAIN PREP  
7808 CHERRY CREEK S. DRIVE #3-300  
DENVER, CO 80231  
☎ (720) 863-8920

March 28, 2018

To Whom It May Concern,

I am writing on behalf of Rocky Mountain Preparatory Schools (RMP) to express my support of the Colorado Department of Education's (CDE) application for the Colorado Charter School Grant Program (CCSP) funds.

As a four-time recipient of the CCSP grant, I can confidently say that Rocky Mountain Prep would not have had the same opportunities without the incredible generosity of the CDE. Founded in 2012, RMP now has three top elementary schools - and a fourth set to open in the 2018-19 school year - enrolling more than 1,100 students. The CCSP grant has been a tremendous asset in opening our first four schools.

Despite the continued success of charters in Colorado, obtaining adequate funding can be an extremely difficult and daunting task. Historically, RMP has opened new schools enrolling Pre-K through 1st grade in the first year and adding a grade level at a time. This slow growth model results in a revenue deficit as our enrollment grows to full capacity. Our schools are designed to be sustainable on per pupil revenue after the fourth year of operation and the CCSP grant is a crucial source of support during these start-up years.

One of the most important aspects of the CCSP is the continued support that the CDE provides throughout the grant period. Among other things, they provide ongoing Technical Assistance trainings (some mandatory); have consistent checkpoints during which the school must demonstrate use of the funds; and visit grantees to ensure that the school is progressing smoothly. Throughout the grant period, the CDE is available for all questions and concerns and has provided unparalleled support to RMP.

Allowing the CDE to provide the CCSP grant to other new charter schools would open doors to many students in need of a high quality education. I am excited to voice my unwavering support for the CDE's application and look forward to witnessing how they may help other charters as they have helped RMP.

Sincerely,



James Cryan  
Founder & CEO, Rocky Mountain Prep





# Great Work Montessori School

To Whom It May Concern:

On behalf of the Great Work Montessori School(GWMS), we enthusiastically submit this letter of support for the CSP grant for the Colorado Department of Education. As recipients of the CCSP grant for the 2017/2018 academic year, we can unequivocally state that this grant was crucial in our ability to successfully open a new charter school in Lakewood, Colorado.

GWMS opened in Lakewood on September 6, 2017 as a new charter school and as the only public Montessori school in Lakewood. We have implemented the Montessori methodology of instruction and selected curriculum that aligns both with this methodology and Common Core and state mandated requirements. It is our goal that students who enroll at GWMS will leave our school well rounded humans, who love learning and know how to seek knowledge and build community.

The CCSP grant has benefited our school in a number of ways. For the first year of our grant, we were able to purchase beautiful Montessori Materials to facilitate the hands on, experiential learning of our students. These materials are expensive, and we are so grateful for this grant to allow us to open with fully stocked classrooms.

The CCSP grant is also allowing us to purchase the furniture and technology needed to support classroom learning and administrative tasks.

In addition to these two examples, the grant will provide the opportunity for staff development and educational assessment. These two pieces are critical to the success of a new school, especially one that is as unique as ours. If we had not received this grant, we are not sure where we would have gotten the funds for these important activities. The impact of not having quality staff development or educational assessment would be significant.

In addition to the generous funding we received, we have also benefitted from the various technical offerings provided by the Schools of Choice office. Our Business Manager and Head of School have participated in various trainings and mentor sessions that have proved invaluable in their roles as well as training for our Board.

Our interaction with the Schools of Choice staff has been extremely positive. They are always knowledgeable, helpful, and provide prompt responses to our questions. They have been flexible and understanding, given that at some times we were overwhelmed with the enormity of opening a new school.

We encourage you to continue to support the Schools of Choice office of the Colorado Department of Education. The CCSP grant money provided to GWMS was absolutely necessary for us to get off the ground and become the first rate school we envisioned from its inception. As a result of your generosity, students in a traditionally low academic performing part of Greeley will now have the opportunity to change their future.

Respectfully,

Amy Malik  
Head of School

**South Campus:** 5429 W. Center Avenue, Lakewood, CO 80226 - phone [REDACTED] - fax [REDACTED]

**North Campus:** 6001 W. 16th Avenue, Lakewood, CO 80214 - phone [REDACTED] - fax [REDACTED]





3461 Ringsby Court, Suite 315 • Denver, CO 80216 • Phone: [REDACTED]  
E-Mail: [REDACTED] • Web: [www.moonshotedventures.org](http://www.moonshotedventures.org)

April 5, 2018

To Whom It May Concern,

I write this letter as CEO and Founder of Moonshot edVentures, an organization that works to surface and support a more diverse set of leaders to launch new schools in Colorado, in full support of the Colorado Department of Education's federal application for Charter Schools Program grants to State Education Agencies.

The charter school law in Colorado passed on June 3, 1993. That fall, the first two charter schools opened in the state. Since then, the movement has become a robust sector of the K-12 education landscape. Charter school students now comprise almost 12% of the K-12 enrollment, and we have approximately 10 charter schools opening each year, many in the Denver metro area and also many in the rural and small town areas of the state. In the 17-18 school year, the 250 charter schools in the state served over 120,739 students. The CSP grant has been integral to the growth of the sector and to the quality of our new schools.

Significantly, charter schools consistently outperform their traditional public school peers in both academic achievement and student growth. This is accomplished while serving a higher number of educationally disadvantaged students, thus making great strides to close the achievement gap that exists among student subgroups. Colorado's charter school demographics mirror the state's demographics, and outpace the state average in the percentage of English Language Learners and Free and Reduced Meal-eligible students served. In all of these areas, students perform much better in charter schools than their traditional public school peers.

The ongoing challenge with new school development is early stage funding. Through the CSP grant allocations, tens of thousands of children have been given access to better school options and a brighter academic future. As an organization that has worked closely with the grantees and the office that administers this grant, CDE and the CSP grant are critical to the success of the school founders that Moonshot edVentures supports.

I ask that you consider Colorado again as a recipient of the CSP grant to state agencies. Our state needs it and our children deserve it.

If you have any questions or would like to talk through the Colorado context, please don't hesitate to contact me.

Sincerely,

[REDACTED]  
Christine DeLeon  
Founder and CEO, Moonshot edVentures





April 4, 2018

To Whom It May Concern:

The Colorado Children's Campaign is a nonprofit, nonpartisan advocacy organization committed to ensuring every chance for every child in Colorado. An important part of our work to achieve this goal is ensuring that every child has access to an excellent public education. That requires high-quality school options, including high-quality charters. For this reason, we support the Colorado Department of Education's federal application for Charter Schools Program grants to state education agencies.

Charter schools now serve more than one in eight children in Colorado, including increasingly higher numbers of English language learners, low-income students, and students with disabilities, and they are having an outsized positive impact on student achievement in Colorado. Colorado's Charter Schools Program grant has been instrumental in creating the capacity for CDE to increase the number of high-quality charter schools in Colorado, evaluate their effects on student achievement, and disseminate best practices. This support has helped drive significant improvements in both achievement and growth in Colorado charter schools, to the point that the charter sector now consistently outperforms the non-charter sector. The 2016-2017 School Performance Ratings show that more charter schools obtained top ratings than non-charter schools, and fewer charter schools obtained the lowest ratings when compared with non-charter schools. Continued funding will help sustain CDE's important work in starting and supporting high-quality schools and ultimately increasing the achievement of Colorado's students.

Thank you for your consideration of Colorado as a recipient of the Charter Schools Program grant.

Sincerely,

Kelly Causey  
President and CEO

Leslie Colwell  
Vice President, Education Initiatives



March 23, 2018

To Whom It May Concern:

I am writing this letter in support of the Colorado Department of Education's pursuit of the Charter School Grant Program funds. As a former board member of Colorado's statewide authorizer of charter schools (the Charter School Institute) and a private foundation executive director, I have been in a unique position to support schools in a variety of communities across our state – and to see the positive effects come from our past CSP grants.

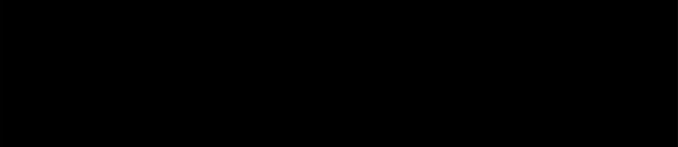
I have had the opportunity to observe the criticality of start-up funds to many charter schools and combined with CSP funds, our foundation has supported these new schools. They are unique in many ways, but the one thing that unites them is the paucity of funding options for schools in the pre-opening and early years of operation. As the CREDO study on charter school achievement reminds us, this is a critical time for the school to establish its success and without necessary money it is an extremely challenging endeavor.

In Colorado we also deal with the relatively low amount of per pupil operating revenue that charter schools receive. This, combined with the lack of affordable facility options means that new start-up charter schools challenges are compounded. As you well know, charter schools in Colorado are greatly dependent on the ongoing availability of the CSP program and funds. Charters in Colorado have a demonstrated track record of success and, in aggregate, are outperforming traditional schools, even controlling for poverty variables. To continue this important work we must secure the ongoing opportunity for access to these start-up funds.

The impact of the loss of these funds would be severe. Foundations like ours do our best to provide these critically important start-up funds, but without the CSP monies, our pipeline would shrink rapidly. And without these funds, the successful operations of these schools would be seriously jeopardized if not completely rendered inviable.

We urge you to prioritize the provision of these funds for the state of Colorado. We ask that you consider the quality of the state's application, the quality of the charter sector to date and the unique funding challenges that charter schools already face in Colorado.

Signature



Tony Lewis

Executive Director

Donnell-Kay Foundation

PR/Award # U282A180023

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April 10, 2018

Secretary Betsy DeVos  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary DeVos:

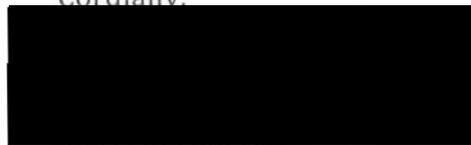
I am writing in support of the Colorado Department of Education's pursuit of the Charter School Grant Program funds. The Walton Family Foundation has a long history of supporting charter growth in Colorado, and I believe the CSP program would continue to be a valuable lever to ensure this growth in the future.

The Colorado Department of Education, and the Charter Schools Institute that is associated with this organization, are in a unique position to support charter schools in a variety of communities across Colorado. Charters in Colorado have a demonstrated track record of success and are outperforming traditional schools in aggregate, even controlling for poverty levels. Grant resources, and CSP funds specifically, have been critical to this past success.

The proliferation of these schools across the state, the high level of quality that they represent, and the strong demand from parents and local communities have all been made possible in large part because Colorado has received CSP funding in the past. The future expansion of independent charter schools in Colorado is greatly dependent on the ongoing availability of the CSP program and funds.

Accordingly, I support the Colorado Department of Education's application for Charter School Grant Program funds. I ask that you consider the quality of the state's application, the quality of the charter sector to date, and the unique charter start-up funding challenges that charter schools face in Colorado. Should you have any questions, please do not hesitate to contact me.

Cordially,

A large black rectangular redaction box covers the signature of the sender.

Marc Steinberg  
K-12 Education Program Director





3 April 2018

To Whom It May Concern,

I write this letter in support of the Colorado Department of Education's federal application for Charter Schools Program grants to State Education Agencies. In addition to supporting over 60 charter school facility projects, our organization's employees serve on multiple finance, facility and other advocacy committees for charter schools. The Federal grant program has played a critical role in these efforts.

The charter school law in Colorado passed on June 3, 1993. That fall, the first two charter schools opened in the state. Since then, the movement has become a robust sector of the K-12 education landscape. Charter school students now comprise almost 12% of the K-12 enrollment, and we have approximately 10 charter schools opening each year, many in the Denver metro area but many in the rural and small town areas of the state. In the 2017-18 school year, the 250 charter schools in the state served over 120,739 students. The CSP grant has been integral to the growth of the sector and to the quality of our new schools.

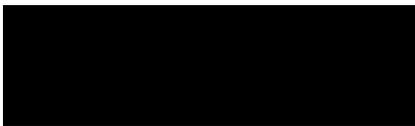
Significantly, charter schools consistently outperform their traditional public school peers in both academic achievement and student growth. This is accomplished while serving a higher number of educationally disadvantaged students, thus making great strides to close the achievement gap that exists among student subgroups. Colorado's charter school demographics mirror the state in minorities served and outpace the state average in the percentage of English Language Learners and Free and Reduced Meal-eligible students served. In all of these areas, students perform much better in charter schools than their traditional public school peers.

The ongoing challenge with new school development is early stage funding. Through the CSP grant allocations, tens of thousands of children have been given access to better school options and a brighter academic future. As an organization that has worked closely with the grantees and the office that administers this grant, both the process and the results are exemplary!

I ask that you consider Colorado again as a recipient of the CSP grant to state agencies. Our state needs it and our kids deserve it!

If you have any questions or would like to talk through the Colorado context, please don't hesitate to contact me.

Sincerely,



Dustin Jones  
*President*





4/20/18



To Whom It May Concern:

I am writing this letter in support of the Colorado Department of Education's pursuit of the Charter School Grant Program funds. As Colorado's statewide authorizer of charter schools, the Charter School Institute is in a unique position to support schools in a variety of communities across our state. I have had the opportunity to observe the criticality of start-up funds to many charter schools. Animas High School is in its 9th year of existence and without the start-up funds, we would not have made it to this point. Charter schools are unique in many ways, but the one thing that unites them is the paucity of funding options for schools in the pre-opening and early years of operation. As the CREDO study on charter school achievement reminds us, this is a critical time for the school to establish its success and without necessary money it is an extremely challenging endeavor. On top of this, the relatively low amount of per pupil operating revenue that charter schools receive in Colorado *and* the definite lack of affordable facility options are compounded. All of this is to say that charter schools in Colorado are greatly dependent on the ongoing availability of the CSP program and funds. Charters in Colorado have a demonstrated track record of success and, in aggregate, are outperforming traditional schools, even controlling for poverty variables. To continue this pattern we must secure the ongoing opportunity for access to these start-up funds.

The impact of the loss of these funds would be severe. As a CDE Performance school and CSI Distinction school, the high quality seats that we provide to our community would not currently be available without the help of the CSP program. Today we stand as a beacon of collaboration between districts and CSI schools through the successful passage of Mill Levy funds two years ago. I can honestly say that this collaboration helped pave the way for the eventual passage of the statewide Mill Levy Equalization passed by our state legislature last year. Without these funds, none of this would have been possible.

I urge you to prioritize the provision of these funds for the state of Colorado. I ask that you consider the quality of the state's application, the quality of the charter sector to date and the unique funding challenges that charter schools already face in Colorado.

Sincerely,

A large black rectangular box redacting the signature of Sean Woytek.

Sean Woytek

Animas High School

Head of School



## **Appendix F.1**

### **Competitive Preference Priority 1b**

#### **Appeals Process**

Disposition of Charter School Appeals by the State Board of Education 2000-2016

**Disposition of Charter School Appeals by the State Board of Education: 2000-2016**

Resolution	Year																Total	
	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15		16
Upheld local board decision on first appeal	32	3	2	2	4	2	3	2	1	-	3	3	-	2	-	2	-	61
Remanded decision back to local board of education for reconsideration	21	3	2	2	3	4	3	2	-	-	1	1	3	-	-	3	2	50
Ordered the establishment of a charter school after the second appeal of a local board's decision	3	1	-	1	2	-	2	1	-	-	1	-	-	-	-	-	-	11
Overturned the local board's decision to revoke a charter	1	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	2
Dismissed the appeal because the parties settled the issues in dispute	5	-	-	1	1	4	4	-	-	-	-	-	-	-	-	1	-	16
Dismissed the appeal because of legal defects in the appeal	22	4	-	-	-	-	2	-	-	-	-	-	-	-	-	-	1	29
<b>Total</b>	<b>84</b>	<b>11</b>	<b>4</b>	<b>6</b>	<b>10</b>	<b>10</b>	<b>14</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>6</b>	<b>3</b>	<b>169</b>

Source: 2000-2012 data obtained from the State of Charter Schools 2013 (CDE) pg. 26. 2013-2016 data obtained from state board minutes and documents.

### **Competitive Preference Priority 3A**

#### **Charter School Construction Allocation**

Increases in overall allocation and per pupil allocation to charters.

Table 2: Charter School Capital Construction Fund						
	2012/13	2013/14	2014/15	2015/16	2016/2017	2017/2018
Per Pupil Allocation	\$88.43	\$94.90	\$169.29	\$255.10	\$277.66	\$263.77
Total Statewide Allocation	\$6 mil	\$7 mil	\$13.5 mil	\$22 mil	\$25 mil	\$25 mil

**Competitive Preference Priority 4**

**Federal Program Funds (A(3)a,b,c)**

**Participation**

Through the Consolidated Application, LEAs assure that the LEA plan was developed with timely and meaningful consultations from stakeholders, which include Charter Schools. LEAs are required to serve high poverty charter schools with Title I, Part A funding and identify the needs of their students through a well-developed comprehensive needs assessment. The needs assessment should also inform how Title II, Part A and Title IV, Part A funds will be used, including activities that will support schools with the greatest need. LEAs that receive a Title III, Part A allocation have access to these funds to ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English. LEAs are required to include charter schools in the consultation for the planning and use of all Title funds.

Through monitoring, the LEA will provide evidence to demonstrate compliance with the requirement to develop the LEA plan with timely and meaningful consultations from stakeholders. For example, CDE will verify when consultation took place, who participated, etc.

In an effort to understand and further facilitate effective relationships between LEAs and Charter Schools, the Office of ESEA Programs created the Charter School Working Group – comprised of LEA and Charter School representatives - which meets to discuss the requirements and implementation of ESEA programs. Topics addressed through this CDE-facilitated group have included the fiscal requirements under Title I, Part A, equitable participation of Charter Schools under Titles IIA, IIIA, and IVA, and stakeholder engagement during the development of the LEA plan and Consolidated Application budget.

### **Receive Commensurate Amount of Federal Funding**

The Consolidated Application platform prepopulates the LEA's Title allocations, as well as the Charter Schools within the LEA that must be served under Title I, Part A rank order requirements and other programs as identified through the needs assessment process.

The Office of ESEA Programs hosts In-person Regional Network Meetings for LEA grant administrators and staff, including Charter School staff, on an on-going basis throughout the year to provide targeted local support regarding the implementation and requirements of Title programs. As appropriate, training materials acknowledge the requirements and differentiation for Charter Schools. CDE offers Online Virtual Network Meetings during the months in which in-person meetings are not offered. The content of these meetings is responsive to questions our office has received while in the field and also address other content areas, as needed. As appropriate, training materials acknowledge the requirements and differentiation for charter schools. Charter school staff are welcome to attend all trainings.

The Unit of Federal Programs posts guidance and training materials related to the allowable uses of funds under ESEA, as well the implementation requirements, on the CDE website and communicates updates regularly with LEA administrators via email.

### **Meeting Needs of ELs and Students with Disabilities**

The Consolidated Application requires that the LEA provide an LEA plan founded in a well-developed comprehensive needs assessment that must address the needs of English learners and students with disabilities, including students served within Charter Schools in the LEA. LEAs with schools identified for Targeted Support and Improvement must support the schools in the development of a school-level plan through the Unified Improvement Process, to include specific methods for supporting and meeting the needs of struggling learners, to include English learners and students with disabilities as applicable within each school. CDE also facilitates the ESSA Application for School Improvement process to provide a menu of available supports – tailored to meet the needs of the students within the schools - to schools that have been identified for Comprehensive or Targeted support.

The Office of Culturally and Linguistically Diverse Education and the Office of ESEA Programs provide technical assistance opportunities for LEAs regarding how to leverage funds in a manner that best supports students, including students attending Charter Schools.

### **Charter Schools as Turnaround**

Examples of promising practices in policy:

#### **Pioneer Charter-University Prep**

Pioneer Charter School, a charter school in the Denver Public School (DPS) District opened in 1997 and closed at the end of the 15-16 school year after data showed 80 percent of Pioneer students were more than a year below grade level in math and reading, and most were at least three years behind. The Denver Public School District issued a public call for new school operators and through that process determined that University Prep would be the replacement provider for the closed Pioneer Charter School.

In 2015–16, just 7 percent of students at Pioneer Charter School met or exceeded expectations on the state tests in math, and 6.4 percent did in reading. By contrast, last spring 42.5 percent of students were at or above grade level in math and 37 percent in English. That translates to gains of 36 and 31 percentage points, respectively. In addition, University Prep received the Colorado Centers for Excellence Award which is given to public schools in the state that enroll a student population of which at least 75 percent are at-risk pupils and that demonstrate the highest rates of student longitudinal growth, as measured by the Colorado Growth Model.

Sources:

Charter schools in Colorado are growing in number and influence 25 years after they took hold.

Retrieved from : <https://www.denverpost.com/2017/03/25/charter-schools-in-colorado-25-years-later/>

‘Nothing Short of Phenomenal’: University Prep Turnaround Sees Colorado’s Highest Test Bump. Retrieved form: <https://www.the74million.org/article/nothing-short-of-phenomenal-university-prep-turnaround-sees-colorados-highest-test-bump/>

Colorado Centers of Excellence Award.

Retrieved from: <http://www.cde.state.co.us/cdeawards/centersofexcellence>

### Rocky Mountain Prep-Fletcher Campus

In 2016, the Aurora Public School district determined that a charter network would be selected to turnaround a struggling district school. Fletcher Community School would be phased out in a multi-year transition in which the operator, Rocky Mountain Prep would be phased in to operate the school. Opened in 2000, Fletcher Community School struggled academically since its opening. Despite attempts to reboot the school in 2009 and 2013 and to make smaller fixes, student achievement on tests has chronically lagged behind district and state averages. In 2015, only 2 percent of third graders met or exceeded state expectations on the inaugural PARCC English exam. At the same time, not a single third grader was proficient in math.

While still in the beginning phases of the planned multi-year transition, the transition represents a possible best practice in trust-based transition that facilitates future academic success and creates safety and security for parents, according to A+ Colorado. A recurring theme was the importance of alignment. One of the major fears of any phase-in/phase-out is the lack of alignment between schools. In the case of RMP and Fletcher, both sides spent time, in the beginning, aligning on logistical and cultural components to ensure that families and staff felt consistency. The leadership in both schools and the district was united in its support for the transition. Both Aurora Public Schools and Rocky Mountain Prep have shown that when families and educators are invested in a transition, trust can develop during the changes. The planning and

leadership shown at the outset set the stage for the alignment between staff and external communication for families.

Sources:

Struggling Aurora elementary school may be turned over to a charter network.

Retrieved from <https://www.chalkbeat.org/posts/co/2016/04/06/struggling-aurora-elementary-school-may-be-turned-over-to-a-charter-network/>

Transformative Transitions: Fletcher & Rocky Mountain Prep

Retrieved from: <http://apluscolorado.org/blog/transformative-transitions-fletcher-rocky-mountain-prep/>

## **Competitive Preference Priority 6**

### **The Standards for Charter Schools and Authorizers**

#### **School Closure Procedures**

*A4 Ensure that authorized public chartering agencies, in collaboration with surrounding local educational agencies where applicable, establish clear plans and procedures to assist student enrolled in a charter school that closes or loses its charter to attend other high-quality public schools.*

In authorizing charter schools, the General Assembly intended to improve student learning by creating schools with high, rigorous standards for student performance and to increase learning opportunities for all students with special emphasis on expanded learning experiences for students who are identified as academically low-achieving. The General Assembly recognized, however, that a charter school may fail to meet performance standards and targets set forth in law and the charter contract and thus included in the Charter Schools Act provisions through which a charter authorizer can hold a charter school accountable for its performance, primarily

through charter revocation or non-renewal. In an attempt to mitigate any disruption to the educational experience of students, the General Assembly through the Act expressly requires each charter authorizer to adopt procedures to seamlessly transition those students who were once enrolled in a now-closed charter school to a high-quality public school option. The Act requires a charter school that is closing due to charter revocation or non-renewal to continue operating through the end of the school year, when practicable and in the best interest of the students of the charter school. It also requires the charter authorizer to work with the parents of the students who are enrolled in the charter school when the charter is revoked or not renewed to ensure that students are enrolled in schools that meet their educational needs.

Through their rulemaking authority, the State Board of Education has demonstrated their commitment to safeguarding the best interests of displaced students and ensuring a successful transition. The State Board promulgated rules establishing standards for charter school authorizers, which are based on the 2010 Edition of the Principles and Standards of Quality Charter School Authorizing adopted by the National Association of Charter School Authorizers. As it relates to students transitioning upon charter school closure, the State Board requires charter school authorizers to oversee and work with the charter school's governing board and leadership in carrying out a detailed closure protocol that ensures timely notification to parents and an orderly transition of students and student records to new schools.

To expand upon the statutory and regulatory provisions requiring charter authorizers and charter schools to carry out closure plans and procedures, the Colorado Department of Education, in

partnership with other statewide entities supporting quality charter schools, developed the Colorado Charter School Sample Closure Framework. The Framework identifies several recommended steps for a charter to take upon school closure to facilitate a smooth transition for students. For instance, within one day of the charter authorizer’s decision to close the charter school, charter authorizer staff and charter school staff are encouraged to collaborate to ensure that parents and guardians are notified regarding the closure decision. The notification should include, among other information, assurance that instruction will continue through the end of the school year or the date when instruction will cease and contact information for parents and guardians with questions. Within two days of the charter authorizer’s decision to close the charter school, the charter school should notify the school districts that will be materially impacted by the closure decision, including a copy of the initial notification letters sent to parents and guardians as to when instruction will cease. The charter school principal and charter school board chairperson should then meet with the faculty and staff to, among other things, emphasize the importance of maintaining continuity of instruction through the end of the school year and discuss plans for helping students find new schools. Additional notification should be sent to parents, guardians, and school districts later on in the closure process that identifies assistance and/or any activities that will be provided to families in identifying new schools, such as a list of school options, choice fairs, individual meetings with familiars, and prospective school visitations. Other recommended steps with detailed procedures include the creation of a team and plan to carry out the critical functions of reassigning students and transferring student records.

Because Colorado’s system of public education is based on a philosophy of local control, enrollment and registration falls within the purview of effected school districts. The Colorado Department of Education staff, however, serves as an information source to respond to questions and to support parents and guardians navigate the closure process, where possible.

### **Open Meetings, Open Records Law**

*A description of how the State in which the State entity is located addresses charter schools in the State’s open meetings and open records laws.*

The Colorado Open Meetings Law is meant to ensure that the formation of public policy is public business and not conducted in secret. This legislation applies to any local public body, including charter school boards.

A board is required to make its meetings open to the public if (1) the meeting is attended by three or more members of a board of a quorum of the board, whichever is fewer, and (2) any public business is discussed or any formal action is taken. A “meeting” includes any kind of gathering, in person, by telephone, electronically, or by other means of communication. In addition, a board must provide full and timely notice of any meeting in which (1) the board adopts any proposed policy, position, resolution, rule, regulation, or formal action, or (2) a majority or quorum of the board is in attendance, or is expected to be in attendance. A board must post notice of their meetings in a designated public place no less than 24 hours prior to the meeting.

The posting must include specific agenda information, where possible. At any board meeting at which the board adopts any proposed policy, position, resolution, rule, or regulation, or at which

formal action occurs or could occur, minutes must be taken and promptly recorded. Meeting minutes must be open to the public for inspection.

A board may consider in privacy a variety of matters delineated in statute at what is called an executive session, which can be a portion of a regular meeting or special meeting. The board must announce the topic of discussion for the executive session, provide a specific citation to the provision of statute that authorizes executive sessions, and identify the particular matter to be discussed in as much detail without compromising the purpose of the executive session. No adoption of any proposed policy, position, resolution, rule, regulation, or formal action may occur at any executive session that is not open to the public. Generally, discussions that occur in an executive session must be electronically recorded and retained for at least 90 days. No portion of the executive session recording is open for public inspection.

No board action is valid unless made at a meeting that meets the requirements of the Colorado Open Meetings Law.

The Colorado Open Records Law reflects a public policy of Colorado that all public records shall be open for inspection by any person at reasonable times subject to certain statutory exceptions. This legislation, in part, applies to political subdivisions, which includes charter schools.

“Public records” includes all writings made, maintained, or kept by a charter school for use in the exercise of functions required or authorized by law or involving the receipt or expenditure of public funds. Subject to certain limitations, public records of a charter school may include communications to, from, and among board members and electronic mail. There are numerous statutory exceptions to the duty to disclose, the following of which are examples applicable to

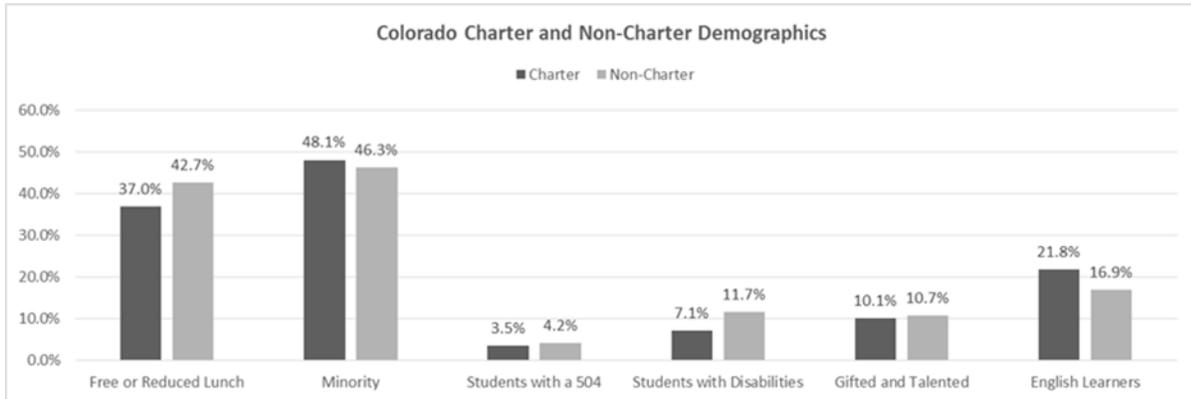
charter schools: (1) where inspection would be contrary to other state or federal laws, regulations, or applicable rules; (2) where disclosure would be contrary to the public interest (e.g., test questions and scoring of examinations); and (3) medical, mental health, sociological, and scholastic achievement data on individual persons. In addition, the law provides for limited disclosure in the following circumstances: (1) when a student moves or transfers to a new school; (2) release of information to a military recruiter, (3) when disclosure is permitted under the Family Educational Rights and Privacy Act, (4) when information has been derived from personal knowledge or observation; (5) when disclosure is to law enforcement and other agencies pursuant to Colorado Children’s Code, and (6) to school directors.

The records custodian may establish rules related to the inspection of records as are reasonably necessary for the protection of records and to prevent unnecessary interference with the regular discharge of duties. Such rules may include charging a fee.

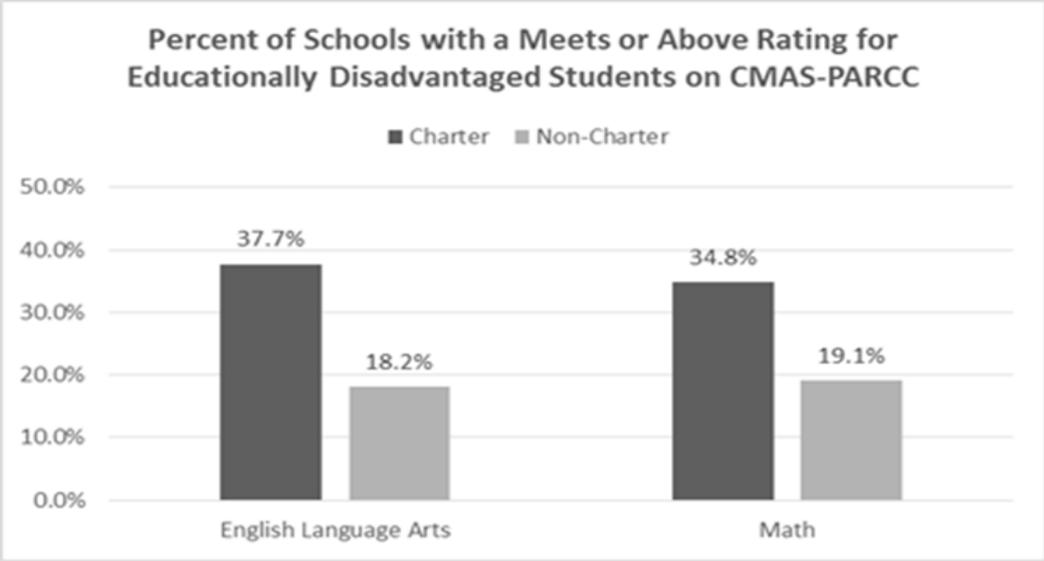
An open records request needs to be filed directly with the records custodian. The records custodian may allow or deny inspection of any public records. Generally, records must be produced for inspection within a reasonable time after the request, which is presumed to be three working days or less. This time period may be extended for extenuating circumstances, but should not exceed seven working days. If the request is denied, the applicant may request a written statement of the grounds for denial. The applicant may apply to the district court for an order directing the records custodian to show cause why the inspection should not be permitted.

## Colorado Charter and Non-Charter Demographics

Colorado Charter and Non-Charter Demographics		
Student Population	Charter	Non-Charter
Free or Reduced Lunch	37.0%	42.7%
Minority	48.1%	46.3%
Students with a 504	3.5%	4.2%
Students with Disabilities	7.1%	11.7%
Gifted and Talented	10.1%	10.7%
English Learners	21.8%	16.9%



## Educationally Disadvantaged Students on CMAS-PARCC (Charter vs Non-Charter)



**2(b) Project Objectives**

Activity 1.2 – **Boot Camp**

Colorado Charter Schools Program  
 Charter School Boot Camp  
**Agenda**

Date:	April 18, 2018 – April 20, 2018
Time:	8:30 a.m. - 4:00 p.m.

Location:	The Independence Institute, 727 East 16 <sup>th</sup> Avenue, Denver, CO 80203
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<b>Wednesday, April 18, 2018</b>	
8:30 – 9:00	<b>Welcome</b> <i>Bill Kottenstette, Executive Director, Colorado Department of Education (CDE)</i> <i>Elizabeth Anzalone, Charter School Support, CDE</i>
9:00 – 9:30	<b>A High-Quality, Successful Applicant – An Examination of the Quality Standards for Developing Charter Schools</b> <i>Kathy Zlomke, New School Development Manager, Colorado League of Charter Schools</i>
9:30 – 10:00	<b>The Power of Vision and Mission Statements and Culture Setting</b> <i>Jon Ail, High School Principal, SkyView Academy</i> <i>Janet Worley, Middle School Principal, SkyView Academy</i>
10:00 – 10:10	<b>Break</b>
10:10 – 11:15	<b>Creating a Facility Plan that Supports Your School’s Needs and then Financing It</b> <i>Jane Ellis, Executive Director, Colorado Charter Facility Solutions</i>
11:15 – 12:00	<b>What You Need to Know About the Provision of Transportation and Food</b> <i>Brian Vasina, Transportation Analyst, CDE</i> <i>Jonathan Padia, Nutrition Programs Senior Consultant, CDE</i>
12:00 – 1:15	<b>Lunch</b>
1:15 – 2:00	<b>The Nuts and Bolts of Charter School Enrollment</b> <i>Krista Zizzo, former Enrollment Committee Chair, Renaissance Secondary School</i> <i>Tom McMillen, Director of Choice Programming, Douglas County School District</i>
2:00 – 2:45	<b>Evidence of Support and Target Population</b> <i>Janet Dinnen, Director of Data and Communications, Charter School Institute</i>
2:45 – 2:55	<b>Break</b>
2:55 – 4:00	<b>Charter Authorizer Panel</b>

	<p><i>Facilitated by Lori Ventimiglia, Director of New School Development, Colorado League of Charter Schools</i></p> <p><i>Andy Franko, iConnect Zone Superintendent, District 49</i></p> <p><i>Maya Lagana, Senior Director of Portfolio Management, Denver Public Schools</i></p> <p><i>Janet Dinnen, Director of Data and Communications, Charter School Institute</i></p> <p><i>Mackenzie Stauffer, Aurora Public Schools</i></p>
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<b>Thursday, April 19, 2018</b>	
8:30 – 8:40	<p><b>Reflection</b></p> <p><i>Elizabeth Anzalone, Charter School Support, CDE</i></p>
8:40 – 9:15	<p><b>Charter School Funding: TABOR Who? APR What?</b></p> <p><i>Barry Arrington, Charter School Attorney</i></p>
9:15 – 10:30	<p><b>Developing a Quality Plan to Serve Exceptionally and Educationally Disadvantaged Students</b></p> <p><i>Nikki Meyers, Academy Director, Academy for Advanced and Creative Learning</i></p>
10:30 – 10:40	<p><b>Break</b></p>
10:40 – 11:10	<p><b>Discipline, Suspension, or Expulsion to Address Student Behavior?</b></p> <p><i>Cameron Gehlen, Principal, Compass Montessori School – Wheat Ridge</i></p>
11:10 – 11:40	<p><b>Keeping Your School Safe</b></p> <p><i>Dustin Hunter, Colorado School Safety Resource Center</i></p>
11:40 – 12:55	<p><b>Lunch</b></p>
12:55 – 1:55	<p><b>Critical Components of an Educational Program and the Importance of Aligning It to Your Mission, Goals, and Student Population</b></p> <p><i>TBD</i></p>
1:55 – 2:55	<p><b>The Board: Creating Governing Documents and Understanding Roles and Responsibilities</b></p> <p><i>Carleen Clark, Charter School Attorney</i></p>
2:55 – 3:05	<p><b>Break</b></p>

3:05 – 4:00	<p><b>New School Developer Panel</b>  <i>Facilitated by Lori Ventimiglia, Director of New School Development, Colorado League of Charter Schools</i>  <i>Kathryn Mullins, Executive Director, Vega Collegiate Academy Charter School</i>  <i>Brian Repola, School Director, Pueblo School of Arts &amp; Sciences</i>  <i>Jon Hanover, Founder and Executive Director, Roots Elementary</i>  <i>Mike Miles, Chief Executive Officer, Academy of Advanced Learning</i></p>
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<b>Friday, April 20, 2018</b>	
8:30 – 9:00	<p><b>The Colorado Charter School Program Grant</b>  <i>Peg McMillen, Grant Manager and Charter School Support, CDE</i></p>
9:00 – 10:00	<p><b>Pulling It All Together – Standards, Assessments, and Accountability</b>  <i>Dan Jorgensen, Accountability Support Manager, CDE</i>  <i>Erin Loftin, Unified Improvement Planning, CDE</i></p>
10:00 – 10:10	<b>Break</b>
10:10 – 10:55	<p><b>Identifying the Most Effective Organizational Structure For Your School and then Staffing It</b>  <i>TBD</i></p>
11:55 – 11:55	<p><b>Budgets that Shout “Financial Sustainability!” and Systems and Procedures that Roar “Sound Financial Practices!”</b>  <i>David Flooden, Chief Finance Operations, The Academy</i></p>
11:55 – 1:10	<b>Lunch</b>
1:10 – 1:55	<p><b>Preparing a Business Plan for Your Charter School</b>  <i>Doug Hering, Charter School Consultant</i></p>
1:55 – 2:25	<p><b>Charter School Waivers</b>  <i>Elizabeth Anzalone, Charter School Support, CDE</i></p>
2:25 – 2:35	<b>Break</b>
2:35 – 3:05	<p><b>How to Review a Management Agreement to Ensure Autonomy and Independence</b>  <i>Clare Vickland, Director of Student Services, Charter School Institute</i></p>
3:05 – 3:50	<b>Authorizer Relations</b>

	<i>Tim Matlick, Achievement Director, Charter Schools, Jeffco Public Schools</i>
3:50 – 4:00	<b>Farewell</b>

**2(d) State Plan**

**Programmatic Monitoring**

Final Report Template

**Final Grant Report**

[A final grant report is due to CDE Schools of Choice within 90 days of the end of the final budget period (following Year 2 Implementation). This document serves as a template for that report. Anything in brackets contains instructions and should be deleted before submitting the report. Submit this report to [REDACTED]

School Name	
School Grant Contact (Name, Phone and Email)	
Authorizer Name	
Authorizer Grant Contact (Name, Phone and Email)	
Date of Final Grant Report	

**Executive Summary**

[Insert here an executive summary of the information covered in this report (not to exceed one page)]

**Progress Report on Grant Project Goals**

[Include here a final update on each grant goal, including a summary of the progress made on the identified goals, objectives and related metrics (not to exceed three pages).]

**Report on Academic Achievement and Growth**

[Include a final update on academic achievement and growth of the school. Attach a copy of the school’s most recent School Performance Framework and Unified Improvement Plan.]

**Final Expenditure Narrative**

[Include here a financial narrative report on how the grant was expended for each grant year and totals for the grant period. This should take a similar structure to the budget narrative section of your grant application and should include a summary table of actual expenditures by project goal. Below is a sample table with an example of how you might group and represent expenditure. This section is not to exceed five pages.]

<b>Brief Description</b>	<b>Planning Year</b>	<b>Year 1 Implementation</b>	<b>Year 2 Implementation</b>	<b>Total</b>
<b><i>Project 1: Fully Equipped School</i></b>				
Classroom Furniture				
Office and Administrative Furniture				
Technology				
Classroom Supplies				
Office and Administrative Supplies				
<b><i>Project 2: Academic Excellence</i></b>				
Reading and Writing Curriculum				
Math Curriculum				
School or Classroom Library				
Science Curriculum				
Math and Science Instructional Supplies				
Social Studies Curriculum				

Instructional Supplies				
<b><i>Project 3: Professional Development</i></b>				
Teacher Trainings				
Administrator Trainings and Mentoring				
Business Support Trainings				
Board Professional Development and Trainings				
Conference Attendance				
Teacher Professional Development Resources				

### **Expenditure and Inventory Details**

This section contains detailed reports on grant expenditures and an inventory of assets purchased through the grant.

#### Expenditure Detail

[Include or attach here an expenditure report that details 100% of awarded grant funds. Your final Annual Financial Report, which consists of filling out tabs 6-8 of your CCSP grant budget document, should be submitted as part of this section of your Final Grant Report. **NOTE:** Federal guidelines require you to fill in the serial number or inventory tag number of every individual item of equipment (anything listed on the equipment tab of your Annual Financial Report).]

#### Inventory Report

[Include or attach here an asset inventory of all equipment and non-consumable goods purchased with CCSP grant funds. The Education Department General Administrative Regulations (EDGAR §80.32, §74.34) require this inventory to include the following:

- Description of the equipment
- Manufacturer’s serial number, model number, or other inventory identification number
- Source of the equipment (which would be the CCSP grant)

- Acquisition date or date received
- Cost
- If the item was paid for through several funds, the percentage of funds paid through the CCSP grant
- Location and condition of each item
- Disposition information (if you have disposed of anything bought with the grant), to include date of disposal, sale/fair market value price]

## Risk Assessment

Site Protocol



**Colorado Charter Schools Program (CCSP) Grant  
Year 2 Site Visit**

**Reviewers:** \_\_\_\_\_ **Date of Review:** \_\_\_\_\_

**School Name:** \_\_\_\_\_ **Authorizer:** \_\_\_\_\_

**Grant contact:** \_\_\_\_\_ **Current/Projected Final Enrollment:** \_\_\_\_\_/\_\_\_\_\_

**School Leader:** \_\_\_\_\_ **Grant Type: Startup 2yr**\_\_\_ **3yr**\_\_\_ **Expansion 2yr**\_\_\_ **3yr**\_\_\_

**Other participants:** \_\_\_\_\_ **Year of CSSI:** \_\_\_\_\_ **Current/Awarded Grant Balance:** \_\_\_\_\_

Indicator	(Y/N)	Evidence /Notes
The school is on target to meet grant goals: <ul style="list-style-type: none"> <li>• Goal 1:</li> <li>• Goal 2:</li> <li>• Goal 3:</li> <li>• Goal 4:</li> <li>• Goal 5:</li> </ul>	_____ _____ _____	

The educational program observed matches the grant app description.		
Achievement objectives articulated in the interview match objectives described in the grant app. If achievement objectives have been modified, are revisions appropriate?		
The school can demonstrate improved student academic achievement for all student groups.		
The school identified what assessment tool is being used for READ Act compliance.		
The school can demonstrate that professional development activities described in the grant are occurring as planned.		
The interview with the school leader demonstrates that the school understands its contractual agreement with the authorizer as it relates to serving students with special needs (Special Ed, ELL, and Gifted Ed).		
The school employs at least one Special Ed certified teacher.		
The lottery process is consistent with the policy included in the grant app.		
Community members are routinely notified about the new charter school and openings for enrollment.		
The governance structure described in the grant application matches what is observed in the school.		
The school can identify assets purchased with grant funds. Assets purchased with grant funds are utilized appropriately.		
<b>Indicator</b>	<b>(Y/N)</b>	<b>Evidence/Notes</b>
<i>The school spent grant funds according to approved budget.</i>		
The school is aware of the process to revise its budget.		
In schools utilizing an Educational Service Provider, ESP staff do not influence or exercise control over expenditure of grant funds.		
The school is aware that funds need to be drawn down in a timely manner and is on track to encumber or spend funds by June 30.		
The school is aware of and on track to complete the TA requirements of the CCSP grant.		
The school is aware of the CSSI visit to be completed prior to the end of the grant period.		
The school is aware of future reporting requirements. <ul style="list-style-type: none"> <li>• AFR Year 2</li> <li>• AFR Year 3 and Final Grant Report</li> </ul>		

**Assurances (must be confirmed)**

<b>Assurances</b>	<b>Y/N</b>	<b>Notes</b>
-------------------	------------	--------------

<i>Authorizer received "adequate &amp; timely notice of grant app."</i>		
Participates in state assessment and performance system.		
At least one person on the listserv. Contact name:		
Complies with nondiscrimination laws.		
Teaches the US Constitution on September 17.		
<i>Adequate accounting records are maintained.</i>		
The school is maintaining an UGG-compliant inventory of grant-purchased assets.		
<i>AFR received on time and was clean.</i> <i>Date Received:</i>		
<i>An independent annual audit was completed and one is scheduled for next year.</i> <i>Date completed following Year 1:</i> <i>Date scheduled following Year 2:</i>		
Conflicts of interest policies are in place for: • Board • Financial Management • Employees		
Records for students are transferred upon request by parent/student.		
What are your minimum qualifications for teachers?		
Student Internet use is adequately filtered and monitored.		

### Additional Information

Change in Grant Contact:		Email:  Phone:
Change in Board Member:		Email:  Phone:
Change in Staff:		Email:  Phone:
Other:		
Other:		

Other:		
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## **2(g) Flexibilities**

### **Waivers**

#### Automatic Waivers

- 1) C.R.S. § 22-1-112 (related to calendar holidays);
- 2) C.R.S. § 22-32-109(1)(f) (staff selection and pay);
- 3) C.R.S. § 22-32-109(1)(t) (related to educational program and selection of textbooks);
- 4) C.R.S. § 22-32-110 (1)(h) (related to employee termination);
- 5) C.R.S. § 22-32-110(1)(i) (related to staff reimbursements);
- 6) C.R.S. § 22-32-110(1)(j) (related to insurance);
- 7) C.R.S. § 22-32-110(1)(k) (in-service training);
- 8) C.R.S. § 22-32-110(1)(ee) (related to teachers' aides and other non-certificated personnel);
- 9) C.R.S. § 22-32-126 (related to employment of principals);
- 10) C.R.S. § 22-33-104(4) (related to attendance policies);
- 11) C.R.S. § 22-63-301 (related to grounds for teacher dismissal);
- 12) C.R.S. § 22-63-302 (related to procedures for teacher dismissal);

13) C.R.S. § 22-63-401 (related to salary schedule);

14) C.R.S. § 22-63-402 (related to required pay for teachers); and

15) C.R.S. § 22-63-403 (related to payment of teacher salaries). A charter school contract must list the automatic waivers the school is invoking, but need not include a rationale and replacement plan as to how the school will continue to meet the intent of the law for the automatic waivers. C.R.S. § 22-30.5-105(3).

# STRATEGIC PLAN

2017-2022



COLORADO

Department of Education

PR/Award # U282A180028

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# Our Vision

All students graduate ready for college and careers, and prepared to be productive citizens of Colorado.

# Our Mission

Ensuring equity and opportunity for every student, every step of the way.



**COLORADO**

Department of Education

PR/Award # U282A180023

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# Our Values

ALL STUDENTS

COLLABORATION

COMMUNICATION

CUSTOMER SERVICE

HONESTY

INNOVATION

INTEGRITY

RESPECT

TRANSPARENCY

TRUST



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# GOALS BY 2022



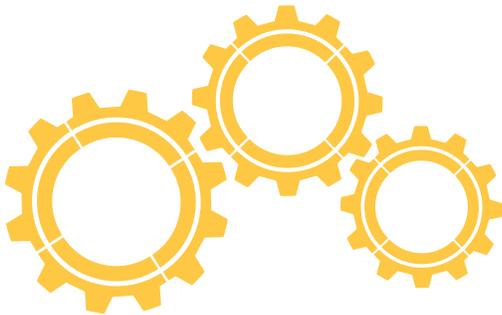
**88%**

of students will be reading by the end of third grade.



**80%**

of schools needing support and academic improvement will raise and maintain their performance.



**66%**

of students will earn a postsecondary credential, degree or certificate after high school.



**20%**

more historically underserved students will achieve academic expectations.

# KEY INITIATIVES



Support High Quality Early Learning and Literacy for All Students



Expand Access and Opportunity for Historically Underserved Students



Prioritize and Maximize Support for Schools and Districts Identified for Academic Improvements



Expand High School Options to Ensure All Students are Ready for College and/or Living-Wage Jobs



Develop a Strong Pipeline of High-Quality Teachers and Principals and Provide Deeper Support for School and District Leaders

## Guiding Principles

- Equity and Access for All Students
- Flexibility, Choice and Innovation
- Continuous Improvement of systems and structures
- Collaboration and Partnership



## ORGANIZATIONAL EXCELLENCE

Underpinning our success with each of our key initiatives will be our commitment to excellence with each of our core programs and operations. By holding ourselves to the highest degree of excellence in customer service and performance, we will effectively implement our key initiatives and accomplish our goals.



## Support High Quality Early Learning and Literacy for All Students

Research shows that proficiency in reading by the end of third grade enables students to shift from learning how to read to using reading skills to master the more complex subjects in fourth grade and beyond. In fact, students who cannot read by the end of third grade are four times more likely to drop out of high school. By focusing on support for our youngest students and their educators, the department can ensure more students are reading at grade level by the end of third grade and build a strong foundation for continued success in school.

### Strategic Activities

#### **We will promote and develop high-quality, evidence-based early learning and literacy strategies.**

- Support effective instruction and intervention for all students by providing research-based resources and training
- Increase quality preschool programming
- Coordinate CDE's improvement planning for preschool through third-grade programming and services
- Maximize and align local, state and federal funds to increase effectiveness and value

#### **We will expand professional training and ongoing development of our preschool through third-grade educators.**

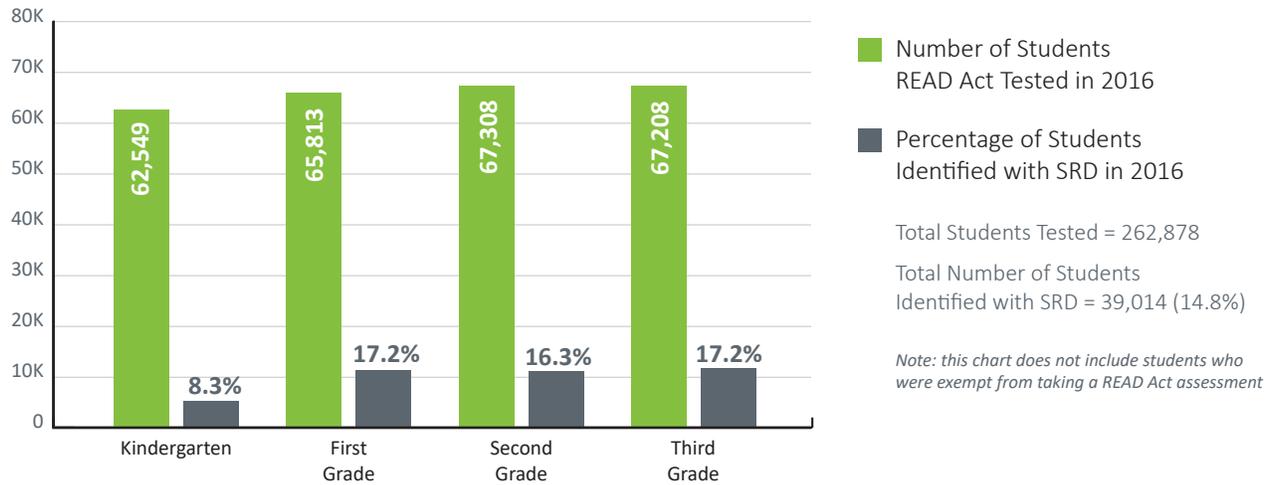
- Support, provide and fund evidence-based, ongoing professional development
- Align higher education programming with teacher competencies and professional learning in schools and districts

#### **We will strengthen partnerships with state and local agencies, communities and libraries to support early learning and literacy in preschool through third grade.**

- Engage and maximize Family, School and Community Partnering program toward early literacy goals
- Partner with community and state resources to ensure needs are met among special populations, including students with disabilities, English learners, students who qualify for free and reduced lunch, migrant students and others

## Prevalence of Significant Reading Deficiencies (SRD) in Colorado

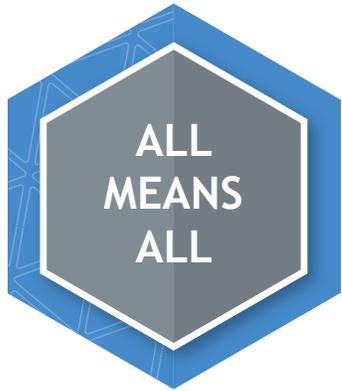
Comparison of students identified as having an SRD by grade level as reported in the 2016 collection



What seems like the most basic step in a child’s education – the ability to read – is actually the foundation of a child’s success. Therefore, a student who struggles to read must have every opportunity to strengthen and gain essential skills in reading before entering fourth grade to better ensure a successful future.

### What Progress Looks Like in 2022

- 3% annual reduction in the number of kindergarten through third-grade students who are identified as having a Significant Reading Deficiency
- 10% increase annually in the number of early childhood settings rated as high quality by Colorado Shines Quality Rating Improvement System
- 3% increase annually in the number of students who are proficient in at least five of six areas measured by the Kindergarten Entry Assessment
- 3% increase annually in the number of 4-year-olds in the Colorado Preschool Program who meet expectations for literacy and math as measured by Results Matter assessments.
- 5% increase annually in number of children completing summer learning programs in public libraries as measured by end of session reports to the State Library
- 50% of all third grade students will meet or exceed expectations on the CMAS assessment in English Language Arts.



## Expand Access and Opportunity for Historically Underserved Students

In Colorado, students from a number of historically underserved backgrounds – specifically those from economically challenged communities, racial minority groups and students with disabilities – continue to fall short of their academic potential and are missing the skill sets to compete with their middle-class peers. By concentrating on equity as a foundational construct of our work at CDE, we will empower schools and districts in their efforts to increase access and opportunity and ultimately reduce the pervasive influence that systemic inequities have on student outcomes.

### Strategic Activities

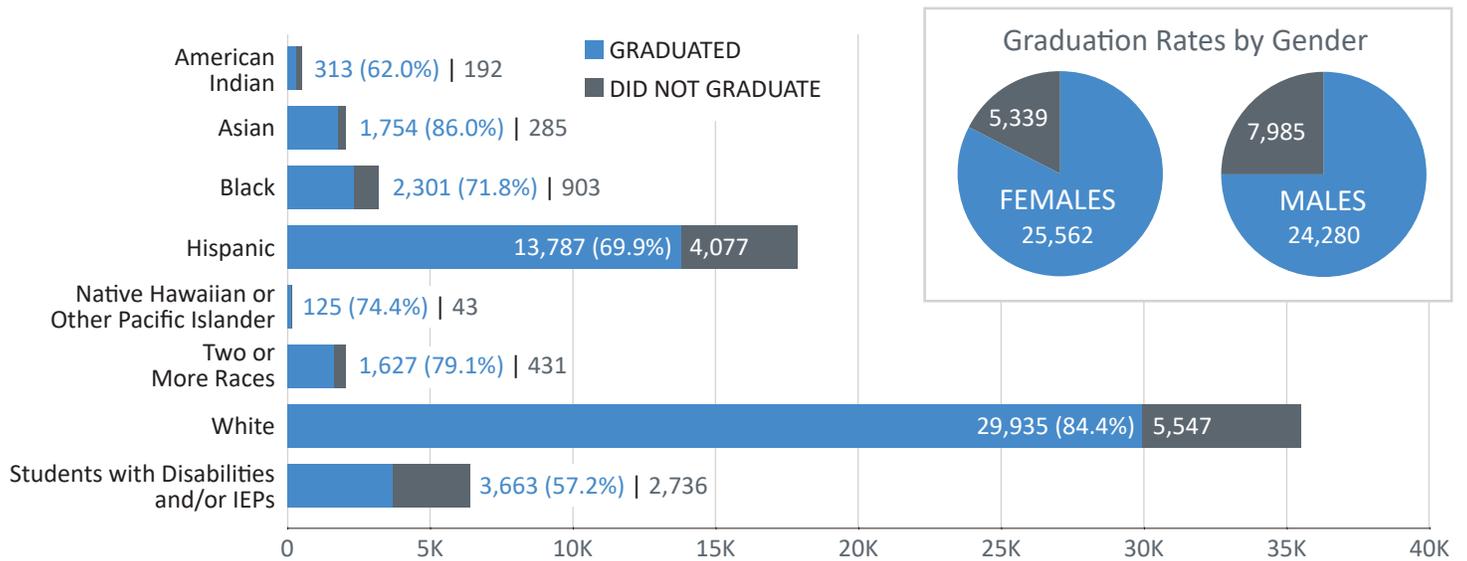
**We will establish a Strategic Equity Team within CDE to align data, projects, systems, practices and programs to facilitate closing the opportunity and achievement gaps across Colorado.**

- Develop an Internal Opportunity Plan to increase CDE staff's understanding of and expertise in addressing equity by closing opportunity gaps
- Inform and engage the larger community about CDE's Opportunity Plan
- Foster and incubate the development of community-based approaches for delivering services that will decrease opportunity gaps

**We will identify and engage external partners that will work collaboratively with CDE and districts to address issues of equity, access and opportunity.**

- Collaborate with key stakeholders to host, organize and execute special events, joint ventures and activities that increase awareness and promote action around reducing opportunity and achievement gaps throughout the state
- Help establish community-wide practices that address issues of equity in educational settings as well as other arenas that impact the experiences of all learners
- Establish a pilot program in two designated Colorado communities with local and state agencies, non-profits, libraries and other partners to align efforts to reduce the pervasive influence that systemic inequalities have on student outcomes

## Graduation Rates - 2015-16



Although the graduation gap between minority students and white students has narrowed for six consecutive years, a startling disparity continues to exist. Similarly large and pervasive gaps can also be seen through state assessment scores for third through 11th-grade students. Despite focused efforts in the education community to improve outcomes for underserved students, the impact of poverty is still too prevalent. Working in partnership with communities and other state agencies may be the best bet for reducing the impact of poverty on student achievement.

### What Progress Looks Like in 2022

- 25% decrease in state-reported exclusionary disciplinary actions involving underserved students
- 35% of students with IEPs who spend the majority of their time in general education settings will show high growth on the state assessment
- 50% of underserved students will complete an AP course or obtain college credit while still in high school
- 10% decrease in the dropout rate for minority students and 50% decrease for students in foster care



## Prioritize and Maximize Support for Schools and Districts with Struggling Students

Schools and districts that are identified for improvement through the state and federal accountability systems all have different needs, based on the context of their communities. By working with each district and schools to understand their needs and invest in strategies to be successful, we will help them progressively improve and maintain their improvement on the state performance frameworks.

### Strategic Activities

#### **We will strategically allocate both human and financial resources to maximize impact for schools and districts needing improvement.**

- Organize and prioritize CDE support to districts by using four guiding principles: positive culture, instructional transformation, strong leadership and talent development
- Determine how to better leverage staff and financial resources to support schools and districts needing improvement

#### **We will work across CDE to leverage our expertise and resources in support of schools and districts in the areas of leadership, talent, culture, instruction (including early literacy), services for English learners and students with disabilities, dropout prevention and wrap-around service models.**

- Enhance cross-department teams in order to coordinate support and increase coherence on behalf of districts
- Deploy CDE cross-unit teams to schools and districts based on their articulated needs and focus areas
- Provide direct supports through initiatives such as the Turnaround Network and Connect for Success
- Help districts access and coordinate resources to meet the needs of their students

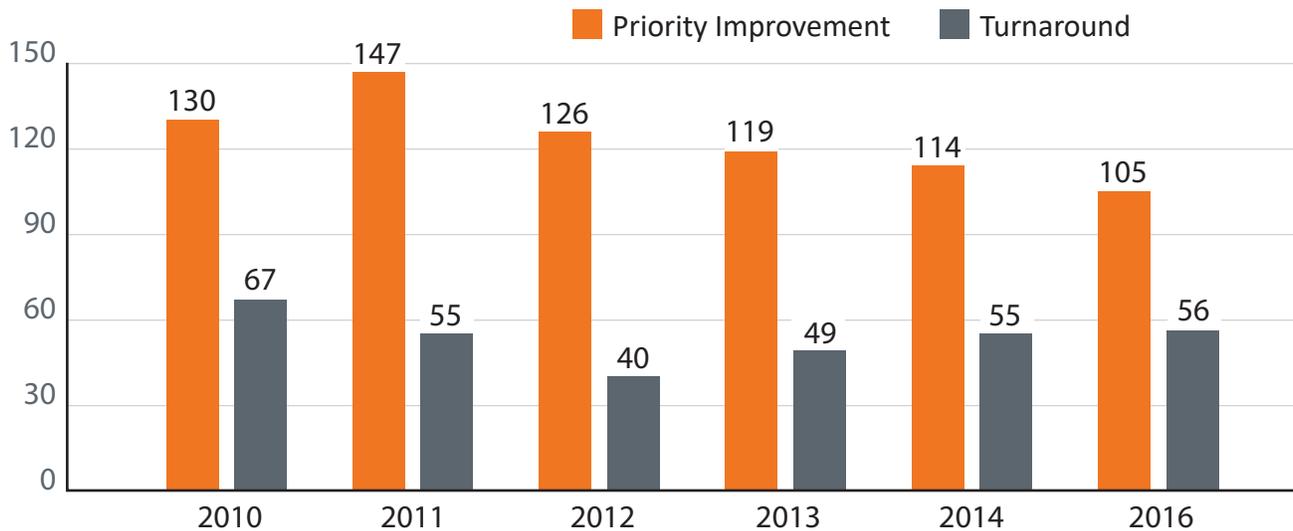
#### **We will develop and promote a single menu of all CDE supports and interventions for districts and schools needing improvement.**

- Clearly articulate the support and services available through CDE in a “menu” of options for districts
- Create a single application for districts to match unique local needs with state and federal resources and decrease the administrative burden on districts

#### **We will evaluate the effectiveness of our support for districts and schools and make adjustments needed to increase students’ academic outcomes.**

- Monitor the impact of each support on student outcomes
- Use impact data to drive the strategic allocation of school improvement resources

## Colorado Schools with the Lowest Ratings in 2016



Each of the 161 schools in the Priority Improvement and Turnaround categories, the lowest two categories in the state’s accountability system, have different challenges to overcome in order to increase their students’ academic performance. Through grants and support programs, individual schools identified have made progress since 2010. Additional focus and clarity around support available for schools currently identified will increase the academic performance for 80,462 students.

### What Progress Looks Like in 2022

- 65% of the approximately 170\* schools with the lowest two ratings (Priority Improvement or Turnaround) on the state’s accountability system in 2017 will improve to earn a satisfactory rating or higher rating (Improvement or Performance) and will sustain that rating for at least three years
- 80% of districts with eligible schools will apply for support and/or funding through the new single application
- 100% of improvement plans for identified schools and districts will meet quality criteria and evidence-based strategies after working with CDE

*\* This number will change with final ratings in December 2017.*



## Expand High School Options to Ensure All Students Are Ready for College and/or Living-Wage Jobs

Students who graduate and work in Colorado need in-demand skills that meet business, industry and higher education standards. By 2020, three out of four jobs in Colorado will require education or training beyond high school. That adds up to three million jobs.

By increasing options for high school students and fostering expansion of successful high school models, we can ensure that at least 66 percent of the class of 2022 go on to earn a postsecondary credential, certificate or degree within five years. When we achieve this goal, we will fuel Colorado’s economy with educated students who are prepared for a college education, good paying job or military service.

### Strategic Activities

**We will increase awareness and availability of public school choice options designed to support students who are at risk of not graduating.**

- Expand options for more Colorado students to attain a high school credential

**We will help school districts implement rigorous and useful Graduation Guidelines.**

- Support community implementation strategies and expansion of options, such as apprenticeships and industry credentials

**We will foster expansion of innovative models and promising practices that are making a difference.**

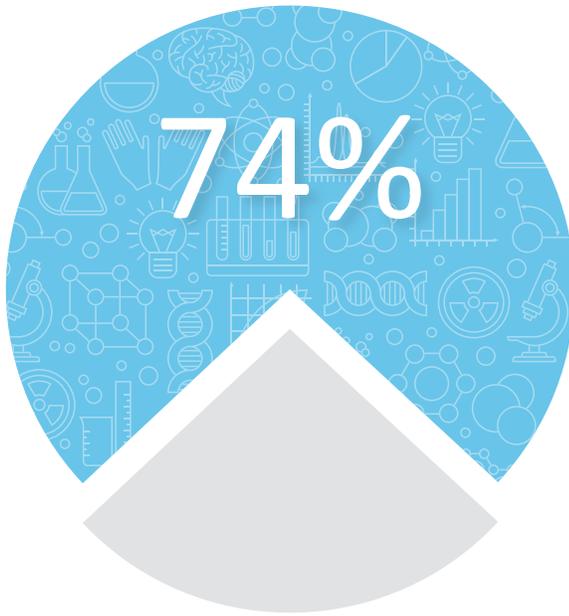
- Identify noteworthy gains in high school completion as well as college- and workforce-readiness outcomes for students
- Bring innovative practices to scale for the benefit of more students statewide through professional development and consultations

**We will promote Individual Career and Academic Plans (ICAP) as a tool to help students complete high school and plan for their futures.**

- Leverage the ICAP process to increase students’ awareness of seamless pathways and opportunities beyond high school
- Equip all educators to have meaningful career conversations with students

**We will engage community partners as an effective resource for getting students to the finish line and planning for their futures.**

- Expand work-based learning opportunities to help students prepare for living-wage, in-demand jobs
- Assist educators in building effective partnerships with business, based on existing infrastructures
- Collaborate with other state agencies, libraries, area workforce development boards and community partners to meet students’ needs, including participating in Two-Generation programs that meet the workforce training needs of students and their caregivers simultaneously



In 2020, 74% of all jobs in Colorado  
**3 MILLION JOBS**  
**WILL REQUIRE**  
**EDUCATION BEYOND HIGH SCHOOL**

In 2020, new Colorado jobs requiring postsecondary education or training will grow by 716,000, compared to only 268,000 new jobs for high school graduates who have no additional training. Yet in Colorado only 85 percent of high school students are graduating within six years and 2,500 students are attaining an industry credential while still in high school. More options in high school, including internships and industry credential programs, will ensure that more students graduate and are prepared for in-demand jobs and/or additional postsecondary education. An example of an opportunity that helps students succeed is the Career Success Pilot Program that provides schools with \$1,000 for every student who completes an industry credential, construction pre-apprenticeship or Advanced Placement Computer Science.

## What Progress Looks Like in 2022

- 90% of all students will complete a high school credential within six years and the majority of those will already be making progress toward a postsecondary degree
- 95% of all students will be making progress toward a high school credential
- 100% increase in the number of high school students attaining an industry credential by 2022
- 100% of school districts will have at least three pathways or options for students by 2022
- 50% of all students will earn college credit in high school



## Develop a strong pipeline of high-quality teachers and principals and provide deeper support for school and district leaders

Research shows that teachers have a bigger impact on student performance than any other school-based factor. And the number one reason teachers leave is lack of support by a high-quality principal. We can learn from the workforce development approaches of public and private industries that focus on growing talent in a strategic and intentional way by recruiting, developing and supporting their workforce. By developing, deploying and supporting talent management and human capital development strategies for districts and schools, we can ensure that every classroom has an effective educator and all students are prepared for college, career and life.

### Strategic Activities

#### **We will work in partnership to create high-quality educator preparation programs.**

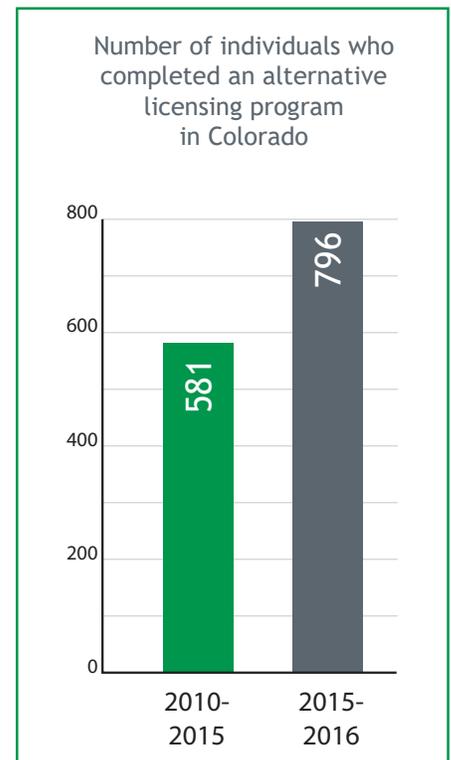
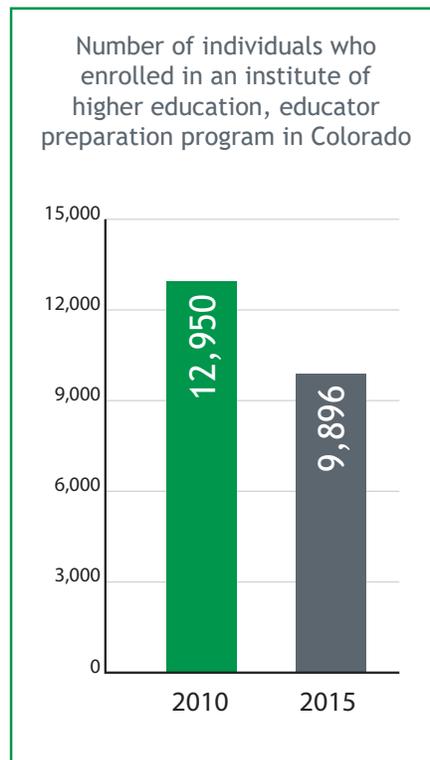
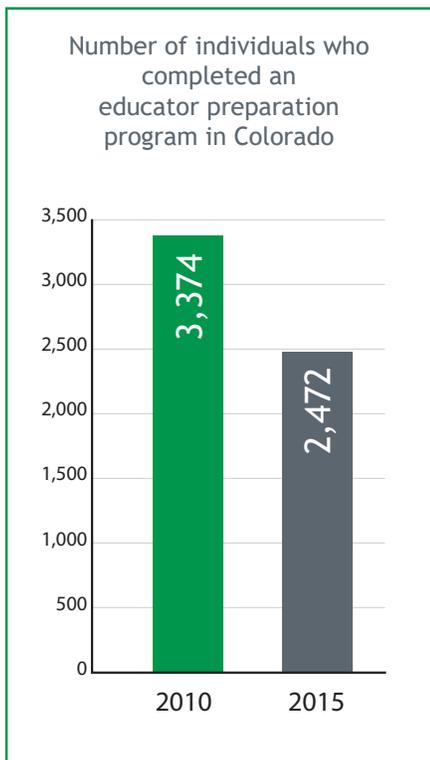
- Conduct a strategic analysis of educator preparation program rules, support and business practices involving educators in hard-to-fill content areas
- Complete necessary improvements in rules and support for educator preparation programs and the CDE licensing unit

#### **We will improve support to future and current educators and expand quality educator pipelines.**

- Align the CDE Educator Talent division to focus on educator recruitment, development and career counseling within districts, communities, businesses and educator preparation entities
- Reposition licensing evaluators and call center representatives to improve customer service to educators through one-on-one licensing consultations and more proactive outreach

#### **We will deepen our support for principals as they work to hire, develop and retain high-quality teachers to provide the highest outcomes for students.**

- Facilitate collaboration with teacher-leaders, principals and principal-managers to focus on support for teachers, solutions for school improvement and professional development for principals
- Support principals' efforts to support their workforce through implementation of educator effectiveness laws and human capital strategic systems



Colorado has approximately 3,000 to 3,500 annual openings across districts; normally, these positions are filled by teachers changing districts and students graduating from educator preparation programs at colleges and universities or professionals who have completed an alternative license program. With the 22.7 percent decline in individuals completing an educator preparation program in Colorado since 2010, some of these open positions – especially in rural areas – end up going completely unfilled during the year.

## What Progress Looks Like in 2022

- 18% increase in initial educator licenses, including:
  - 6% increase in diverse educators
  - 15% increase in educators endorsed in high-need content areas
- 2% decrease in the turnover rate of teachers statewide



## Organizational Excellence

By committing to excellence in our core programs and functions, we can support each of our key initiatives and ultimately accomplish our goals. Several teams within the department are responsible for essential programmatic and operational functions that allow the department to achieve our broader goals. These teams include School Finance, Human Resources, Accountability and Improvement, Standards and Assessments, Educator Talent, Communications and Information Management Services.

## Key Services

### Distribute funding to school districts

Districts rely on CDE to allocate funds as part of its implementation of the School Finance Act and federal grant programs. Because district budgets depend on these funds, it is imperative these allocations are made with accuracy and efficiency. As such, the distribution of funding to school districts is a foundational function of CDE and helps to ensure that the department can achieve its key initiatives and broader goals.

### Strategic Operation

We will accurately and efficiently distribute federal grant funds to Colorado districts.

### Metric

- 100% of the distributions by line item, per cycle will be error-free by 2022. This metric reflects an average of 4,000 payments made each quarter.

### Appropriately classify and compensate CDE employees.

Human Resources is a strategic partner within CDE that works to develop, implement and support programs and processes that add value for CDE employees. The services and supports provided by HR are designed to optimize employee empowerment, mutual trust, growth, learning, retention, diversity and accountability and create an overall great place to work! To recruit and retain quality employees, HR must ensure all CDE staff are appropriately classified and compensated. In turn, this will enable quality customer service and support for school districts.

### Strategic Operation

We will review jobs and wages annually to ensure compliance with state law, findings from the comprehensive job analysis and the department's salary schedule.

### Metrics

- CDE will implement its compensation analysis for 100% of its positions by 2018.
- CDE will complete a job analysis for all CDE positions and apply appropriate classifications by 2018.

## Successfully Administer State Assessments to Measure Mastery of Colorado Academic Standards

The Standards and Instructional Supports team helps districts implement the Colorado Academic Standards for preschool through 12th grade. Colorado's state assessments provide critical data and feedback to determine whether educational goals are being met. CDE is responsible for administering these assessments.

### Strategic Operation

We will successfully administer the Colorado Measures of Academic Success (CMAS) and the SAT suite of assessments to Colorado students in a timely manner.

- Implement a new assessment contract required by state law due to the expiration of the state's science and social studies assessment contract in 2018.
- Implement assessments for math and English Language Arts (ELA) that result in reduced operational testing time for students and turnaround of individual student results within 30 days of receipt of all assessments at the direction of the State Board of Education.
- Review all of the CMAS assessments following the adoption of the revised standards in summer 2018.

### Metric

- 100% of state assessments will be fully developed and available for administration on the scheduled assessment date.

## Create and Disseminate Academic Performance Reports

Creating and disseminating academic performance reports, including the growth summary reports and the school and district performance framework reports, are key components to providing public transparency around academic outcomes and identifying which schools and districts most need support. The combined work of the Assessment Unit, the Information Management Services Unit and the Accountability and Data Analysis Unit is crucial in being able to provide these reports in a timely and accurate manner.

### Strategic Operations

We will provide meaningful performance data to schools, districts and the public.

- Ensure accuracy and timeliness in the school and district performance frameworks.
- Ensure accuracy and timeliness of student growth reports.

### Metrics

- 100% of district and school performance frameworks will be produced error-free.
- 100% of student growth reports will be produced error-free.

# Key Services Cont.

## Efficiently Process Educator License Applications

The Educator Talent Unit is responsible for the regulation, support, and development of educator quality and talent, including activities related to educator licensure. For the department to meet its key initiatives and broader goals, Colorado must have a strong pool of qualified, licensed professional educators to work in our schools and support student achievement. The licensing process must be efficient to make sure these educators are available to schools in a timely manner. With this in mind, the Educator Talent Unit strives to continually decrease the amount of time it takes to process educator licenses.

### Strategic Operation

- We will decrease the average cycle time between receiving an educator’s completed application and issuing their license.

### Metric

- Decrease the average cycle time – from receipt of a completed application and cleared fingerprint report to a PDF license sent via email – from 17.33 business days to 10 business days.

## Provide secure technology, applications and information to CDE staff and school district employees

CDE’s Information Management Services Unit (IMS) supports the department and Colorado school districts through multiple services, including: providing network and Help Desk services; overseeing data collection, management and reporting; delivering project management; and ensuring information privacy and security. It is essential that the IMS teams provide secure tools for everyday use across CDE, while at the same time ensuring that technology can be used in a manner that reduces burden on school and district personnel.

### Strategic Operation

We will support internal customer data needs and technology tools, while protecting state systems and sensitive information.

- We will enable secure collaboration across CDE divisions and units through Office365.
- We will maintain industry-established baseline security procedures.

### Metric

- 100% implementation of collaboration tools within Office 365 by end of FY 2018.
- 100% implementation SharePoint 365 by the end of FY 2019.
- Move primary technology infrastructure to E-fort by the end of FY 2019.
- Maintain 100% compliance (full time CDE employees) with annual cyber security training.

## Support implementation of existing and new legislation, rules and regulations

Staff across the department are responsible for implementing new and existing legislation effectively and efficiently. In carrying out our duties prescribed by federal and state laws, the department collaborates across units to address challenges proactively and in a manner that does not create unnecessary burden for districts, teachers or other stakeholders. We work to meet the intent of the legislation and strive to optimize resources.

### Strategic Operation

We will build awareness and understanding of the requirements of the law among district staff and educators.

- Implement comprehensive strategies for communicating about the law to district staff, educators and other key stakeholders.
- Provide support to help districts implement laws, including training and templates as well as ideas for maximizing the intended outcomes of the law while decreasing burden of implementation.

### Metric

- Hold five staff trainings per year related to effective communication.
- In the yearly commissioner evaluation, 85% of superintendents will rate CDE as effective in assisting with implementation of law.

# STRATEGIC PLAN

2017-2022



**88%**  
of students will be reading by the end of third grade.

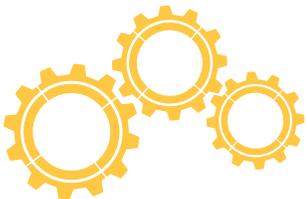


**80%**  
of schools needing support and academic improvement will raise and maintain their performance.



**66%**  
of students will earn a postsecondary credential, degree or certificate after high school.

**20%**  
more historically underserved students will achieve academic expectations.



# KEY INITIATIVES



Support High Quality Early Learning and Literacy for All Students



Expand Access and Opportunity for Historically Underserved Students



Prioritize and Maximize Support for Schools and Districts Identified for Academic Improvements



Expand High School Options to Ensure All Students are Ready for College and/or Living-Wage Jobs



Develop a Strong Pipeline of High-Quality Teachers and Principals and Provide Deeper Support for School and District Leaders

## Guiding Principles

- Equity and Access for All Students
- Flexibility, Choice and Innovation
- Continuous Improvement of systems and structures
- Collaboration and Partnership



## ORGANIZATIONAL EXCELLENCE

Underpinning our success with each of our key initiatives will be our commitment to excellence with each of our core programs and operations. By holding ourselves to the highest degree of excellence in customer service and performance, we will effectively implement our key initiatives and accomplish our goals.

# 2017 Performance Frameworks

Understanding the preliminary draft frameworks for schools and districts



**COLORADO**  
Department of Education

District and School Performance Frameworks are a central piece of Colorado’s accountability system outlined in the Education Accountability Act of 2009, (SB 09-163). The frameworks can provide information about how districts and schools performed on the same set of indicators and measures, and they enable the state to better support districts in their efforts to improve educational achievement. These frameworks are delivered to every public school and district. High schools are also evaluated on postsecondary and workforce readiness measurements, including high school graduation and college matriculation.

## PLAN TYPES FOR COLORADO SCHOOLS AND DISTRICTS

Every year schools and districts receive a plan type according to the metrics on the performance framework.

### DISTRICT ACCREDITATION RATINGS

ACCREDITED WITH DISTINCTION

ACCREDITED

ACCREDITED WITH IMPROVEMENT PLAN

ACCREDITED WITH PRIORITY IMPROVEMENT PLAN

ACCREDITED WITH TURNAROUND PLAN

INSUFFICIENT STATE DATA: SMALL TESTED POPULATION\*

INSUFFICIENT STATE DATA: LOW PARTICIPATION\*\*

### SCHOOL PLAN TYPES

PERFORMANCE PLAN

IMPROVEMENT PLAN

PRIORITY IMPROVEMENT PLAN

TURNAROUND PLAN

INSUFFICIENT STATE DATA: SMALL TESTED POPULATION\*

INSUFFICIENT STATE DATA: LOW PARTICIPATION\*\*

## DESCRIPTORS

Schools and Districts will have one of the following descriptors added to their plan type. Because participation rates can impact how well the results reflect the school/district as a whole, it is important to consider participation in reviewing the results on the frameworks.



**MEETS PARTICIPATION** will be added to ratings for schools and districts with participation rates above 95 percent in two or more content areas. This is the actual participation rate including parent excusals in the calculations.



**LOW PARTICIPATION** will be added to ratings for schools and districts with test participation rates below 95 percent in two or more content areas. The participation rate used for this descriptor includes students as non-participants even when their parents formally excused them from taking the tests.



**DECREASED DUE TO PARTICIPATION** indicates the plan type, or rating, was lowered one level because accountability participation rates fell below 95 percent in two or more content areas. Parent excusals are excluded from the calculations used for this descriptor. According to a State Board of Education motion, schools and districts will not be held liable for parental excusals.

\* Insufficient State Data: Small Tested Population: will be assigned to small districts and schools with enrollment in grades three through nine (tested grades) that is too small to report data publicly.\*\* Insufficient State Data: Low Participation: will be given to schools and districts with assessment participation low enough that achievement results could not be reported publicly, in order to protect privacy of student data. Schools and districts with only postsecondary workforce data and no achievement/growth information also received this rating.



# Preliminary 2017 School Performance Framework

1234-SCHOOL | 1234: DISTRICT

Level: EM - (1-Year)

**Plan Type**

**Official plan type based on: 1-Year SPF report**

School and district of reference.

**Performance Plan: Meets 95% Participation**

**53.1 / 100**

Total points earned and total points eligible on the school framework.

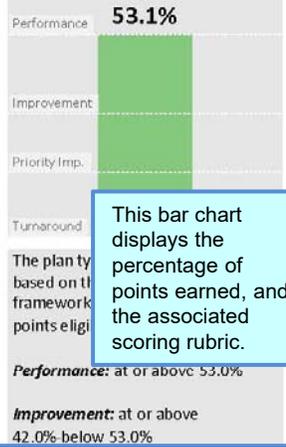
The year on the accountability clock if applicable. Also, for the final framework, if a state award has been received by the school (i.e. John Irwin School of Excellence, Governor's Distinguished Improvement Award, Centers of Excellence Award, or High School Academic Growth Award).

The key performance indicators for which schools are held accountable including corresponding points, percent of points earned and ratings.

the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

## Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	29.5%	11.8 / 40	Does Not Meet
Academic Growth	68.8%	41.3 / 60	Meets



This bar chart displays the percentage of points earned, and the associated scoring rubric.

The participation rate reflects the percent of students represented in the achievement results on all relevant assessments, including alternate assessments. This rate is not factored into accountability determinations but is important for interpretation.

## 1-Year participation counts are used for both 1-Year and Multi-Year frameworks.

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	251	250	99.6%	0	99.6%	Meets 95%
Math	251	250	99.6%	0	99.6%	Meets 95%
Science	251	150	59.8%	0	59.8%	Does Not Meet
Overall	753	700	93.0%	0	93.0%	Does Not Meet

This rate is used for accountability determinations. Schools that do not meet the 95% test participation rate for more than one subject area (while removing parent excusals from the total records count) are reduced one accreditation category.

School level ratings by EMH level are presented in this section if applicable.

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Elementary	Academic Achievement	25.0%	10 / 40	Does Not Meet
	Academic Growth	37.5%	22.5 / 60	Approaching
Middle	Academic Achievement	34.4%	13.8 / 40	Does Not Meet
	Academic Growth	100.0%	60 / 60	Exceeds

The earned points and overall ratings by EMH levels are presented here as applicable. These ratings are informational only. The official school rating is displayed at the top of the report.

(\*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(\*) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(\*\*) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

Count represents number of students for which the school is accountable (continuously enrolled students). The participation rate reflects the actual percentage of these students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

Department of Education  
**1234-SCHOOL | 1234: DISTRICT** Level: Elementary - (1-Year)

**ACADEMIC ACHIEVEMENT**

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Points Earned / Eligible	Rating
CMAS - English Language Arts	All Students	131	99.3%	703.6	1	0 / 0	-
	Previously Identified for READ Plan	52	100.0%	694.4	*	0 / 0	-
	English Learners	99	99.1%	703.1	1	.5 / 2	Does Not Meet
	Students with Disabilities	1				.5 / 2	Does Not Meet
CMAS - Math	All Students	131	99.3%	706.6	1	5 / 16	Does Not Meet
	English Learners	99	99.1%	703.1	1	.5 / 2	Does Not Meet
	Free/Reduce d-Price Lunch Eligible	129	99.3%	706.6	2	.5 / 2	Does Not Meet
	Minority Students	132	99.3%	706.8	2	.5 / 2	Does Not Meet
	Students with Disabilities	1				.5 / 2	Does Not Meet
CMAS - Science	All Students	131	99.3%	706.6	1	4 / 16	Does Not Meet
	English Learners	99	99.1%	703.1	1	.5 / 2	Does Not Meet
	Free/Reduce d-Price Lunch Eligible	129	99.3%	706.6	2	.5 / 2	Does Not Meet
	Minority Students	132	99.3%	706.8	2	.5 / 2	Does Not Meet
TOTAL		*	*	*	*	17.5 / 70	Does Not Meet

Achievement calculations include relevant alternate assessment and CSLA results.

Mean scale score represents the average of valid scores across grades for the identified group. This replaces the previously used percent proficient and advanced.

Points earned and eligible for each measure have been doubled from last year to maintain proportional weighting across EMH levels within achievement and growth with the addition of PSAT at the high school level.

A dash ('-') indicates no data is available for the presented metric.

**ACADEMIC GROWTH**

Subject	Student Group	Count	Median Growth Percentile	Pts Earned / Eligible	Rating
CMAS - English Language Arts	All Students	82	36.5	8 / 16	Approaching
	English Learners	63	40.0	1 / 2	Approaching
	Free/Reduce d-Price Lunch Eligible	79	40.0	1 / 2	Approaching
	Minority Students	81	36.0	1 / 2	Approaching
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	84	31.5	4 / 16	Does Not Meet
	English Learners	65	31.0	.5 / 2	Does Not Meet
	Free/Reduce d-Price Lunch Eligible	81	32.0	.5 / 2	Does Not Meet
	Students with Disabilities	n < 20	-	.5 / 2	Does Not Meet
ELP	English Language Proficiency	n < 20	-	0 / 0	-
TOTAL		*	*	16.5 / 44	Approaching

ELP growth is not included within the 2017 frameworks.

This page displays the performance indicator data for the elementary school level. For additional information regarding Academic Achievement and Academic Growth points, Total performance by elementary level including points earned and points eligible along with final indicator rating.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

**Academic Achievement:** reflects the mean scale score for the identified subject and student group based on 2017 assessment results.  
**Academic Growth:** reflects the median student growth percentile for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(\*): Not Applicable; (-): No Reportable Data

Count represents number of students for which the school is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

1234-SCHOOL | 1234: DISTRICT

Level: Middle - (1-Year)

**ACADEMIC ACHIEVEMENT**

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Points Earned/Eligible	Rating
CMAS - English Language Arts	All Students	99	100.0%	731.3	31	1 / 2	Approaching
	English Learners	75	100.0%	731.9	30	1 / 2	Approaching
	Free/Reduced-Price Lunch Eligible	93	100.0%	731.2	31	1 / 2	Approaching
CMAS - Math	All Students	101	100.0%	715.2	12	0 / 16	Does Not Meet
	English Learners	77	100.0%	715.2	12	1 / 2	Approaching
	Free/Reduced-Price Lunch Eligible	99	100.0%	715.2	12	5 / 2	Does Not Meet
	Minority Students	102	100.0%	715.2	12	5 / 2	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
CMAS - Science	All Students	101	100.0%	715.2	12	4 / 16	Does Not Meet
	English Learners	77	100.0%	715.2	12	0 / 0	-
	Free/Reduced-Price Lunch Eligible	99	100.0%	715.2	12	5 / 2	Does Not Meet
	Minority Students	102	100.0%	715.2	12	5 / 2	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0 / 0	-
<b>TOTAL</b>		*	*	*	*	22 / 64	Does Not Meet

Achievement calculations include relevant alternate assessment results.

Mean scale score represents the average of valid scores across grades for the identified group. This replaces the previously used percent proficient and advanced.

Points earned and eligible for each measure have been doubled to maintain proportional weighting across EMH levels within achievement and growth with the addition of PSAT at the high school level.

Indicates grade level of report and the data set on which this report is based (one-year or multi-year).

**ACADEMIC GROWTH**

A dash ('-') indicates no data is available for the presented metric.

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	101	79.0	16 / 16	Exceeds
	English Learners	77	79.0	2 / 2	Exceeds
	Free/Reduced-Price Lunch Eligible	94	78.5	2 / 2	Exceeds
	Minority Students	100	78.5	2 / 2	Exceeds
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	101	68.0	16 / 16	Exceeds
	English Learners	77	67.0	2 / 2	Exceeds
	Free/Reduced-Price Lunch Eligible	94	66.0	2 / 2	Exceeds
	Minority Students	100	67.5	2 / 2	Exceeds
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency	n < 20	-	0 / 0	-
<b>TOTAL</b>		*	*	44 / 44	Exceeds

ELP growth is not included within the 2017 frameworks.

This page displays the performance indicator data for the middle school level. For additional information regarding Academic Achievement and Academic Growth points, refer to the scoring guide on the last page of this report.

Total performance by middle school level including points earned and points eligible along with final indicator rating.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

**Academic Achievement:** reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

**Academic Growth:** reflects the median student growth percentile for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth is based on 2015 student growth percentiles (from WIDA ACCESS for ELLS results).

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(\* ) Not Applicable; (-) No Reportable Data



# Preliminary 2017 District Performance Framework

2410 | Sample District

Level: EMH - (1-Year)

**Accreditation Rating** Official rating based on: 1-Year DPF report

District of reference.

**Accredited: Meets 95% Participation**

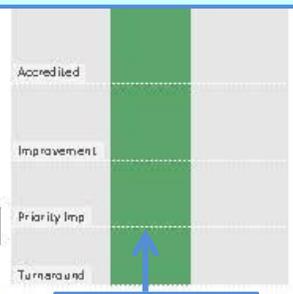
**73.6 / 100**

Total points earned out of total points eligible on the district framework.

The year on the accountability clock if applicable. Also, for the final framework, if a state award has been received by the district (i.e. ELPA Excellence Award).

The three key performance indicators for which districts are held accountable including corresponding points, percent of points earned and ratings.

multi-year framework as indicated in the right accreditation rating based on the overall percent of meeting finance, safety, or test administration assurances will result in a lower accreditation category. In addition, failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall accreditation category by one level. Please see the scoring guide at the end of this report for additional information.



This bar chart displays the percentage of points earned, and the associated scoring rubric.

### Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	75.4%	22.6 / 30	Meets
Academic Growth	71.3%	28.5 / 40	Meets
Postsecondary & Workforce Readiness	75.0%	22.5 / 30	Meets

### Assurances

Assurance	Rating
Finance	Meets Requirements
Safety	Meets Requirements
Accountability	Meets Requirements

The participation rate reflects the percent of students represented in the achievement results on all relevant assessments, including alternate assessments. This rate is not factored into accountability determinations but is important for interpretation.

The accountability participation rate is used for accountability determinations. Districts that do not meet the 95% test participation rate for more than one subject area (while removing parent excuses) are reduced one accreditation category.

1-Year participation counts are used for both 1-Year and Multi-Year frameworks.

Subject	Total		Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
	Records	Valid Scores				
English Language Arts	827	816	98.7%	8	99.6%	Meets 95%
Math	828	817	98.7%	8	99.6%	Meets 95%
Science	253	244	96.4%	7	99.2%	Meets 95%

Ratings by EMH level are presented in this section.

### Summary of Ratings by EMH Level

EMH Level	Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	Weighted % Pts Earned	Rating by EMH Level
Elementary	Academic Achievement	71.0%	28.4 / 40	Meets	73.4%	Accredited
	Academic Growth	75.0%	45 / 60	Meets		
Middle	Academic Achievement	81.7%	32.7 / 40	Meets	78.5%	Distinction
	Academic Growth	76.3%	45.8 / 60	Meets		
High	Academic Achievement	73.7%	22.1 / 30	Meets		
	Academic Growth	61.4%	24.6 / 40	App		
	Postsecondary & Workforce R..	75.0%	22.5 / 30	Meets		

The earned points and overall ratings by EMH level are presented here. These ratings are informational only and may not coincide with overall school ratings due to different inclusion rules.

(\*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.  
 (†) Districts with an Insufficient State Data rating will maintain their previously assigned year on the clock.  
 (\*\*) The Accountability Participation Rate differs from the "Participation Rate" in the following ways: it excludes Parent Excuses from the denominator; it includes in both the numerator and denominator English Learners in their first year in the United States who took WIDA ACCESS for ELLs instead of the PARCC ELA assessment.

**Preliminary 2017 District Performance Framework**

2410 | Sample District

Level: Elementary - (1-Year)

**Academic Achievement**

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Rating	
CMAS - English Language Arts	All Students	331	99.2%	744.8	67	-	
	Previously Identified for READ Plan	34	100.0%	711.5	*	-	
	English Learners	n < 16	-	-	-	0 / 0	-
	Students with Disabilities	1	-	-	-	5 / 2	Meets
		6	-	-	-	1 / 2	Approaching
		3	-	-	-	5 / 2	Does Not Meet
CMAS - Math	All Students	331	99.2%	744.8	67	12 / 16	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduce d-Price Lunch Eligible	131	99.3%	737.1	56	1.5 / 2	Meets
	Minority Students	63	100.0%	737.7	57	1.5 / 2	Meets
	Students with Disabilities	1	-	-	-	5 / 2	Does Not Meet
CMAS - Science	All Students	331	99.2%	744.8	67	12 / 16	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduce d-Price Lunch Eligible	131	99.3%	737.1	56	1.5 / 2	Meets
	Minority Students	63	100.0%	737.7	57	0 / 0	-
	Students with Disabilities	1	-	-	-	0 / 0	-
<b>TOTAL</b>		*	*	*	*	44 / 62	Meets

Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified group relative to the performance of all students across schools statewide.

Achievement calculations include relevant alternate assessment and CSLA results.

Mean scale score represents the average of valid scores across grades for the identified group. This replaces the previously used percent proficient and advanced.

Indicates grade level of report and the data set on which this report is based (one-year or multi-year).

Points earned and eligible for each measure have been doubled in some instances to maintain proportional weighting across EMH levels within achievement and growth with the addition of PSAT at the high school level.

A dash ('-') indicates no data is available for the presented metric.

**ACADEMIC GROWTH**

Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	235	58.0	12 / 16	Meets
	English Learners	n < 20	-	0 / 0	-
	Free/Reduce d-Price Lunch Eligible	101	52.0	1.5 / 2	Meets
	Minority Students	45	52.0	1.5 / 2	Meets
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	235	64.0	12 / 16	Meets
	English Learners	n < 20	-	0 / 0	-
	Free/Reduce d-Price Lunch Eligible	101	52.0	1.5 / 2	Meets
	Minority Students	45	50.0	1.5 / 2	Meets
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0 / 0	-
<b>TOTAL</b>		*	*	30 / 40	Meets

ELP growth is not included within the 2017 frameworks.

Total performance by elementary level including points earned and points eligible along with final indicator rating.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

**Academic Achievement:** reflects the mean scale score for the identified subject and student group based on 2017 assessment results.  
**Academic Growth:** reflects the median student growth percentiles for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(\*) Not Applicable; (-) No Reportable Data

Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.



## Preliminary 2017 District Performance Framework

2410 | Sample District

Level: Middle - (1-Year)

### Academic Achievement

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Points Earned / Eligible	Rating
CMAS - English Language Arts	All Students	167	100.0%	754.2	87	12 / 16	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduced-Price Lunch Eligible	67	100.0%	741.5	62	1.5 / 2	Meets
CMAS - Math	All Students	161	100.0%	732.3	55	12 / 16	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduce d-Price Lunch Eligible	67	100.0%	732.3	55	1.5 / 2	Meets
	Minority Students	36	100.0%	738.9	70	1.5 / 2	Meets
CMAS - Science	All Students	161	100.0%	732.3	55	12 / 16	Meets
	English Learners	n < 16	-	-	-	0 / 0	-
	Free/Reduce d-Price Lunch Eligible	67	100.0%	732.3	55	1.5 / 2	Meets
	Minority Students	36	100.0%	738.9	70	1.5 / 2	Meets
TOTAL	All Students	*	*	*	*	49 / 60	Meets

Achievement calculations include relevant alternate assessment results.

Mean scale score represents the average of valid scores across grades for the identified group. This replaces the previously used percent proficient and advanced.

Points earned and eligible for each measure have been doubled to maintain proportional weighting across EMH levels within achievement and growth with the addition of PSAT at the high school level.

Indicates grade level of report and the data set on which this report is based (one-year or multi-year).

### ACADEMIC GROWTH

A dash ('-') indicates no data is available for the presented metric.

Subject	Student Group	Count	Median Growth Percentile	Pts Earned /Eligible	Rating
CMAS - English Language Arts	All Students	161	53.0	12 / 16	Meets
	English Learners	n < 20	-	0 / 0	-
	Free/Reduce d-Price Lunch Eligible	66	56.0	1.5 / 2	Meets
	Minority Students	34	65.5	2 / 2	Exceeds
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	159	62.0	12 / 16	Meets
	English Learners	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	59.0	1.5 / 2	Meets
ELP	English Language Proficiency (ELP)	n < 20	63.5	1.5 / 2	Meets
	Students with Disabilities	n < 20	-	0 / 0	-
TOTAL		*	*	30.5 / 40	Meets

ELP growth is not included within the 2017 frameworks.

Total performance by elementary level including points earned and points eligible along with final indicator rating. For more information on cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2017 CMAS PARCC growth results for Math and English Language Arts. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(\* ) Not Applicable; (-) No Reportable Data

Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.



## Preliminary 2017 District Performance Framework

2410 | Sample District

Level: High - (1-Year)

Academic Achievement		Count	Participation Rate	Mean Scale Score	Percentile Rank	
CMAS - English Language Arts	All Students	92	98.0%	74.4	60	
	English Learners	n < 16	-	-	-	
	Free/Reduced-Price Lunch Eligible	38	100.0%	72.2	27	5 / 1
		n < 16	-	-	-	0 / 0
		n < 16	-	-	-	0 / 0
CMAS - Math	All Students	92	98.0%	74.4	60	5 / 8
	English Learners	n < 16	-	-	-	0 / 0
	Free/Reduce d-Price Lunch Eligible	38	100.0%	72.2	27	5 / 1
	Minority Students	n < 16	-	-	-	0 / 0
	Students with Disabilities	n < 16	-	-	-	0 / 0
CMAS - Science	All Students	12	100.0%	12.0	16	12 / 16
	English Learners	n < 16	-	-	-	0 / 0
	Free/Reduce d-Price Lunch Eligible	15	100.0%	15.0	2	1.5 / 2
	Minority Students	n < 16	-	-	-	0 / 0
	Students with Disabilities	n < 16	-	-	-	0 / 0
CO PSAT - EVIDENCE-BASED READING AND WRITING	All Students	6	100.0%	6.0	8	6 / 8
	English Learners	n < 16	-	-	-	0 / 0
	Free/Reduce d-Price Lunch Eligible	6	100.0%	6.0	8	6 / 8
	Minority Students	21	95.7%	45.0	43	5 / 1
	Students with Disabilities	n < 16	-	-	-	0 / 0
CO PSAT - MATH	All Students	105	97.3%	483.8	74	6 / 8
	English Learners	n < 16	-	-	-	0 / 0
	Free/Reduce d-Price Lunch Eligible	39	97.2%	447.9	39	5 / 1
	Minority Students	21	95.7%	452.4	43	5 / 1
	Students with Disabilities	n < 16	-	-	-	0 / 0
<b>TOTAL</b>		*	*	*	*	41.25 / 56

Achievement calculations include relevant alternate assessment results.

Mean scale score represents the average of valid scores across grades for the identified group. This replaces the previously used percent proficient and advanced.

Indicates grade level of report and the data set on which this report is based (one-year or multi-year).

Points earned and eligible have only doubled for Science at the high school level to maintain proportional weighting across EMH levels within achievement with the addition of PSAT at the high school level.

A dash ('-') indicates no data is available for the presented metric.

CO PSAT calculations include relevant alternate assessment results.

Total performance by elementary level including points earned and points eligible along with final indicator rating.

This page displays performance indicator data for the high school level. For additional information regarding Academic Achievement points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Achievement: reflects the mean scale score for the identified subject and student group based on 2017 assessment results.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(\*): Not Applicable; (-): No Reportable Data

## 410 | Sample District

Level: High - (1-Year)

ACADEMIC GROWTH					
Subject	Student Group	Count	Median Growth Percentile	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students			4 / 8	Approaching
	English Learners			0 / 0	-
	Free/Reduced-Price Lunch Eligible	35	38.0	5 / 1	Approaching
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CMAS - Math	All Students	51	80.0	8 / 8	Exceeds
	English Learners	n < 20	-	0 / 0	-
				0 / 0	-
				0 / 0	-
				0 / 0	-
CO PSAT TO SAT - EVIDENCE-BASED READING AND WRITING	All Students	71	46.0	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduce d-Price Lunch Eligible	22	47.5	5 / 1	Approaching
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
CO PSAT TO SAT - MATH	All Students	71	38.0	4 / 8	Approaching
	English Learners	n < 20	-	0 / 0	-
	Free/Reduce d-Price Lunch Eligible	35	43.5	5 / 1	Approaching
	Minority Students	n < 20	-	0 / 0	-
	Students with Disabilities	n < 20	-	0 / 0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0 / 0	-
TOTAL		*	*	21.5 / 35	Approaching

Points earned and eligible for growth have remained the same at the high school level.

CMAS growth includes only grades 8 to 9. CO PSAT to SAT growth includes only grades 10 to 11. There is no growth metric for grades 9 to 10.

ELP growth is not included within the 2017 frameworks.

Total performance by elementary level including points earned and points eligible along with final indicator rating.

This page displays performance indicator data for the high school level. For additional information regarding Academic Growth points, cut-points, and ratings see the scoring guide at the end of this document.

The Participation Rate includes parent excuses in the denominator and excludes English Learners in their first year in the United States who took the WIDA ACCESS for ELLS instead of the PARCC ELA assessment in the numerator and denominator.

Academic Growth: reflects the median student growth percentiles for the identified student group based on 2017 assessment results. English Language Proficiency growth for 2017 has not yet been calculated or validated and so is not included.

Data on this page are based on results from 2016-17, unless otherwise noted. For additional information, reference the scoring guide on the last page of this report.

(\*): Not Applicable; (-): No Reportable Data

The Postsecondary and Workforce Readiness indicator is applicable to the district and high school frameworks only.

The data set on which this report is based (see scoring guide).



## Preliminary 2017 District Performance Framework

2410-District

Level: High - (1-Year)

Subject	Student Group	Rate/Grade	Participation Rate	Pts Earned/Eligible	Rating		
CO SAT - EBRW	All Students			1.5 / 2	Meets		
CO SAT - MATH	All Students			1.5 / 2	Meets		
Dropout	All Students			3 / 4	Meets		
	Students			1.5 / 2	Meets		
	2-Year Higher Education Institution						
	4-Year Higher Education Institution	*	*				
	Career & Technical Education	*	*				
	Students	73	6yr	94.5%	*	3 / 4	Meets
	English Learners	n < 16	-	-	*	0 / 0	-
	Free/Reduced-Price Lunch Eligible	35	6yr	91.4%	*	.75 / 1	Meets
	Minority Students	n < 16	-	-	*	0 / 0	-
	Students with Disabilities	n < 16	-	-	*	0 / 0	-
<b>TOTAL</b>		*	*	*	*	11.25 / 15	Meets

All Postsecondary and Workforce Readiness sub indicators are defined at the bottom of the page.

CO PSAT calculations include relevant alternate assessment results.

Points earned and points eligible for CO SAT have been split between Math and EBRW content areas. Together they maintain the same proportional weight within the indicator as the 2016 CO ACT results.

Points are not assigned for the three individual pathways. The presented rates are for information only.

Total performance on postsecondary and workforce readiness indicator including points earned and points eligible along with the final indicator rating.

### REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

For historical graduation data: <http://www2.cde.state.co.us/schoolview/dish/dashboard.asp>

Student Group	4-Year (AYG 2016)	5-Year (AYG 2015)	6-Year (AYG 2014)	7-Year (AYG 2013)	Best Rate
All Students	75.6%	76.8%	94.5%	93.5%	6yr
English Learners	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	62.8%	62.8%	91.4%	91.2%	6yr
Minority Students	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

**Dropout Rates:** reflects the percentage of students enrolled in grades 7-12 who leave school during a single year. It is calculated by dividing the number of dropouts by a membership base, which includes all students who were in the membership any time during the year and did not enroll in a different Colorado school. The rates included in this report are based on the 2016 Colorado End of Year (EOY) data collection.

**SAT:** reflects the mean scale score by subject area for the identified district; SAT was administered to all 11th grade students in Colorado.

**Matriculation Rates:** reflects all 2016 high school graduates that enroll in a Career & Technical Education program, 2-Year Higher Education Institution, or 4-Year Higher Education Institution during the subsequent academic year. The rate also includes all high school graduates that earned a Career & Technical Education certificate or a college degree while they were still enrolled in high school. The matriculation data includes both in-state and out-of-state enrollments. For more information: [http://www.cde.state.co.us/accountability/matriculation\\_guidance\\_and\\_faq\\_7\\_25\\_16](http://www.cde.state.co.us/accountability/matriculation_guidance_and_faq_7_25_16)

**Graduation Rates:** Colorado calculates 'on-time' graduation as the percent of students who graduate from high school four years after entering ninth grade. The rates presented in this report reflect the best of the 4-, 5-, 6-, and 7-year graduation rates at the overall and disaggregated levels, based on end of year state submission reporting. The four-year rate for this report is based on 2016 graduates.

**Anticipated Year of Graduation (AYG):** is the expected year of graduation officially assigned at the end of a student's first year of 9-12th grade in Colorado, typically set based on the student enrollment of their 9th grade year. AYG cannot be changed once assigned through the Colorado End of Year (EOY) data collection system.

For additional information, reference the scoring guide on the last page of this report.

(\*) Not Applicable; (-) No Reportable Data  
(%) Evidence-Based Reading and Writing

Related performance frameworks resources are available at:  
<http://www.cde.state.co.us/accountability/performanceframeworksresources>

**Colorado**  
**Standard New Charter School**  
**Application & Evaluation Standards**

**2018**

(February 28, 2018)

**Colorado Association of Charter School Authorizers**

This Charter School Application and Evaluation Standards are the result of a collaborative effort that was led by the Colorado Association of Charter School Authorizers (CACSA). This document incorporates extensive feedback from district authorizers, the Colorado Charter School Institute (CSI), the Colorado Department of Education (CDE) Schools of Choice Unit, and the Colorado League of Charter Schools (CLCS). It is intended as a resource for Colorado charter school authorizers who desire to have a charter school application and evaluation standards that is aligned to statute and reflects best practice.

The charter application and accompanying evaluation standards that are used by an authorizer articulate local priorities and decisions about how to support a variety of charter applicants. Colorado districts make decisions in crafting their material that reflect trade-offs. CACSA intends this resource to help authorizers create a rigorous charter review process that is based on the merits of each applicant and that articulate what the authorizer expects of charter applicants. These tools are also designed to make it feasible for charter founders from varying backgrounds to propose the school they want in their community or that they hope to operate.

Application materials that are too detailed can limit the ability of schools to innovate or make it difficult for groups that have not already operated successful charter schools to succeed. They can also coach applicants to write an application that appears strong on paper, but that is not supported by deep knowledge or capacity to implement the plan that was written merely to respond to a highly detailed application or evaluation standards. Application packages that are too sparse provide too little information to allow authorizers to make accurate judgements regarding an applicants' likelihood of success, which can produce unduly political processes that do not focus on the merits of a proposal. Colorado authorizers are encouraged to work with CACSA and their peers in other districts to develop a final set of materials that support rigorous authorizing practices and that reflect local priorities.

### A Note on Authorizer Guidance

The template is intended to be modified by individual authorizers to reflect local requirements and priorities. Throughout this document, notes *in red italic font* provide guidance to charter school authorizers and are not meant to be included in the new school application and evaluation standards provided to new school applicants. The authorizer should either update the language in red to align with its preferences or delete the language before publishing their new school application and evaluation standards.

A guidance document from the prior application format is also attached to this Model Application for reference by applicants.

### A Note on CCSP Grant Applications and the CCSP Grant Appendix

The authorizer and applicant should identify whether the applicant is proposing to apply for a Colorado Charter School Program (CCSP) grant, ensuring that charter eligibility requirements and CCSP program requirements are included within the charter school application to the extent practicable. If the CCSP requirements are not aligned to the charter application, a school that is approved by its authorizer may discover that it is not eligible for CCSP funding. This can lead to budget challenges, delays in funding, or require the school and the authorizer to amend the charter contract. Aligning the CCSP grant and charter school applications can reduce these risks. Including specified CCSP grant criteria in the charter application may assist with the alignment of the charter and grant applications and potentially avoid

delays caused by misalignment. Districts may decide not to include such information, but is helpful ensure the charter applicant is aware of details in their plan that can affect their eligibility for CCSP funding or their ability to compete for such funds.

Authorizers and applicants should understand that including CCSP grant criteria in the charter application does not guarantee grant eligibility or grant funding, nor should grant awards be an indication of a complete and viable charter application. The applicant should also contact CDE's School of Choice Unit for additional information regarding the CCSP grant. See the Appendix and the links throughout this document for more information.

*The authorizer should use its own discretion as to the degree to which they choose to incorporate CCSP elements within their new school application process.*

### Advice from the Colorado League of Charter Schools (CLCS)

Recommendations from the CLCS are included in the text. CACSA recommends that applicants work with CLCS and follow CLCS recommendations as they prepare their application.

### Acknowledgements

The creation of this document was supported by the work of many authorizers and the expertise of our partner organizations. CACSA is particularly indebted to the leadership of Tom Weston, and the contributions of Bill Kottenstette, Russel Coomes, Janet Dinnen, Andy Franko, Terry Croy Lewis, Tim Matlick, Peg McMillen, Tom McMillen, Alex Medler, Denise Mund, Ruth Smith, Lori Ventimiglia, and Kathy Zlomke.

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## PART I: RESOURCES FOR CHARTER AUTHORIZERS

*This section provides guidance and resources to district authorizers and is not intended to be included in the application itself. Please be sure to remove this section prior to publishing your new school application and evaluation standards.*

### Statutory Content Requirements

#### Content Requirements

Colorado Statute ([CRS 22-30.5-106](#)) requires each charter school application include the following components:

- A. Executive Summary
- B. Vision and Mission Statements
- C. Goals, Objectives and Pupil Performance Standards
- D. Evidence of Support
- E. Educational Program
- F. Plan for Evaluating Pupil Performance
- G. Budget and Finance
- H. Governance
- I. Employees
- J. Insurance Coverage
- K. Parent and Community Involvement
- L. Enrollment Policy
- M. Transportation and Food Service
- N. Facilities
- O. Waivers
- P. Student Discipline, Expulsion, or Suspension
- Q. Serving Students with Special Needs
- R. Dispute Resolution Process
- S. School Management Contracts (if applicable)

*The following application template is organized according to statute and includes sections A-S as listed above.*

#### Statutory Process Requirements

Colorado Statute ([CRS 22-30.5-107](#)) outlines the timeline associated with the district's review of the application. *Per CRS 22-30.5-107, "The date determined by the local board of education for filing of applications shall not be any earlier than August 1 or any later than October 1. Prior to any change in the application deadline, the local board of education shall notify the department and each charter school applicant in the district of the proposed change by certified letter."*

Additional components of the application process, per statute, include:

- Within 15 days of submission, the authorizing District will determine if the application is complete
- Authorizer board review and decision within 90 days from receipt of an application
- Review by the appropriate District Accountability review committee(s), whose composition is identified within statute (CRS 22-30.5-107(1.5)) as including:

(a) One person with a demonstrated knowledge of charter schools, regardless of whether that person resides within the school district; and

(b) One parent or legal guardian of a child enrolled in a charter school in the school district; except that, if there are no charter schools in the school district, the local board of education shall appoint a parent or legal guardian of a child enrolled in the school district.

This requirement does not require the district to limit its external review to the District's current DAC for this review process. A variety of approaches are used by districts to provide a merit-based and substantive review that includes the opportunity for parent and community input that is informed by relevant expertise in charter school operations. Best practices in charter school authorizing includes the use of a review team that includes at least one person who is external to the district and that includes a variety of people whose expertise covers key areas of charter school operations, such as governance, finance, education and serving all students. Districts may elect to have an outside review team that includes or is in addition to the minimal review team defined in statute. This practice is encouraged by CACSA.)

- Community meetings to obtain information to assistance the board of education in its decision.

Applicants should contact the appropriate charter school authorizer to determine the exact date that applications are due.

## Resources for Charter Authorizers

### Colorado Association of Charter School Authorizers (CACSA)

The Colorado Association of Charter School Authorizers is an organization of charter school authorizers working to advance high quality authorizing practices within Colorado through practice sharing and partnerships ([www.cacsa.org](http://www.cacsa.org)).

The three core principles of quality charter school authorizing, as defined by the National Association of Charter School Authorizers ([NACSA](http://www.nacsa.org)) and observed by CACSA include that an authorizer's core responsibilities include that it:

1. Maintain high standards for schools
2. Uphold school autonomy
3. Protect student and public interests

### The Charter Schools Act

The Charter Schools Act is found at Colorado Revised Statutes 22-30.5-101, et seq. The legislative declaration of the Charter Schools Act sets forth the intention that charter schools are formed:

- (a) To improve pupil learning by creating schools with high, rigorous standards for pupil performance;
- (b) To increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low-achieving;
- (c) To encourage diverse approaches to learning and education and the use of different, innovative, research-based, or proven teaching methods;

## Colorado State Board Rules

The Colorado State Board of Education promulgated rules regarding Standards for Charter Schools and Charter School Authorizers ([1 CCR 301-88](#)). Section 3.03 provides additional guidance related to the application process, quality authorizing, and decision making.

## Colorado Department of Education – Schools of Choice Unit

The Schools of Choice Office's primary role is to support the continued expansion of quality choices for Colorado families. The Office does this through management of the federal charter school program grant, provision of technical assistance, and gathering and sharing of best practices, tools, and resources to the charter sector.

## Colorado League of Charter Schools

The Colorado League of Charter Schools can serve as a resource for charter school applicants. The League offers targeted supports in the planning, and Year 1 phases of a charter school's development. Supports include technical assistance, application review, and potential access to grant funding during the planning and start-up phases.

The Colorado League of Charter School's recommends that applicants reference the League's [Quality Standards for Developing Charter Schools](#) to access continuously updated and detailed explanations, statutory guidance, and embedded links to resources, research and much more when developing the various sections of their charter application.

## PART II: NEW CHARTER SCHOOL APPLICATION AND EVALUATION STANDARDS

### Applicant Eligibility

Colorado Revised Statutes (CRS) defines a charter school as a school that “...shall be a public, nonsectarian, non-religious, non-home-based school which operates within a public school district.” CRS 22-30.5-104(1). Further, statute states that “A charter school applicant cannot apply to, or enter into a charter contract with, a school district unless a majority of the charter school’s pupils, other than on-line pupils, will reside in the charter school district or in school district contiguous thereto” CRS 22-30.5-104 (2)(a).

An application may be submitted by one or more individuals, or by a nonprofit, governmental, or other entity or organization. The applicant must either have in place a governing board or be able to provide a clear proposed governance structure.

### Application Timeline *Each district should list dates/deadlines.*

### Contacts

Summary of the New School Application Process Components	Date/Deadline
Letter of Intent Due	
Application Due	
Community Meeting	
Applicant Presentation to District Board	
Applicant Capacity Interview with Review Team	
Board Action	

The following table includes a list of contacts that may be helpful during the application process.

Name	Organization	Role
<i>Add District Contact here</i>	<i>XXX</i>	<i>XXX</i>
Lori Ventimiglia	<a href="#">Colorado League of Charter Schools</a>	Director of New School Development
Bill Kottenstette	<a href="#">Colorado Department of Education – Schools of Choice</a>	Executive Director
Janet Dinnen	<a href="#">Colorado Charter School Institute</a>	
Alex Medler	<a href="#">Colorado Association of Charter School Authorizers</a>	

## Application Requirements

*Authorizers can adjust these requirements to meet their individual needs.*

### Page Limits

Authorizers should instruct applicants to paginate their application and to limit responses so that the completed narrative version of the New School Application Template document does not exceed 125 pages, not including all addendums (supplemental material, such as Letters of Interest, Letters of Support, draft policies, etc.).

### Submission Format

The authorizer should also specify how the application should be submitted, whether in print or electronically, or both. Additionally, the authorizer should specify whether applicants should include their responses directly within this template or whether they should respond to all questions in a separate document.

### Application Completeness Check

As described in statute, the authorizer is required to review the application for completeness prior to initiating the application review process, which results in board action. The following Application Checklist should be used by the applicant to ensure all sections of the New School Application as well as any required supporting documentation have been completed.

DRAFT

Application Components		Applicant Check	Reviewer Check
Letter of Intent			
New School Application Narrative  Items to be completed that are found within the New School Application Narrative	A. Executive Summary		
	B. Vision and Mission Statements		
	C. Goals, Objectives, and Pupil Performance Standards		
	D. Evidence of Support		
	E. Educational Program		
	F. Plan for Evaluating Pupil Performance		
	G. Budget & Finance		
	H. Governance		
	I. Employees		
	J. Insurance Coverage		
	K. Parent and Community Involvement		
	L. Enrollment Policy		
	M. Transportation and Food Service		
	N. Facilities		
	O. Waivers		
	P. Student Discipline, Expulsion, and Suspension		
	Q. Serving Students with Special Needs		
R. Dispute Resolution Process			
S. School Management Contracts (if applicable)			
Electronic copy of entire application			

The proposed charter school Steering Committee intends to apply for the CCSP Grant  Yes  No

## Application Elements

*Note to Applicants: The small numbers in italics after section heading are links that jump to the CCSP Appendix for this section for your reference.*

### Letter of Intent

Please submit a Letter of Intent by the deadline identified above. The Letter of Intent is a one to two-page narrative providing the prospective authorizer the information listed below.

*Authorizers should tailor the elements required/suggested in the Letter of Intent.*

1. The name of the proposed charter school
2. The names of individuals who form the core group, or steering committee, that is working on the development of the charter school
3. The proposed location (if known)
4. The proposed grade levels to be served in year 1 and at full buildout
5. The proposed opening date of the school
6. A brief rationale for the proposal - why a charter school is being proposed

### A. Executive Summary [25](#)

The Executive Summary should be two-to-five pages long, outline the elements of the application, and provide an overview of the proposed school.

*Authorizers should tailor the elements required/suggested in the Executive Summary.*

1. Proposed name of the charter school
2. Proposed location of the charter school
3. The philosophy of the proposed charter school (vision and mission statements)
4. The circumstances and motivations that brought the applicant team together to propose this charter school
5. Primary contact person (including mailing address, email, and phone number)
6. Whether the school expects to contract with an outside educational management company and the name of the company, if already selected
7. Identify any organizations, agencies, consultants or institutions of higher education that are partners in planning and establishing this charter school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development
8. Steering Committee:
  - o Identify names and roles of all Steering Committee members
  - o Indicate if any of the Steering Committee members currently operate or are otherwise involved with other charter schools
  - o Cite the individual and collective expertise or focus of the Steering Committee members to establish a high-quality charter school
  - o Cite the capacity of the Steering Committee members to assume responsibility for public funds, administration, and governance
  - o Identify which (if any) Steering Committee members will become founding board members

9. Provide aggregate information concerning the grade levels and schools in which prospective pupils are currently enrolled, along with demographic information for the target population
10. Provide a rationale for the added value that the proposed charter school would bring to the authorizing school district
11. Address how the proposed school will effectively meet the educational challenges impacting the targeted student population
12. Resume of Lead Administrator (if known)
13. List of board members, or plan for recruitment of initial Board members to be in place by contract approval
14. Educational program (Paideia, Core Knowledge, Classical, Project Based, Montessori, etc.):
15. Any unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
16. Describe the school's core values about teaching and learning
17. Key programmatic features the school will implement to accomplish its vision and mission.
18. Proposed grade levels to be served during the initial five years
19. Projected enrollment for each grade level in years 1-5
20. Projected enrollment percentages of the following:
  - o English Language Learners
  - o Exceptional and Educationally Disadvantaged Students
  - o Free and Reduced Lunch Students
  - o Minority
  - o Please identify the rationale for how the projected demographics were determined.

## **B. Vision and Mission Statements 25**

1. Provide a Vision Statement that is no more than two to five sentences and provides a clear description of how the school will impact the community.
2. Provide a Mission Statement that is no more than two to five sentences and defines how the school will accomplish the vision statement and how the school will meet the needs of the school's specified target population. (Either address measurable outcomes within the school's Mission or within the Goals and Objectives section.)

## **C. Goals, Objectives, and Pupil Performance Standards 25**

1. Outline the clearly measurable annual and interim performance measures and metrics related to student achievement, growth, and postsecondary and workforce readiness as applicable. Ensure these goals are aligned to the vision and mission of the school in establishing and monitoring its progress in accelerating student achievement. Include a rationale for how the proposed measures, metrics and goals were developed.
2. Articulate a clear plan to meet or exceed state accountability measures and expectations that aligns with the authorizer's performance framework.
3. Explain the means for addressing growth gaps as they emerge (all school levels) and post-secondary and workforce readiness (secondary schools).

## **D. Evidence of Support 26**

1. Please complete the table below to summarize the Letters of Intent to Enroll (LOI) received.

- In the Grades Offered During Year 1 column, please place an “X” next to each grade level that will be offered in Year 1 of operation and the anticipated number of students at each grade level.
- In the LOIs Received to Date column, please include the number of LOI’s that have been received for each grade level for Year 1 of operation. Only data that is considered current as of the date of the application should be included.

As an addendum, provide letters of support from community organizations, businesses, potential partners, or educational institutions that support the application.

	Grades Offered During Year 1 and # of classrooms/grade level	LOI Received to Date
PreK		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

## E. Educational Program 26

### Rationale for Educational Program

1. Provide a rationale for selecting the chosen educational program model, curriculum and instructional practices, including research-based evidence that supports the effectiveness of the selected model with the targeted student population.
  - If substantially different from current offerings in the region, provide rationale for the chosen program.
  - If not substantially different from current offerings in the region, provide rationale for the added value the proposed educational program will provide.

### Alignment

1. Describe how the proposed curriculum is aligned to state model content standards. Provide examples such as:
  - Scope and Sequence
  - Curricular Framework, including subjects to be taught by grade
  - Sample lessons showing alignment to state standards
  - Research that led to the curricular choices

2. Detail how curriculum objectives, content, and skills will be aligned horizontally and vertically.
3. Describe an organized, cohesive curricular design that aligns to the vision, mission and philosophy of the school, along with research to demonstrate that it will meet the needs of the target population.
4. Provide information for high school courses offered, graduation plans and credits as applicable.

### Instructional Strategies

1. Discuss the process and methods that will differentiate instruction based on identified student needs.
2. Describe schoolwide instructional methods and strategies that will promote rigor and high expectations for all students.
3. Describe culturally responsive, research-based instructional methods and strategies that will be employed to meet the needs of the targeted student population.
4. Describe how the school will monitor implementation of curriculum with fidelity to include scope and sequence and exit standards.
5. Describe how the school will ensure that educational practices are aligned to the school's educational philosophy and are demonstrated to be successful with the identified targeted student population.
6. Describe how technology will be implemented into the overall educational program. Describe a technology plan that clearly meets the vision and mission of the school.
7. Submit a proposed annual calendar, bell schedule, and student-teacher contact time as an attachment to the application.

### Supplemental Programming

1. Describe the supplemental programming will be offered (i.e., electives, special courses, summer school, extra-curricular activities, social/emotional programming, remediation and intervention and staffing and funding needs).

## F. Plan for Evaluating Pupil Performance 26

1. Describe how the school will use assessment data (baseline, formative, summative, yearly and state and federally required testing) to monitor the progress of all students. Describe how various forms of data will be managed and the systems that will be used. Describe how student progress will be shared with the school community.
2. Describe the corrective actions the school will take if it falls short of student academic achievement or growth goals.
3. Provide the school's proposed Assessment Plan. Be sure to address the following:
  - Describe the types of assessments that will be given and their frequency.
  - Describe how assessments will measure what the students are intended to learn.
  - Describe how the school will assure that the assessment measures are relevant, reliable and valid.
  - Describe the plan to identify people with assessment expertise who are involved in the school's assessment planning and development.
  - Describe the professional development that will be provided to faculty to implement the assessment plan and identify alternative assessments.
  - Describe how the assessment plan will inform and guide professional development.

- Describe how the assessment results will inform and foster refinement of curriculum and instruction.
- Identify how assessments will be used to allow early detection of students who are struggling.
- Describe how assessments will inform daily instructional practice.

## G. Budget and Finance 27

### *Guidance from the Colorado Association of Charter School Authorizers (CACSA):*

*CACSA recommends that districts provide specific costs related to starting a charter. For example, authorizers may require charter schools to specifically budget for items such as security, specific insurance coverages, Information Technology costs, Student Information System, Internet Firewall expenses, etc. Districts should provide these figures to the applicant as an aggregate or on a per pupil basis, whichever is appropriate.*

### Establishing Business Operations

1. Describe how the school will establish functional and accountable business operations. Include the following:
  - The structure of the proposed business office, including identifying critical positions and roles.
  - Describe how the school will establish an accounting system (cash management, purchasing, accounts payable/receivable, payroll, tracking of fixed assets).
  - Describe the process for developing and managing the school's budget from year to year.
  - Identify checks and balances applicable to financial transactions, including spending limits, required additional signers, and other financial safeguards.
  - Describe the school's plan to contract for an annual independent audit.
  - Describe any core services that will be contracted out related to business operations (i.e., bookkeeping, payroll, HR.)
  - Describe the source and application of revenues and expenditures in the first five years, with particular attention to start-up costs. Include a detailed 5-year balanced budget (see budget template attached).
  - Describe anticipated private revenue sources, including contributions and grants. Note which have already been obtained and which are anticipated, as well as how each revenue stream will be used in support of non-core operational expenses.
  - Describe the school's plan for compliance with district, state, and federal accounting and reporting requirements.
  - Describe the school board's commitment to oversight of financial practices, including clear alignment to the other financial components in the application.
  - Include a description of anticipated salary and benefit costs.

## 2. Budget Narrative

1. Clearly explain revenue and cost assumptions and the source of the assumptions.
2. Describe basic start-up costs, facility funding, FFE acquisition, curriculum, professional development, Title funds, and secured and unsecured grants. NOTE: The applicant should submit a budget that reflects a balanced operational forecast. If the school intends to apply for any grant, including the CCSP Start-Up Grant, a second budget should be submitted that reflects a balanced operational forecast without the proposed grant award(s).

3. Include anticipated administrative costs and plans for school growth with appropriate projections and timelines.
4. Demonstrate how the budget narrative is aligned with the vision and mission and the programs described in each section of the application, particularly identifying anticipated costs associated with the target population, including special populations.
5. Describe how the projected population enrollment is adequate to meet long-range plans for the chosen school model, staffing and facility needs.
2. Provide a contingency budget plan, with specific adjustments and related dollar amounts noted, to meet financial need if anticipated revenues (i.e., PPR) are lower than anticipated.
3. Set forth the minimum enrollment needed for viable operations, including maintaining a balanced budget.
4. Describe how the school will comply with employment law and personnel operations, including tax, payroll, retirement, insurance and background check requirements.
5. Address and demonstrate a clear understanding of and plan for compliance with the Financial Transparency Act (C.R.S. 22-44-301) and provide sample financial templates and reports, such as a dashboard template, as an attachment.

*Please note, Section S requests information specific to budgets for serving students with special needs.*

Summarize the following assumptions included in the budget narrative:

- Facility-projected costs;
- Insurance-costs (liability, Workers' Comp, building, etc.);
- Employment plans (salary, benefits, PERA, and insurance);
- Transportation, including field trips (if transportation will be offered);
- Insurance and liability costs;
- Food Services (if offered); and
- TABOR Reserve

### 3. Five-Year Budget

Provide a five-year budget that demonstrates a complete, realistic, and viable start-up and 5-year balanced operating budgets, based on current and anticipated PPR, plus items such as administrative costs payable to the district, insurance costs, salary and benefit, PPR, facility costs, special education staffing, professional and contracted services, classroom supplies and materials, technology, furnishings, general supplies and materials, and other such as food or transportation. Use a standard budget template for this purpose. Provide a budget based on the assumption of being funded at the current amount of PPR from the proposed authorizer. *Authorizers should consider providing a Budget Template.*

## H. Governance 27

### Founding Board/Steering Committee Members

1. Describe the process by which the initial Board or Steering Committee members were identified.
2. Provide resumes of committee members as attachments to the application.
3. Describe the process to appoint or elect the initial governing board.

4. Describe the process and timeline by which the founding board will transition to an operational board.
5. Describe the nature and extent of parental and/or community member involvement in the board.
6. Include a draft Board Member Agreement and Conflict of Interest statement as attachments to the charter school application.

## Board Procedures

1. Include board non-profit articles of incorporation and bylaws as an attachment to the charter school application.
2. Describe the length of board terms, a description of board officers and their roles, how often the board will meet, a description of the key expectations for board members and the following:
  - Election of new members
  - Number of parents to serve on the Board
  - Number of community members to serve on the Board
  - Number of positions on the Board voted on by parents, vs number of positions filled by appointment.
  - Duties of individual board members and of the governing board as a whole
  - How members will be held to and will hold themselves to:
    - o Responsibility to develop policies
    - o Provide financial and operational oversight
    - o Address parent and staff complaints
    - o Commit to board training regarding governance best practices
    - o Development of a policy describing the relationship between the Board and the school leader, including a plan for hiring and evaluating the school leader
    - o Compliance with statutory requirements regarding the staffing and role of the School Accountability Committee
    - o Compliance with Open Meeting Statutes (Sunshine laws)
    - o Compliance with Open Records laws and FERPA
    - o Compliance with Conflict of Interest requirements
    - o Preparation, attendance and participation in scheduled board meetings
    - o Understanding charter's corporate documents and financial statements

## I. Employees 27

1. Include a description of the relationship between the charter school and its employees, including whether employees are serving at-will or are under contract.
2. Include the proposed charter school's employment policies or a plan for the timely development of employment policies, including a draft staff handbook if available.
3. Describe the Professional Development Plan for faculty. The discussion should include:
  - How professional development is aligned and will help teachers operationalize the vision, mission, values, culture and goals of the school;
  - How the daily schedule, staffing plan and budget align with the professional development plan;
  - How professional development will support staff to meet the needs of students with academic challenges, , students with IEP's and 504's, Gifted and Talented students and English language learners;

- How the professional development plan and teacher evaluations will use and be aligned with performance data;
  - How professional development supports vertical and horizontal alignment;
  - How professional development will change as the school grows and matures based on data; and
  - How professional development will be evaluated.
4. Describe how the school's teacher evaluation system will meet the intent of Colorado SB 10-191. Be sure to address:
- The role student progress and achievement play in teacher evaluations;
  - The position that will have primary responsibility for evaluation;
  - The frequency of teacher evaluations;
  - How the evaluation system will be communicated to staff; and
  - How the evaluation program will inform instruction.

### J. Insurance Coverage 27

1. Describe the proposed insurance coverage the charter school will obtain. Be sure to address statutory requirements, including:
- Workers Compensation;
  - Liability Insurance; and
  - Coverage for buildings and contents.

### K. Parent and Community Involvement 27

1. In the table that follows, please list existing community partnerships anticipated or currently in place with the Steering Committee or Board, including networking relationships.

Identify the entity in the Entity column.

- In the Nature of Partnership / Description of any Planned Resources or Agreements column, please provide a brief summary of the nature of the partnership, as well as any planned resources or agreements in place.
- In the Attachment Title column, please identify the attachment that includes the agreement or letter that formalizes the partnership.

Entity	Nature of Partnership / Description of any Resources or Agreements and Status (i.e., in place or planned)	Attachment Title


2. Discuss how students and parents were informed of the proposed charter and what community meetings were conducted.
3. Describe the outreach efforts to prospective students, including at-risk populations, and identify the targeted student population, including at-risk students, for the proposed charter school.
4. Describe how parents and community groups were involved in the concept and development of the charter school.
5. Describe the plan to survey parents annually to assess success and satisfaction.
6. Discuss the school’s plan for ongoing parental and community involvement, including, if applicable,
  - Volunteering;
  - Monitoring child’s education;
  - Accountability and governance; and
  - Fundraising (if appropriate).
7. Describe how staff and board will engage with external partners to help build a network of support for the school.

**L. Enrollment Policy *28***

1. Detail the plan for student recruitment, including students with special needs, English Language Learners, Gifted and Talented students, at-risk students, and other educationally disadvantaged students.
2. Describe the outreach conducted by the founders to raise awareness in the targeted student population and their families about the proposed school, especially at-risk populations.
3. Provide the school’s enrollment policy and criteria for enrollment decisions that ensures non-discrimination throughout the enrollment process, including the authorizer’s proposed role in supporting this policy.
4. Describe the school’s criteria for priority for founding families, staff, etc. For schools using weighted lotteries, set forth the proposed weighting system to be used for educationally disadvantaged students, along with a rationale and formula to arrive at desired enrollment of these groups.

**M. Transportation and Food Services *29***

*Colorado does not require a charter school to provide transportation (unless required by a student’s Individualized Education Program) or food services. However, if the charter proposes to provide transportation or food services, a plan must be a part of the application as required by law (C.R.S. 22-30.5-106 (I) (m)).*

## Transportation Services

If the applicant is proposing to offer transportation services, this section must be completed. If the school will not offer transportation services, describe what the school plans as an alternative.

1. Describe how the school will provide transportation services to students, including field trips. Be sure to address, at minimum, the following:
  - How the plan will serve the needs of low-income students;
  - How the plan will comply with insurance and liability issues; and
  - How the plan will comply with state and federal rules and regulations.

## Food Services

If the applicant is proposing to offer food services, this section must be completed. Access [CDE's website](#) for more information about School Nutrition.

1. Describe how the school will provide food services to students.
  - Note:** If an application is approved, a likely part of contract negotiations will include that the school address the following:
    - o How the plan will serve the needs of low-income students;
    - o How the plan will comply with insurance and liability issues; and
    - o How the plan will comply with state/federal rules and regulations.
2. If offering a nutrition program offered by a School Food Authority, the applicant should affirm that the school will use federal Free and Reduced-Price Lunch (FRPL) Program forms and will distribute these to families. Further, that the school will apply federal policy in determining FRPL eligibility.
3. If not offering a nutrition program offered by a School Food Authority.
  - Describe how students who would qualify for a Free and Reduced-Price lunch/breakfast or how students needing food will be accommodated.
  - Describe how a Free and Reduced-Price lunch program will be provided. Indicate if the general fund is to be used for this purpose.

## N. Facilities 29

### Needs Assessment

1. Provide a facility needs assessment, outlining the necessary square footage for the expected student population and a plan for space utilization appropriate to the school design.

### Facility Options

1. If a facility has been identified, describe the facility, the appropriate square footage for the expected student population, a plan for space utilization appropriate to the school design, tenant finish or other improvements needed for the facility and expected debt service, lease costs, and maintenance and upkeep costs of the facility.
2. If a facility has not been identified, describe potential facilities or locations. Address how each aligns with a facility needs assessment, and detail plans for ensuring that the facility complies with the zoning, fire code, and other requirements including but not limited to the Americans with Disabilities Act (ADA).

3. Provide a timeline for identification, selection, construction/repair, and lease or contract negotiations for the facility.
4. Discuss plans for ensuring student safety and security, including anticipated costs.

## O. Waivers 30

### Waivers of District Policy

*Authorizers may consider linking to their website where policies are provided. Minimally, authorizers should note which district policies are considered automatically waived or not relevant to charter schools.*

1. Identify district policies for which the school intends to request a waiver, if applicable.

### Automatic Waivers of State Rule and Statute

The State Board of Education offers automatic waivers to state statutes and state rules for charter schools. Below is a list of waivers that have been automatically granted to charter schools upon the establishment of a signed charter contract. More information about waivers can be accessed on [CDE's waiver webpage](#). *Authorizers should link to the most recent list of automatic waivers.*

#### Automatic Waiver List as of 6/2/2017

State Statute Citation	Description
22-32-109(1)(f), C.R.S.	Local board duties concerning selection of staff and pay
22-32-109(1)(t), C.R.S.	Determine educational program and prescribe textbooks
22-32-110(1)(h), C.R.S.	Local board powers-Terminate employment of personnel
22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses
22-32-110(1)(j), C.R.S.	Local board powers-Procure life, health, or accident insurance
22-32-110(1)(k), C.R.S.	Local board powers-Policies relating the in-service training and official conduct
22-32-110(1)(ee), C.R.S.	Local board powers-Employ teachers' aides and other non-certificated personnel
22-32-126, C.R.S.	Employment and authority of principals
22-33-104(4), C.R.S.	Compulsory school attendance-Attendance policies and excused absences
22-63-301, C.R.S.	Teacher Employment Act- Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers

State Statute Citation	Description
22-63-401, C.R.S.	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S	School Year-National Holidays

**Non-Automatic Waivers of State Rule and Law**

Charter schools may receive waivers from specified areas of statute once a charter contract has been established. This flexibility is intended to provide charters with the autonomy to fully implement the educational plan outlined in the school’s contract with the authorizing district. Charter school waiver requests must meet the requirements set in the Charter School Act (22-30.5-101, C.R.S.). More information about waivers can be accessed on [CDE’s waiver webpage](#).

1. Identify the state rule or law for which the school is seeking non-automatic waivers. For each requested waiver, please provide the rationale and a replacement plan specifying the manner in which the charter school will comply with the intent of the waived statute.

**P. Student Discipline, Expulsion or Suspension**

1. Describe the school’s discipline policy, including suspension and expulsion processes, that aligns with federal civil rights, special education law, applicable state statute ([CRS 22-33-105](#) and [CRS 22-33-106](#)), and the authorizer’s policies.
2. Detail how the charter proposes to handle student discipline, expulsion and suspension.
3. Detail how the charter will provide for an alternative education of expelled students.
4. Provide a copy of the student discipline policy, including suspension and expulsion.

**Q. Serving Students with Special Needs 30**

**Programming**

1. Detail how the school will accommodate the needs of all students. Rather than listing law or regulation, provide an explanation of how students will be served in the charter school. Information related to student identification, interventions, programming, assessment, progress monitoring, re-designation and exiting special programming should be addressed.
2. Describe how the charter school will implement programming and provide oversight for each of the groups listed below:
  - Students identified as educationally disadvantaged students;
  - Students with Individualized Education Programs (IEPs);
  - Students with Section 504 Plans;
  - Students identified as English Language Learners;

- Students identified as Gifted and Talented; and
  - Homeless students.
3. The plan for implementation must include a comprehensive description of:
- Programming models and processes that will be implemented to ensure accommodation, instruction, intervention and support for students on 504 plans or IEPs, or for students who are educationally disadvantaged (i.e., co-teaching, inclusion, resources, curriculum, grouping of students, plan for needed physical space or equipment, etc.);
  - Programming models and processes that will be implemented to identify and accommodate students who are Gifted and Talented;
  - Framework for oversight to ensure compliance with law and regulation (i.e. compliance with individualized plans, methods for progress monitoring and assessment, procedural compliance, chain of command, problem-solving/accountability process, etc.); and
  - A description of the framework for monitoring all student to determine universal, targeted or intensive needs. (MTSS/RtI).

### Staffing

1. Based on the intervention plan, describe how the school will hire and retain properly licensed staff to meet the needs of student with individualized needs. Describe the professional development plan for special education teachers, including a calendar of professional development days.
2. Describe the professional development plan for general education teachers and related service providers to have access to coaching, mentoring, and professional development specific to their practice to serve the needs of students with individualized needs, including a calendar of professional development days.
3. Describe the teacher-to-student ratio for special service providers that complies with authorizing district's requirements for students with individualized needs.
4. Describe a plan to modify the instructional programs, practices, and strategies, as well as any schedule adjustments and any additional resources the school will employ to meet the needs of students with individualized needs.

### Budget Narrative for Serving Students with Special Needs

1. Detail in the narrative how the budget will ensure required resources are in place and will be maintained to support all students, including students with individualized needs, 504 designations, READ Plans, Gifted and Talented, or educationally disadvantaged students. The description should include curricula and instructional materials; assessment materials; equipment; necessary staffing ratios in each identified area, according to authorizer ratio requirements; and professional development costs.
2. Describe any specialized services that are to be contracted out. Include services contracted to the authorizer, or to outside consultant(s), including special service providers and school nursing services.

### R. Dispute Resolution Process 30

1. Describe how the school's proposed dispute resolution process is aligned with statutory requirements ([CRS 22-30.5-107.5](#)) should an issue arise between the charter school and its chartering school district authorizer.

## S. School Management Contracts 30

*If the applicant is proposing to contract with an education management provider, they must complete this section and the authorizer should be provided the opportunity to review and approve the contract prior to it being executed.*

1. Provide a history of the operations of the education management provider, as well as a summary of the performance data for the schools the education management provider is managing at the time of the application or has managed previously, including documentation of academic achievement and school management success.
2. Provide evidence demonstrating the education management provider's capacity for successful expansion while maintaining quality in the schools it is managing.
3. Provide evidence that there are no existing or potential conflicts of interest between the members of governing board of the proposed charter school and the education management provider.
4. Provide evidence that the management contract is negotiated at arm's-length, with both parties having independent legal counsel.
5. Provide a plan adopted by the charter school governing board to evaluate the performance of the management company at least annually, including a copy of the instrument that will be used to conduct the evaluation.
6. State which staff will be employed by the management company vs. the school.
7. Provide a copy of the actual or proposed performance-based contract between the governing board of the school and the education management provider that specifies, at a minimum, the following material terms:
  - Performance evaluation measures;
  - The methods of contract oversight and enforcement that the governing board will apply;
  - The compensation structure and all fees that the proposed charter school will pay to the education management provider; and
  - The conditions for contract renewal and termination. The contract must be able to be severed by the school due to lack of satisfactory academic performance or for cause without undue burden to the school.

## Guidance Appendix

### CCSP Application/Charter Application Alignment

#### A Note on CCSP Grant Applications

The Colorado Charter School Program (CCSP) is a competitive grant program subject to changes and is separate from a charter school's application. The CCSP provides funds that help new charter schools meet their start-up costs. A charter application will not be considered as a substitute for the grant application. Charter school applicants who plan to apply for the CCSP grant (as well as authorizers of those applicants) should be aware of the requirements to receive this federal funding. The following guidelines highlight many of the federal requirements for CCSP eligibility. For further clarity, refer to the federal non-regulatory guidance or the CDE Schools of Choice Unit. For a comprehensive list of requirements, refer to the CCSP Request For Proposals (RFP).

This Appendix selectively highlights required elements within the CCSP grant application that may not otherwise be required by or called out in the standard application, along with citations to the location of the required elements within the CCSP RFP. An applicant for both the CCSP grant and a charter should note that certain terms of eligibility for the grant should be negotiated with the authorizer to potentially be included in the completed charter contract. How a charter applicant responds to many sections of this application package can affect whether the resulting school is eligible for CCSP funding or likely to be competitive for such grants. The CCSP grant requires evidence of a signed charter contract, sufficient enrollment for viability, and a facility plan for opening. A CCSP grant-awarded applicant will need to demonstrate each of these items or provide assurances from the authorizer prior to the release of grant funds. This document includes notes intended to highlight portions of the application that can relate to a charter school's eventual eligibility and competitiveness.

(See the CCSP Grant Application RFP for a comprehensive overview [here](#))

#### A. Executive Summary

(Section A – Executive Summary – CCSP Grant Application RFP)

#### B. Vision and Mission Statement

(Section A – Executive Summary – CCSP Grant Application RFP)

The CCSP grant requires that the school sets forth how the vision prepares students for postsecondary and workforce success. Aspiring applicants should include a compelling explanation of how their vision will do so.

#### C. Goals, Objectives, and Pupil Performance Standards

(Section A – Executive Summary, Section F – Accountability and Accreditation and Section B – Grant Project Goals and Budget Narrative – CCSP Grant Application RFP)

The CCSP grant requires that the applicant express the perceived educational needs of the community and current level of performance in the area where the school plans to open. Applicants must explain the rationale for the school's chosen performance goals based on the school design with appropriate rigor to ensure they will meet minimum state expectations and graduation guidelines. The grant also requires applicants to develop and report on project goals that align with their vision, mission, and need, to include all CMAS elements and Postsecondary/ workforce readiness with clear measures and metrics. All

project goals must align clearly with the vision of the school and support the school in reaching its school performance goals. These goals will in turn dictate grant spending.

#### D. Evidence of Support

(Section G – Parent/Community Involvement and Government and Section H – Networking and External Support – CCSP Grant Application RFP)

The CCSP grant requires applicants to explain how parents and community members are engaged in the life and decision making of the school, as well as demonstrate the use of external supports through partnerships. The applicant should identify and describe crucial external supports and networks for the development and sustainment of the school and its staff. The CCSP grant tracks pre-opening and subsequent yearly enrollment numbers as part of its risk management review for grantees.

#### E. Educational Program

(Section C – Research-based Program/Comprehensive Design Aligned with Standards - CCSP Grant Application RFP)

##### a. Rationale for Educational Program and Alignment

The CCSP grant requires Educational Program elements for each core content area, an explanation for any curricular development performed by the school, and anecdotal support for any non-research based curriculum. Applicants should supply a justification of the curricular choice as it applies to the anticipated demographic needs, Post-Secondary Workforce Readiness (PWR) preparedness, and the ability to meet or exceed Colorado Academic Standards for each content area.

##### b. Instructional Strategies

In addition to the stated criteria, the CCSP grant application requires an explanation of how a range of data, assessments and strategies will be utilized to inform individual student needs and create differentiated systems of intervention responsively.

##### c. Supplemental Programming

The CCSP grant requires an identification and explanation of enrichment and elective plans that will be utilized to enhance the overall program. Also required is an explanation demonstrating how PWR drives the design of the academic plan through alignment, guidelines and individual student plans.

#### F. Plan for Evaluating Pupil Performance

(Appendix G: Performance Management Plan and Section F – Accountability and Accreditation – CCSP Grant Application RFP)

The CCSP grant requires the inclusion of a Performance Management Plan as an addendum to the grant narrative. The Plan should reference plans for a Student Information System, interim benchmark assessments/formative assessments, and a data management system. Applicants should provide a description of performance management system and include the current or intended methods of collecting student data. Additionally, applicants should detail what data will be collected; the assessments used (including CMAS) and the testing cycle and format of each; the method of data storage; analyses and reports conducted/prepared (including service providers) from the data; current results of recent analyses/reports; and a list of hardware supporting the performance management system. Additionally, the CCSP grant requires applicants to describe a School Accountability Committee plan that complies with statutory requirements and the overall governance and school structure. Applicants

must explain the rationale for the school's chosen performance goals based on the school design with appropriate rigor to ensure they will meet minimum state standards and graduation guidelines. The plan must include a monitoring and reporting protocol and identify information that will be disseminated to stakeholder groups for progress monitoring and advancement.

#### G. Budget and Finance

(Section I – Business Capacity and Section K – Continued Operation – CCSP Grant Application RFP)

*Please also note: The CCSP grant will require a project goal aligned grant budget, 5 year school budget and performance management budget.*

The CCSP grant requires applicants to demonstrate internal capacity and a plan for continued sustainability, including detailing any additional federal funds and grants and a justification for anticipated and consistent PPR. The applicant must address how it will establish and maintain financial viability, autonomy and accountability and what role the charter school board plays in oversight, along with evidence of strong financial management through planning and policy development.

#### H. Governance

(Section G – Parent/Community Involvement and Governance – CCSP Grant Application RFP)

The CCSP grant requires the applicant to justify the composition and selection process of the governing board and explain how it will ensure input from stakeholders. The applicant must demonstrate its clear autonomy from outside entities and provide evidence that board members possess the necessary expertise and strong board preparation, practice, training and policy making ability in the areas of conflict of interest and financial and other required transparency.

#### I. Employees

(Section E - Professional Development Plan and Goals and Appendix F – Professional Development Plan – CCSP Grant Application RFP)

The CCSP grant requires the professional development plan to include board members and leadership, in addition to all other school staff, and to articulate its goals, objectives, model, action plan and outcomes/evaluation. The applicant should identify its rationale as it relates to the academic program, explain the activities it will use to achieve the stated professional development goals, and include plans for staff training in technology, along with an appropriate budget to execute the plan.

#### J. Insurance Coverage

#### K. Parent and Community Involvement

(Section H – Networking and External Support, Lottery and Enrollment Policy of Eligibility form and Section G – Parent/Community Involvement and Board Governance – CCSP Grant Application RFP)

The CCSP grant requires demonstration of parent and community involvement and support through the use of waitlist information, volunteer hours and a documented level of engagement. A description of the role of community and family members in current and on-going decision making should be included.

*Note: As a part of Eligibility, the applicant must address how the community will be notified of the charter school's opening*

and what modalities will be used to reach the widest audience. Additionally, the applicant must demonstrate how they plan to network beyond the immediate community to embrace the supports of external partners, identifying specific areas in which the school is seeking supports.

#### L. Enrollment Policy

(Eligibility form – Lottery and Enrollment Policy and Appendix A - Charter School Enrollment Policy – CCSP Grant Applicant RFP)

The CCSP grant requires, as a part of eligibility for funding, that a school's enrollment plan align with federal regulations. Enrollment policies must demonstrate fair access and equitable opportunity and will be scrutinized for discriminatory language and practices.

*Note: All enrollment policies and lotteries, weighted or otherwise, must be approved by the CDE Schools of Choice Unit as a part of the eligibility determination prior to the submission of the CCSP grant application.*

Applicants must:

- Meet the definition of a new school, i.e., one not previously existing or a conversion of a traditional school as part of a turnaround, OR
- Qualify as a one-time significant expansion, i.e., an increase by two or more grades OR more than 50%, AND demonstrate and maintain outstanding academic performance and a strong operational history for at least three consecutive school years.
- Meet the federal definition of a charter school as set forth in in the ESEA, Pub. L. 107-110, section 5210(1).
- Demonstrate independence from any contracted management organization with fair and reasonable fees and contractual agreement.
- Demonstrate fair access and equity to all potential students through a written enrollment policy.
- Include a lottery (random selection) process if more students apply for admission to the charter school than can be admitted.
- Include an open enrollment period that is advertised within the school's community in a variety of media and appropriate alternate languages, so that all interested students may have an equal opportunity to apply for admission.
- Not charge tuition or application fees or provide an ability to buy status or volunteer hours.
- Provide scholarships or sliding scale fees for any existing other fees.
- Not automatically matriculate preschoolers, if any, into Kindergarten.
- Not run a Kindergarten lottery more than 2.7 years in advance of actual attendance by the future student.
- Reserve a small percentage of seats for new and newly interested community members for early Kindergarten lotteries.
- Provide a ½ day Kindergarten option, if also providing a private pay full day Kindergarten.
- Not engage in selection priority for any student other than for siblings, students of staff (defined), founding families (definition to include prior to the school's opening) and approved weighted lotteries for educationally disadvantaged students.

Enrollment policies will include:

- Date of annual lottery;
- Definition of a “founding family” if applicable;
- The charter school’s definition of staff and the percentage of student to be enrolled as children of founders and staff members (not to exceed a combined 20%)
- How the community will receive adequate notice about the formation of a new charter school;
- Any requirements for parents to reaffirm their intent to enroll on an annual basis;
- The process and procedures that will guide how the lottery will be conducted;
- What happens to names not drawn in the lottery;
- How siblings of enrolled students are handled in the process and which students will be given priority notice or guaranteed admission; and
- How long parents have following lottery notification to decide whether or not their child will attend the school.
- Weighted lottery policies should include proposed weights to be used for educationally disadvantaged groups, along with a rationale and formula to arrive at desired projections, in addition to the above noted component descriptions.

Applicants should also provide:

- Adequate notification of the grant application to the authorizer
- Assurances to be met via their and their authorizer’s signatures
- Operational autonomy from their authorizer in financial decision making, governance, and purchased services
- Legal status of the school
- Absence of conflict of interests within the board and staff and any other interested parties
- Signed charter contract (prior to the release of funds)

#### M. Transportation and Food Services

Note: Under ESSA, CCSP grant applicants will potentially have the opportunity to direct grant funds toward providing one-time start-up costs associated with transporting students to and from a charter school. Applicants will need to provide a viable transportation plan aligned to state statute and regulation to CDE and demonstrate consideration and planning for the transportation needs of the school’s students.

The grant-funded purchase of kitchen equipment is extremely limited and allowable only in certain circumstances. At no time is it acceptable to purchase food with grant funds.

#### N. Facilities

(Section J – Facilities – CCSP Grant Application RFP)

The CCSP grant requires that the applicant justify the facility choice in terms of the student population and safety. The facility plan must demonstrate a budget that will appropriately consider the needs of the facility given the projected enrollment and the ability to prepare the building for occupancy, both initially and beyond the first two years of operation.

*Note: Demonstration of a secured facility plan for school operations is necessary prior to the release of federal grant funds. Grant fund reimbursements will not be released if there are questions as to whether the school will be able to secure a facility.*

#### O. Waivers

(Appendix H - Waivers Sought - CCSP Grant Application RFP)

A list of statutes from which the charter school has requested waiver via the appendix to their charter contract. The final list of waived statutes may be different than what the school originally requested.

#### P. Student Discipline, Expulsion or Suspension

#### Q. Serving Students with Special Needs

(Section D – Educationally Disadvantaged Students – CCSP Grant Application RFP)

The CCSP grant requires applicants to demonstrate equal accessibility to all student groups. In addition to this section’s requirements under the standard application and supporting research, grant applicants must explain projections of enrollment of educationally disadvantaged students based on the school’s vision, recruitment efforts and area demographics, including the use of a weighted lottery if needed, to ensure equity and compliance with the school’s vision. Schools planning use of Title I funding should describe a plan for their use.

*Note to Authorizers: Schools must specifically describe how they will comply with Part B of the Individuals with Disabilities Education Act as obligated by their LEA.*

#### R. Dispute Resolution Process

#### S. School Management Contracts

(Eligibility form and Appendix J – Disclosure Information - CCSP Grant Application RFP)

The CCSP grant requires full disclosure as it pertains to 3<sup>rd</sup> party agreements. Applicants choosing to engage the services of Educational Service Providers or other 3<sup>rd</sup> party contractual arrangements must demonstrate that the school will remain autonomous from the provider and in control of all significant governance, decision-making, employment and finances. Contracts must be performance based and, along with a description of all fees to be paid, must be explicit and reasonable, with the ability for the contract to be terminated without undue burden to the school.

*NOTE: An ESP does not qualify as an eligible applicant nor may it hold or manage a CCSP grant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the ESP, is identified to administer the grant, 34 CFR 75.700-75.702 and 76.701. Contracts between schools and ESPs will be subject to review as a part of the eligibility process.*

Regulations and Guidance: Applicants should also be aware of the following relevant provisions: January 2014 CSP Nonregulatory Guidance and 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and Nonregulatory Guidance Student Support and Academic Achievement Programs. More information on this guidance is available from the Schools of Choice Unit at CDE.



**COLORADO**  
Department of Education

## REQUEST FOR PROPOSAL

**Applications Due:** October \_\_\_\_, 2019 by 11:59 PM

**CCSP Grant and Application Training:** August 2019

**Intent to Submit and Eligibility Forms Due:** August 2019

Commented [LN1]: All dates to be confirmed once CSP funding is awarded to the CDE.

### **COLORADO CHARTER SCHOOLS PROGRAM GRANT 2019-2020**

**For program questions contact:**

Peg McMillen | [REDACTED] | [REDACTED]

**For fiscal/budget questions contact:**

Marti Rodriguez | [REDACTED] | [REDACTED]

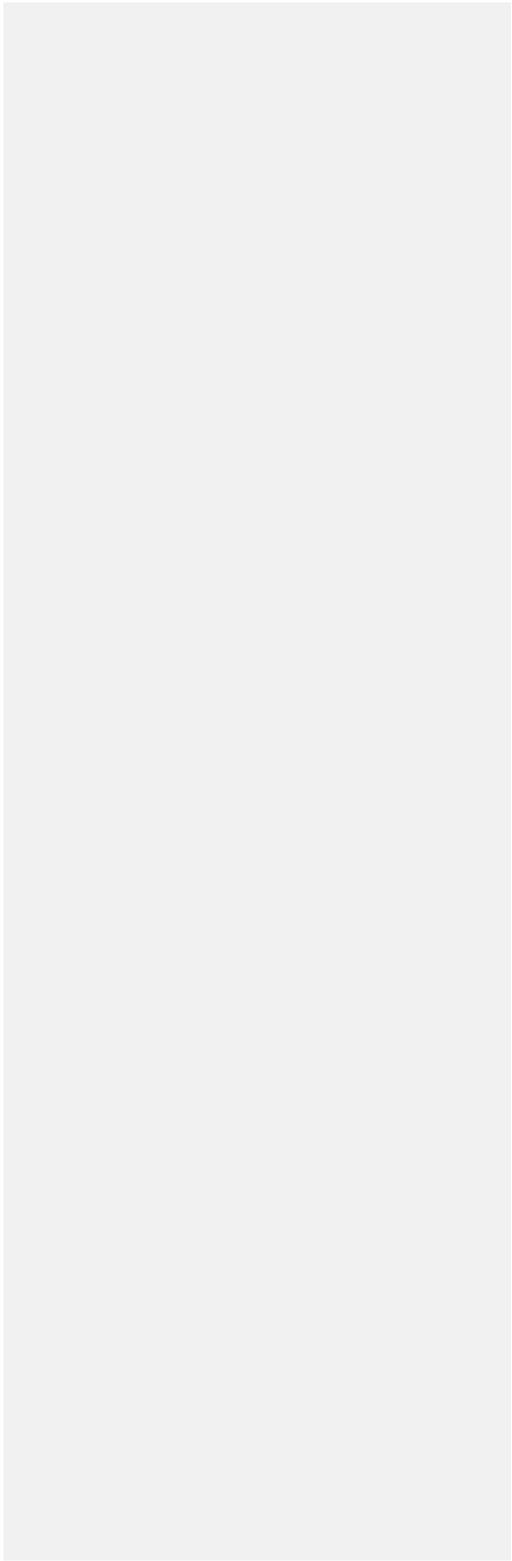
**For RFP specific questions contact:**

Kim Burnham | [REDACTED] | [REDACTED]

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Colorado Department of Education  
Schools of Choice  
Choice and Innovation Unit  
201 E. Colfax Avenue, Room 210, Denver, CO 80203

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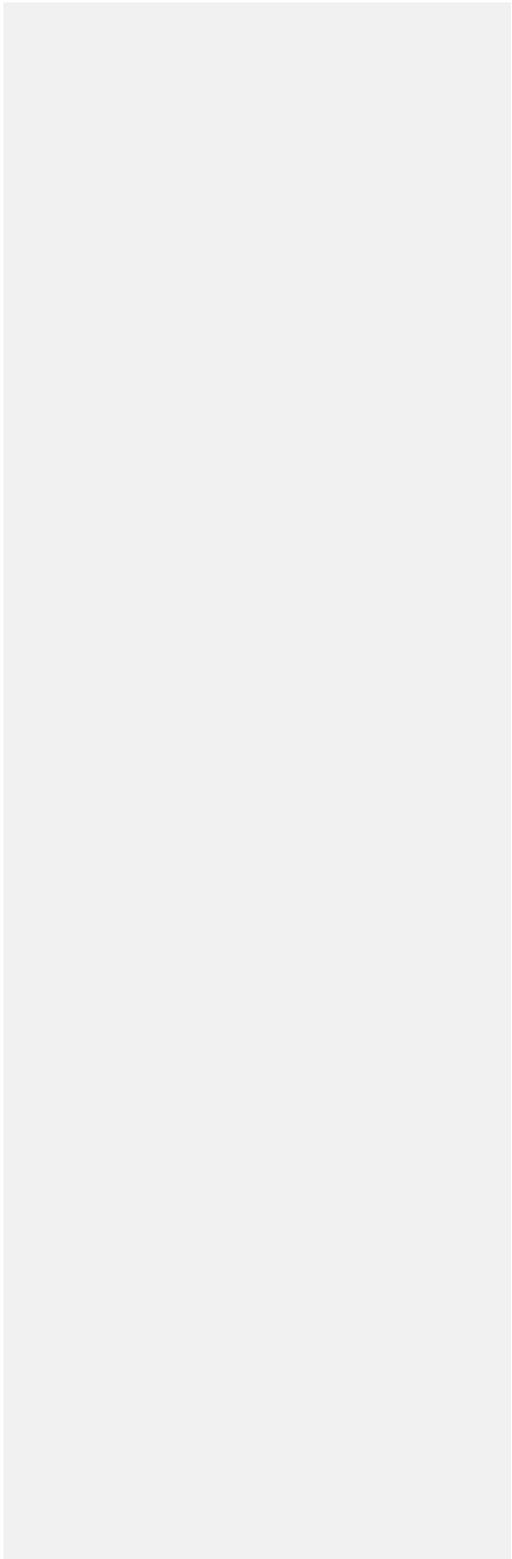
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## Colorado Charter Schools Program Grant Calendar

Mid-August 2019	Event	CCSP Grant and Application Training	9:00 AM—4:00 PM
Late-August 2019	Deadline	DUE DATE: CCSP Grant Intent to Submit and Eligibility forms	11:59 PM
(Late-August 2020)	Event	CCSP Grant Renewal Proposal Webinar	12:00 PM – 2:00 PM
August 2019	Event	Authorizers Meeting	9:00 AM – 12:00 PM
September 2019	Event	Annual Finance Seminar	8:00 AM – 4:00 PM
(September 2020)	Event	School Administrator Training	8:30 AM – 3:00 PM
(Mid-September 2020)	Deadline	EXTENDED DUE DATE: Final 2016-17 RFF for the CCSP grant (for all grantees receiving an extension)	11:59 PM
September 2019	Deadline	DUE DATE: CCSP grant reviewer applications	11:59 PM
(September 2020)	Reminder	REMINDER: Constitution Day is Sunday, September 17th - all schools receiving federal funding are required to teach to the U.S. Constitution on this day	
September 2019	Event	CCSP Grant Budget Workshop	1:30 PM – 4:00 PM
(September 2020)	Deadline	DUE DATE: CCSP 2019-20 AFR (for all 2016-17 subgrantees)	11:59 PM
(September 2021)	Deadline	DUE DATE: CCSP final report (for all Year 2 Implementation subgrantees)	11:59 PM
(October 2020)	Event	School Administrator Training	8:30 AM – 3:00 PM
(October 2020)	Deadline	SUBMISSION DEADLINE: CCSP renewal proposals	11:59 PM
October 2019	Deadline	SUBMISSION DEADLINE: CCSP grant applications	11:59 PM
October 2019	Event	CCSP Grant Reviewer Distribution and Training - <i>by invitation only</i>	1:00 PM – 4:00 PM
(October 2020)	Event	Governance Training	9:00 AM – 2:00 PM
November 2019	Event	CCSP Grant Application Review - <i>by invitation only</i>	9:00 AM – 3:00 PM
November 2019	Event	School Administrator Training	8:30 AM – 3:00 PM
(November 2020)	Event	Topic-based Webinar	11:00 AM – 12:30 PM
(November 2020)	Event	Business Operations	9:00 AM – 3:00 PM
November 2019	Deadline	NOTIFICATION: CCSP grant awards	5:00 PM
November 2019	Event	CCSP Grant Post-Award Webinar	12:30 PM – 3:30 PM
(December 2020 – January 2021)	Reminder	REMINDER: Ask authorizer about combined application for federal funds and federal programs	
December 2019	Event	Authorizers Meeting	9:00 AM – 12:00 PM
(December 2020)	Event	Topic-based Webinar	11:00 AM – 12:30 PM
December 2019	Event	CCSP Grant Budget Workshop	8:30 AM – 11:00 AM
December 2019	Deadline	DUE DATE: CCSP grant recipients - deadline for submitting required application and budget revisions	11:59 PM

(January 2021)	Event	Topic-based Webinar	11:00 AM – 12:30 PM
(January 2021)	Event	Business Operations	9:00 AM – 3:00 PM
(February 2021)	Event	School Administrator Meeting	8:30 AM – 3:00 PM
(February 2021)	Event	Topic-based Webinar	11:00 AM – 12:30 PM
March 2020	Event	Authorizers Summit (at Colorado Charter School Conference)	9:00 AM – 1:00 PM
February – April 2020	Reminder	REMINDER: CDE Grants Fiscal desk review of all CCSP grant recipients	
(March – May 2021)	Reminder	REMINDER: Site visit for CCSP Year 1 Implementation grant recipients	
(March 2021)	Event	Business Operations	9:00 AM – 3:00 PM
(March 2021)	Event	Topic-based Webinar	11:00 AM – 12:30 PM
(March 2021)	Event	School Administrator Training	8:30 AM – 3:00 PM
March 2020	Deadline	DUE DATE: Absolute deadline for CCSP grant recipients to submit charter contract and revisions	11:59 PM
April – June 2020	Reminder	REMINDER: Ensure your district is applying to CDE on your behalf for waivers to state statute.	
April – June 2020	Reminder	REMINDER: CDE program desk review of all CCSP grant recipients	
April 2020	Event	Charter School Boot Camp	8:30 AM – 4:00 PM
April 2020	Event	Charter School Boot Camp	8:30 AM – 4:00 PM
April 2020	Event	Charter School Boot Camp	8:30 AM – 4:00 PM
April 2020	Deadline	DUE DATE: CCSP request to extend period to July 31, 2018 – extenuating circumstances ONLY	11:59 PM
(May 2021)	Event	Western Slope Combined Seminar	9:00 AM – 3:00 PM
(May 2021)	Event	Business Operations	9:00 AM – 3:00 PM
(May 2021)	Event	Topic-based Webinar	11:00 AM – 12:30 PM
May 2020	Event	Authorizers Meeting	9:00 AM – 12:00 PM
(June 2021)	Event	Governance Training	9:00 AM – 2:00 PM
June 2018	Event	School Administrator Training	8:30 AM – 12:00 PM
June 2018	Reminder	REMINDER: Ensure your waivers to state statutes have been approved	
June 2018	Reminder	REMINDER: End of fiscal year for all grants (all grant funds must be obligated; all technical assistance requirements completed)	

Grant calendar updates can be found on the [CDE website](#)

CDE Schools of Choice can be contacted at [REDACTED]

Legend:

CCSP Grant	Business Office
Authorizers	Governing Board
Administrators	Extra

## Colorado Charter Schools Program Grant 2017-18

### Background

Authorized by Title IV, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)<sup>1</sup> (20 U.S.C. 7221-7221j), the federal Charter Schools Program (CSP) provides funding to State Educational Agencies with the purpose to increase national understanding of the charter school model and to expand the number of high-quality charter schools available to students across the nation by providing financial assistance for planning, program design and initial implementation of charter schools, and to support the dissemination of information about, including successful practices in, charter schools.

### Purpose of the Grant

Colorado Department of Education (CDE) has received a competitive grant under this federal program to carry out the following objectives within Colorado.

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

In carrying out these objectives, the Colorado Charter Schools Program (CCSP) provides subgrants to qualified charter school developers for the planning phase and/or early years of implementation of new charter schools through the CCSP grant and assists new and existing charter schools within Colorado to support and improve their performance through coordinating and facilitating quality technical assistance. CDE retains 7% of these federal grant funds for CCSP statewide technical assistance and 3% for administrative functions.

### Eligible Applicants

In order to be eligible to apply, applicants must meet the definition of a new charter school, the replication of a high-quality charter school or the expansion of a high quality charter school. All CCSP grant applicants must demonstrate they meet the following federal definition of a charter school in the ESEA as Amended Through P.L. 114-95, Enacted December 10, 2015, section 4310(2), in order to be eligible for Colorado Charter Schools Program funds:

- 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 definition;
- 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;

<sup>1</sup> The ESSA, which was enacted in December 2015, reauthorized the CSP and applies to CSP grants awarded in FY 2017 and later years.

- e) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;
- f) does not charge tuition;
- g) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, section 444 of the General Education Provisions Act (GEPA), and part B of the Individuals with Disabilities Education Act (IDEA).
- h) is a school to which parents choose to send their children, and that admits students on the basis of a lottery (consistent with section 4303 (c)(3)(A)), if more students apply for admission than can be accommodated; or
- i) 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 through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery;
- j) agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
- k) meets all applicable Federal, State, and local health and safety requirements;
- l) operates in accordance with State law;
- m) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and

n) may serve students in early childhood educational programs or postsecondary students as defined in ESSA section 4310 (2).

a. Early Childhood Program means (A) a Head Start program or an Early Head Start program carried out under the Head Start Act (42 U.S.C. 9831 et seq.), including a migrant or seasonal Head Start program, and Indian Head Start program, or a Head Start program or an Early Head Start program that also receives state funding; (B) a State licensed or regulated child care program; or (C) a program that (i) serves children from birth through age six that addresses the children's cognitive (including language, early literacy, and early mathematics), social, emotional, and physical development; and (ii) is a State prekindergarten program, a program authorized under section 619 or part C of the Individuals with Disabilities Education Act, or a program operation by a local education agency (ESEA section 8101 (16)).

b. Postsecondary

**Commented [LN2]:** No definition provided in the statute and no confirmation that the state will allow these uses - check and finalize

In addition, CCSP applicants must demonstrate eligibility as either a “New Charter School” or a “Replication or Expansion of a High-Quality charter school” as outlined below.

### **New, Expanding, or Replicating Charter Schools**

#### **New Charter School**

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

A charter school applying may be recommended for a grant award prior to having a signed contract with their authorizer; however, no award will be issued until evidence of a signed, executed charter contract is submitted to CDE Schools of Choice and the school's CCSP application has been deemed "substantially approvable" (no later than April 1 following application). If a CCSP application is submitted and a subsequent appeal hearing before the State Board of Education fails, the application will not be considered by the review team.

#### **Expansion and/or Replication of a High Quality Charter School**

Expand, when used with respect to a high-quality charter school, means to significantly increase enrollment or add one or more grades to the high-quality charter school (ESSA section 4310(7)).

Replicate, when used with respect to a high-quality charter school, means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school, under an existing charter or an additional charter, if permitted or required by State law (ESEA section 4310-9).

An eligible applicant may not receive more than 1 subgrant under this section for each individual charter school for a 5-year period, unless the eligible applicant demonstrates to the State entity that such individual charter school has at least 3 years of improved educational results for students enrolled in such charter school with respect to the elements described in subparagraphs (A) and (D) of section 4310(8).

High-quality charter school means a charter school that:

- Shows evidence of strong academic results, which may include strong student academic growth, as determined by the state;
- Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
- Has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school;
- Has demonstrated success in increasing student academic achievement, including graduation rates where applicable for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, 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 (ESEA section 4310(8)).

#### **Educational Service Providers**

Schools choosing to engage a for-profit or nonprofit educational service provider (ESP) or educational management organization (EMO) **must** demonstrate that they and their governing boards are independent of the provider, and that all fees and agreements are fair and reasonable. The ESP does not qualify as an eligible applicant nor may it hold or manage a CCSP grant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the ESP, is identified to administer the grant, 34 CFR 75.700-75.702 and 76.701. **Contracts between schools and ESPs will be subject to review as a part of the eligibility process.**

#### **Regulations and Guidance**

Applicants should also be aware of the following relevant provisions:

- 1) The Education Department General Administrative Regulations in 34 CFR parts 75, 76, 77, 79, 81, 82, 84, 97, 98, and 99;

Commented [MP3]: Check on state and fed position for consensus due to inconsistencies in the past.

- 2) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485;
- 3) 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 and
- 4) January 2014 CSP Nonregulatory Guidance and 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and Nonregulatory Guidance Student Support and Academic Achievement Programs.

**Proof of Eligibility**

Prior to applying for a CCSP grant, applicants must submit a CCSP Grant Eligibility form and its requested information by **August 2019**. Additional information may subsequently be requested by CDE Schools of Choice in order to determine eligibility. Only those applicants determined to meet eligibility may receive the grant. Awards issued to schools, subsequently determined to be non-qualifying, will be suspended.

**Lottery and Enrollment Requirements**

The enrollment policy of a charter school receiving CCSP grant funds **must** include a lottery (random selection) process if more students apply for admission to the charter school than can be admitted, 20 USC 7221i(1)(H). All eligible applicants for admission must be included in the lottery process (see exemptions below). Once a student has been admitted to the charter school through an appropriate process, he or she may remain in attendance through subsequent grades. Further, enrollment policies must include an open enrollment period that is advertised within the school’s community so that all interested students may have an equal opportunity to apply for admission. More detailed information on lottery and enrollment requirements can be found in the January 2014 CSP Nonregulatory Guidance.

Commented [LN4]: This may need revisions in the future based on state rules.

**Exemptions from the Lottery**

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

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

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

**Weighted Lotteries**

This policy seeks to enable high-quality charter schools to enroll and serve more educationally disadvantaged students in an effort to ensure all students in the state are provided 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.

Colorado charter schools applying for or in receipt of a CSP subgrant through CCSP may thus utilize a weighted lottery – defined as an individual school-based lottery or centralized lottery for multiple public schools that gives additional weight (e.g., two or more chances to win the lottery) to students identified as part of a specified set

of students, but that does not reserve or set aside seats for individual students or sets of students. For example, a charter school might provide each student in an identified category or set of students with two chances to win the lottery, while all other students would have only one chance to win. The weighted lottery proposed by the school must only utilize one or more of the approved categories below and must be pre-approved by the grant applicant's authorizer and the CDE Schools of Choice process.

Schools may propose the use of a weighted lottery under one or both of the following categories.

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### Category A

Schools within geographic school district with desegregation or federal/court orders issued to comply 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, part B of the Individuals with Disabilities Act, as applicable, the equal protection clause of the U.S. Constitution, or applicable State law. Weighted lotteries under this case would be allowed to be used only to address the specific deficiency and category of students outlined in the desegregation or federal/court order issued to them and/or their authorizer.

### Category B

Schools desiring to serve more (of one or more) of the following sets or subsets of students:

- Students seeking to change schools under the public school choice provisions of title I, part A of the ESEA<sup>2</sup> for the limited purpose of providing greater choice to students covered by those provisions.
- To all or a subset of educational disadvantaged students that are described under section 1115(b)(2) of the ESEA<sup>3</sup>, which include economically disadvantaged students (e.g., Free and Reduced Meal eligible students), students with disabilities (e.g., identified with an IEP), migrant students, English learners, neglected or delinquent students, and homeless students.

Lottery policies where weights are used for student sets or subsets under Category B must identify the weight to be assigned to each set or subset of students and justify the use of such weight(s) in one of the following ways:

- When aligned to the school's specific vision and mission to meet the needs of an allowable set or subset of students not currently served by existing high-quality schools in the area.
- When addressing specific targets to meet or exceed the geographic district's or geographic area's percentage of students in a set or subset of educationally disadvantaged students, or in the case of multi-district school meet or exceed state averages of such students.

Weighted lotteries may not be used for the purpose of creating schools exclusively to serve a particular subset of students. Utilizing a weighted lottery does not relieve a school from its existing responsibility under the Colorado CSP program to ensure a broad strategy of outreach, recruitment, and retention for all students, including educationally disadvantaged students.

### Weighted Lottery Approval Process

Weighted lottery proposals should be included within the lottery and enrollment policy submitted by the school with their eligibility form and their subsequent CCSP grant application, or if already a subgrantee as a requested amendment to their CCSP grant application, where they will be subject to review and approval on the basis of alignment to this policy and applicable federal CSP nonregulatory guidance, statute and regulation.

Before any potential CCSP grant funds can be released, the school must demonstrate a signed and executed charter contract that includes the approved lottery and enrollment policy, and any subsequent amendment to the policy will require authorizer and CDE Schools of Choice approval.

If a CCSP grant recipient chooses to subsequently add a weighted lottery, they must submit the policy to CDE Schools of Choice for pre-approval before being implemented.

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<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

### Request Use of a Weighted Lottery Policy

If applying for a weighted for students under Category A above, a copy of any district or school desegregation or federal/court order related to student category for which they are seeking to utilize a weighted lottery, with evidence that a weighted lottery is necessary to comply with such order(s).

The lottery and enrollment policy must include and address the following:

- Categories and sets/subsets of students to receive weights in lottery
- Amount of weights to be applied to each category/set/subset
- Rationale/justification for amount of weight to be applied to each category/set/subset (the amount of weight proposed needs to be based on actual circumstances of the school/district and include an explanation and justification of how that particular weight is decided/justified)
- Description of mechanism and/or process that will be utilized to carry out weighted lottery, including district oversight of process
- Sign-off from district and school certifying description provided adequately captures mechanisms that will be used to carry out the weighted lottery

### **Preschool and Kindergarten Enrollment**

Conducting a lottery for preschool slots that guarantees enrollment into kindergarten is not acceptable, as the CCSP grant only funds K-12 education. However, a charter school may conduct a lottery for kindergarten slots in an earlier year (e.g., when students are ready to enroll in the preschool). See the January 2014 CSP Nonregulatory Guidance for more detailed parameters on how to set up this type of lottery system and still meet CCSP grant eligibility.

### **Enrollment Policy**

The following elements must be addressed in the charter school's enrollment policy/report that will be submitted as an attachment to the grant application.

- 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 family 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
- Which students will be given priority notice or guaranteed admission
- Proposed weights to be used for educationally disadvantaged groups

Applicants must have a policy or plan targeting all segments of the parent community when recruiting students, and must recruit in a manner that does not discriminate against students of a particular race, color, national origin (including English learners), religion, or sex, or against students with disabilities.

### **Available Funds**

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Current funds available for new CCSP grant awards for the 2019-20 award cycle:

Grant applicants may request up to \$840,000 over a two- or three-year period. The estimated range of awards and allocation schedule is outlined below. Subsequent CCSP Implementation grants are subject to a renewal process. Applications that reach a higher score through priority points and/or focused programming points will receive greater funding (see tables on page 13). Priority points and/or focused programming points will be considered only once an application has met the minimum criteria of fundable components.

CCSP grant applicants will be required to specify the number of anticipated students to be served, as identified on the cover/signature page, to ensure that the funding request is accurate.

Each annual award will be calculated using a base amount of \$100,000, plus \$900 per student up to 200 students. High scoring applicants will receive an additional \$20,000 per year for 3 years, and focused programming award will equal an additional \$50,000 per year for 3 years. Schools in good standing after 3 years may apply for an fourth year performance award of \$200,000, does not exceed \$1,750 per full-time student (based on the expected number of students the grant would be helping to cover).

**Commented [MP5]:** Replace with new funding formula, base and per pupil amount  
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There is no guarantee that submitting a proposal will result in funding, or funding at the requested level. Proposals that do not reach a minimum score overall, or for key criteria, will not be funded.

**Duration of Grants**

The federal CSP program stipulates that not more than 60 consecutive fiscal months of funding be provided to any one subgrant, with not more than 18 months in a planning phase.<sup>4</sup>

The CCSP grant is competitive and can be applied for the year prior to opening the charter school or in the fall of the first year of operation. New schools already in operation or expansion projects already underway at the time of application are eligible for the same levels of funding but will have their award spread over two years of implementation, rather than three. New schools or expansion projects applying during their planning year will have their award split evenly over a three-year period, with the first year designated for planning and the subsequent years for implementation. Base award amounts and allocations by year will be as follows:

**Two-Year Funding Level, New Schools in Operation or Expansion Underway at the Time of Application**

Type of Award	Year 1 Implementation Allocation	Year 2 Implementation Allocation	Total Funds Awarded
Standard Award			
Overall High Score Award			
Focused Programming Award			

**Three-Year Funding Level, New Schools or Expansion Projects Applying During Planning Year**

Type of Award	Planning Year Allocation	Year 1 Implementation Allocation	Year 2 Implementation Allocation	Total Funds Awarded

<sup>4</sup> Schools awarded in Planning Year that due to unforeseen circumstances fail to open the subsequent year may be allowed to continue in planning phase for an additional 12 months; however, if the school fails to open that subsequent year they may forfeit a portion or all of their remaining award.

Standard Award	
Priority Points Award	
Focused Programming Award	
Year 4 Performance Award	

**High Scoring Award**

Applicants that put forth the effort required to attain priority points as outlined in the RFP, will score higher on the overall rubric. Priority points do not replace missed points on the basic criteria, rather they offer a path toward a higher grant award as shown in the tables above. Minimum threshold of points are required for any applicant to be approved.

**Focused Programming Award**

The state would like to allow for additional points to be given for applicants choosing to meet one of the following focus areas: Special Education, English Language Learners, High Mobility – including; foster, homelessness and Alternative Education Campuses, Rural and High Schools. If awarded, the school will receive an additional \$50,000 per year for a two or three-year grant. Criteria and evidence requirements will be developed once CSP funds are awarded to the state and then incorporated into the rubric. The Focused Programming Award does not apply to schools that receive the Year 4 Performance Award.

**Year 4 Performance Award**

Three-year subgrantees will have opportunity to receive an additional \$200,000 in a fourth year if they demonstrate outstanding performance in Years 0-2 through timely and appropriate spend-down of funds, accurate enrollment counts, completion of Technical Assistance requirements, timely reporting, and academic, programmatic progress. A budget and rationale for this optional fourth year of funding must be included within the scope of their original application although it could be designated for future grades to be added beyond.

Commented [LN6]: Need to determine if "year 0" is still the best way to id planning year

CCSP grants are renewed as a result of the renewal process and are based on the school’s initial CCSP grant awarded amount. The renewal process to continue grant funding is not competitive, but is subject to available federal funds, appropriateness of the renewal proposal concerning the grant budget, student enrollment, need, student academic achievement, and progress made toward grant goals as outlined in the application. A school whose renewal proposal does not reach a minimum score will not be funded. Access to up to 25% of the next year’s anticipated award may be requested before the renewal proposal is approved, subject to a completed and approved AFR for the previous grant year.

Continuation funding may be terminated if substantial progress is not being made to accomplish the grant project goals articulated in the initial CCSP grant application or if the charter school fails to make satisfactory student academic progress. Failure to draw down funds in a regular and timely manner, fulfill TA requirements, or meet enrollment projections by a significant amount may potentially disrupt funding. Regular communication regarding changes in plans, administration, or ability to fulfill obligation of the grant is encouraged to identify early solutions.

**Use of Funds**

The CCSP 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<sup>5</sup>, Part C of title IV (20 U.S.C. 7221 et seq.), as redesignated by section 4001, is amended grant funds must be used for the following:

- Post-award planning and design of the educational program, including refining results (standards) and measurements (evaluation) of progress toward those results.
- Research-based professional development for teachers and other staff that includes national staff development standards.
- Initial implementation of the charter school including:
  - Informing the community about the school,
  - Acquiring necessary equipment and educational materials and supplies,
  - Acquiring, developing or aligning curriculum,
  - Acquiring and/or improving facilities,
  - Providing transportation, and
  - Other initial operational costs.

Further details on allowable use of funds can be found in the budget instructions section of this RFP, as well as in the CCSP Guidebook, which serves as a resource companion for the CCSP grant and program.

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

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The CCSP grant is available to charter schools that are able to:

- Demonstrate eligibility
- Participate in regular required technical assistance
- Budget funds according to federal guidelines
- Comply with reporting requirements, due dates and reviews

Participation is an inherent expectation and required in return for funding. Subgrantees are expected to meet technical assistance, evaluation, and reporting participation requirements. Application indicates acknowledgement and consent to these contingencies.

### **Technical Assistance**

CDE places great value on providing high-quality support and training to subgrantees based on research-proven best practices as a means of ensuring high-quality school programs. Subgrantees will be required to attend a variety of technical assistance options over the grant period that are intentionally designed to improve each school's chance for success. More information is available in the technical assistance section below and in the CCSP Guidebook. **Note:** Representatives from proposed schools may attend technical assistance events that occur before the CCSP grant application is due and/or approved, in anticipation of receiving a grant award.

All technical assistance offerings will be revised to align with new timeline once CSP funds are awarded to the state.

### **Risk Assessment**

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<sup>5</sup> Ibid.

Under all federal programs, CDE is required to assess subgrantees and their applications to identify potential fiscal and programmatic risks, which may result in increased reporting, monitoring, additional technical assistance, corrective action, and/or grant suspension or termination. This includes assessing the performance of ESPs as it relates to subgrantees' successful operations.

Award amounts may be reduced if subgrantees do not adhere to the terms of their grant; this includes if projected enrollment is not met, technical assistance requirements are not completed each year, funds are not spent in a timely manner, and reporting not completed. In order for schools to exit the program in good standing, it is imperative that subgrantees comply with all requirements of the program.

### **Evaluation**

As a condition of this federal grant, CDE is responsible for evaluating subgrantees to ensure that they adhere to federal rules and regulations and accomplish their performance goals. This monitoring system reviews charter schools each year.

- **Year 0 Planning Year**- a desk review is conducted at the end of the planning year to ensure that there is a signed contract and waivers on file, technical assistance is completed, grant award spending is timely, and an AFR has been submitted.
- **Year 1 Implementation** - a site visit is conducted by grant program staff to review a list of indicators to identify progress toward grant objectives, spending according to budget, educational programming, enrollment procedures, receipt of other federal funds and compliance to various other requirements, including fulfillment of TA, review of certifications, and submission of the AFR.
- **Year 2 Implementation** - A Charter School Support Initiative (CSSI) visit is conducted over the course of a three-day examination of the charter school to further evaluate and monitor for quality. This comprehensive review looks at academic performance, learning environment, organizational effectiveness, governance, and quality leadership through a variety of lenses. This review is conducted by a group of outside professional consultants who have experience in Colorado charter schools. The school is provided with a final written report that includes suggestions for both short- and long-term school improvements. The CSSI visit is a requirement of the CCSP grant program and may be paid for with grant funds. More information about the CSSI visit can be found in the technical assistance section of the CCSP Guidebook.
- **Implementation/Performance Year** - a desk review will be conducted at the end of the third year of use of funds to determine eligibility.

Commented [LN7]: See "Year 0" question above

Schools that fail to adhere to subgrantee RFP and/or federal guidelines or to demonstrate high academic achievement will be subject to corrective action and placed on high-risk status until concerns are resolved.

### **Reporting**

CDE Schools of Choice is required to track specific information as a part of its federal CSP grant.

Subgrantees will be required to:

- Join [CDE Schools of Choice listserv](#). Multiple people from each school are encouraged to be on this list.
- Provide contact information for current board members, with officers identified, including a phone number and e-mail address for each board member.
- Notify CDE Schools of Choice upon any transition of administrator, leadership, or board at the school anytime during the grant period. Note: Additional technical assistance may be required. A changeover in school grant contact will require the governing board to submit a written notification and the new school grant contact will be required to complete the CCSP Grant Post-Award Webinar within five business days.
- Provide information requested via survey and other data collection projects.

- Financial reporting: An AFR is required to be filed within 90 days following each grant fiscal year. The AFR reports actual expenditures made from the grant. If an AFR is not filed, subgrantees risk losing their funds for the following year.
- Final Grant Report: A final grant report is due to CDE Schools of Choice within 90 days of the end of the final grant year. The final report should contain the following.
  - Executive summary (not to exceed one page)
  - Report on each grant project goal, including a summary of the progress made on each goal and objective.
  - A report on the academic achievement and growth of the school, including a copy of the school's most recent School Performance Framework report and Unified Improvement Plan
  - Financial narrative report on how the grant was expended for each of the grant years and totals for the two- or three-year period.
  - Expenditure report that details 100% of awarded grant funds and includes a property inventory of all equipment and non-consumable goods purchased with CSP grant funds (EDGAR §80.32, §74.34)

Note: Completion of all CCSP requirements are necessary in order to exit the program in good standing.

Change of Status: Should the charter school change to non-charter status within ten years of receiving a CCSP grant, grant funds must be reimbursed to CDE. An exception may be made for schools that convert status due to either federal or state law requirements for academic purposes.

**Data Privacy**

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

**Grant Technical Assistance**

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**CCSP Grant and Application Training**

CCSP grant applicants are required to attend a CCSP Grant and Application Training, at which time the CCSP Grant Intent to Submit and Eligibility forms (attached to this RFP and available on the CDE website) should be completed, and submitted to CDE Schools of Choice by the deadline following the training. The CCSP Grant and Application Training is conducted 8-10 weeks before the application deadline. CDE highly recommends that two or more individuals from each applicant charter school attend this training in order to gain a full understanding of the requirements of the program and fiscal responsibilities. (See CCSP Grant Calendar for dates.)

**CCSP Grant Application Modules**

CDE Schools of Choice is no longer offering grant writing consultation. In lieu of this service, CDE is preparing technical assistance for grant writers' enrichment, in particular components of the grant, to enhance their ability to address its content goals. Exemplars and short modules on the following topics are posted on the CDE Schools of Choice website:

- Discerning and Writing Meaningful Project Goals and Budget Narrative
- Understanding and Writing to Curriculum and Program Design
- Effective Planning for Educationally Disadvantaged Students
- The Importance of a Professional Development Plan
- What is Accountability and Accreditation

- Community and Board Governance
- Setting up a Business Office for your Charter School

Other resources:

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

[Starting Strong: Best Practices In Starting A Charter School](#)

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### **Review Process**

The CCSP grant application is competitive. A broad-based committee of individuals with knowledge of systemic school reform and the charter school concept will review CCSP grant applications. Review will be based on the specific criteria listed in this RFP.

Each segment of the application is rated according to the CCSP Grant Selection Criteria and Evaluation Rubric within this RFP. In an effort to promote high quality, well-written proposals, an incentive is built in to award the highest scoring applicants with a greater level of funding. Note: Applications must meet the minimum score criteria for funding prior to the award of additional priority points, focused programming points, or performance year awards.

### **Focused Programming Award (if approved)**

The state would like to allow for additional points to be given for applicants choosing to meet one of the following focus areas: Special Education, English Language Learners, High Mobility – including; foster, homelessness and Alternative Education Campuses, Rural and High Schools. These areas must be integrated throughout the application with evidence showing the commitment above and beyond the minimum requirements for these special populations.

### **Year 4 Performance Award (if approved)**

Three-year subgrantees will have opportunity to receive an additional \$200,000 in a fourth year if they demonstrate outstanding performance through timely and appropriate spend-down of funds, accurate enrollment counts, completion of Technical Assistance requirements, timely reporting, and academic, programmatic progress. The state will conduct their own review to determine approval of this additional fourth year of funding.

CDE program staff will review applications for completeness, adherence to certifications, budgetary restrictions, eligibility, and compliance with formatting requirements. This review will determine if the application is in compliance with the Education Department’s General Administrative Regulations (EDGAR) and the substantive requirements of the CCSP grant.

### **Award Process and Start Date**

- By November 2019 all applicants and their fiscal agent (authorizer) will receive notification on the status of their application via email.
- If approved for funding, the grant award letter will stipulate any additional information that is required within 30 days before final approval will be granted, including necessary budget modification and/or denied line items.
- **Note:** Any schools not providing an approved, revised budget by that deadline may be subject to losing their grant award.

- Successful subgrantees will be **required** to participate in a CCSP Grant Post-Award Webinar, Tuesday, November 2019.
- Awards are contingent upon evidence of an executed and signed charter contract between the school and their authorizer and may never be spent retroactively.
- Once additional information is satisfactorily provided to CDE, the applicant will receive an email stating the subgrantee has final approval.
- A follow-up email from CDE Grants Fiscal will provide necessary grant fiscal documents (Grant Award Notification and Request for Funds) and instructions on the reimbursement process for the grant.
- Funds should not be spent or encumbered until the grant has received final approval.

The budget period for the initial year of the CCSP grant is upon final approval through June 30. The proposed grant project goals should reflect that timeframe. Subsequent year(s) will have a budget period of July 1 through June 30.

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### **Submission Process and Deadline**

CCSP grant funds are distributed using one single process. New charter school applicants **MUST** have (a) just opened or (b) have submitted a charter application to an authorizer and intend to open the following school year. One-time, significant expansion applicants **MUST** have (a) already received approval from their authorizer for expansion or (b) have an amended application or renewal pending with their authorizer. A school that has had their charter school application denied but is appealing to the State Board of Education may apply; however, any grant awarded would be subject to the success of the appeal and an executed contract with their authorizer in place no later than April 1, 2019. A charter school may submit only one application per fiscal year (July 1 to June 30).

Please note the CCSP grant application deadline is 11:59 PM on the designated date. **Applications submitted late or incomplete will not be considered.** CDE is required to enforce the established deadline to ensure fairness to all applicants. We suggest that you submit your application several days before the deadline, and we strongly recommend that you do not wait until the last day to submit your application.

Submit the electronic copy of the entire application to:  
[REDACTED]

The electronic version should include all required components as one document. **Incomplete or late applications will not be considered.** If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email [REDACTED]

**AND**

Postmark the original plus one copy (via mail) to:

**Colorado Department of Education  
Competitive Grants and Awards  
1560 Broadway, Suite 1100  
Denver, CO 80202**

### **Required Elements**

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

The CCSP 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 schools. Any application that has been plagiarized in whole or in part or lacking in uniqueness/innovation may be denied. Replicating schools need to ensure that this application is unique and are encouraged to pay special attention to justifying the need in the community and the level of buy-in from the community to which it is replicating.

Application elements **must** be submitted in the following sequence:

Part I: Cover Page, with signatures and certifications initialed

Part II: Narrative

- A. Executive Summary
- B. Grant Project Goals and Budget Narrative
- C. Research-based Program/Comprehensive Design Aligned with Standards
- D. Educationally Disadvantaged Students
  - a. Option: Focused Programming for Special Education, English Language Learners, High Mobility – including; foster, homelessness and Alternative Education Campuses, Rural and High Schools
- E. Professional Development Plan and Goals
- F. Accountability and Accreditation
- G. Parent/Community Involvement and Board Governance
- H. Networking and External Support
- I. Business Capacity
- J. Facilities
- K. Transportation
- L. Continued Operation
- M. Technical Assistance

Part III: Appendices

- A. Charter School Enrollment Policy: Include lottery protocol and application form(s)
- B. CCSP Grant Budget: Electronic Excel spreadsheet, print sheets 2-4 for hard copies
- C. Charter School Annual Budget: Include last audited financial statement (no more than 2 pages) and long-term budget showing five or more years
- D. Technology plan: If requesting funds for technology
- E. Library development plan: If requesting funds for school or classroom-based library resources
- F. Professional development plan: Required of ALL applicants
- G. Performance management plan: Required of ALL applicants
- H. Waivers sought: List of state statutes and their titles from which the charter school has been waived (this may be different from what was *requested*). Do not submit the entire waiver request; limit response to one page.
- I. Technical assistance proposal: Required of ALL applicants
- J. Disclosure information: Required of ALL applicants
- K. **Optional: Focused Programming Integrated Plan**
- L. **Optional: Transportation Plan**
- M. **Optional: Facility Plan**

Application Format

- All pages must be standard letter size (8.5" x 11")
- Use 12-point Times New Roman, Arial, or Calibri font, single line spacing, and 1-inch margins. Tables may be in an 11-point font.
- The narrative must address, in sequence, each section of part II identified in the CCSP Grant Selection Criteria and Evaluation Rubric. State each part, section number, and title in **bold**.
- Part II: Narrative cannot exceed **25 pages**.
- Number all pages.
- Do not use a table of contents page or divider pages.
- Cover Page and Certification and Assurance must include **original signatures**.

**Commented [LN8]:** Criteria and appendices templates will be developed by the state once CSP funds are awarded.

- Staple the original and each copy of the proposal in the top left corner. If too thick to staple, please use a binder clip.
- Do not attach curriculum, invoices, or any other document not specifically required as an attachment. If, for good cause, the applicant wishes to include an additional attachment, email [REDACTED] with your request for permission and a supporting rationale. Extraneous attachments, without proper authorization, will be removed and not submitted to the grant reviewer. Do not include cover pages for the attachments. Do not send any material that must be returned.

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## Technical Assistance Information

A narrative on the applicant school's technical assistance proposal is required in Part II: K. Continued Operations of the application and a technical assistance proposal must also be completed and included as Part III: Appendix I.

CDE places great value on providing high-quality support and training based on research-proven best practices that are intentionally designed to improve each school's chance for success. This is why participation in technical assistance events is expected of grant recipients. There is flexibility within the technical assistance requirements for schools to tailor their selection of trainings to best meet the school's unique needs. Using the technical assistance requirements as a plan, and grant funds as a resource, schools should self-evaluate and use this opportunity to build capacity.

A training request form must be completed and submitted to CDE Schools of Choice PRIOR TO any individualized training for pre-authorization, and credit will be issued once the authorized training request form is resubmitted with reflections on professional development gains from the training.

**Commented [LN9]:** The Schools of Choice Unit will revise all TA activities and requirements based upon receipt of CSP funding.

Technical Assistance Requirements	Events Per Year	Planning Year*	Year 1 Implementation	Year 2 Implementation
<b>Subgrantee Support</b>				
CCSP Grant and Application Training	1	Required		
CCSP Grant Budget Workshop	2	Encouraged		
CCSP Grant Post-Award Webinar	1	Required		
CCSP Grant Renewal Proposal Webinar	1		Required	
CCSP Implementation Grant Site Visit	CDE Schools of Choice schedules with school		Required	
Charter School Support Initiative Webinar	recording			Encouraged
Charter School Support Initiative Site Visit	CSSI team lead schedules with school			Required

<b>Governing Board Support</b>				
Charter School Board Training Modules	30 modules, complete collectively	Complete modules 1-6, 8-11, 14, 17, 18, 23, and 25	Complete modules 7, 12, 13, 15, 16, 19-22, 24, and 26-30	
Governance Training	2	Required		
Specialized Governing Board Training	scheduled individually	Encouraged	Encouraged	Encouraged
Topic-based Webinar	4 to 6			
Colorado or National Charter Schools Conference Breakout Sessions	scheduled individually	Encouraged	Encouraged	Encouraged
Performance Management Training	scheduled individually	CDE School Performance Framework training or tutorial required	CDE Unified Improvement Plan training required	Board self-assessment required
		Data dashboard with academic, culture, financial and operational measures required		Strategic planning training required
<b>Administrator Support</b>				
Administrator Mentoring	scheduled individually	8-10 hours required	32-40 hours required	20-25 hours required
School Administrator Training	6			
Specialized Instructional Leadership Training	scheduled individually	3 required	4 required	4 required
CDE Unified Improvement Plan Training	scheduled individually			
<b>Business Office Support</b>				
Annual Finance Seminar	1		Required	Required
Business Operations	4	1 required		
Specialized Business Office Training	scheduled individually		3 required	3 required

\* For schools entering the CCSP grant in Year 1 Implementation, the technical assistance requirements are modified. Please see Appendix I: Technical Assistance Proposal – CCSP Grant (2-year) for details.

## CCSP Grant Budget Instructions

The CCSP grant budget, in Excel, is the document that will guide the charter school, authorizer, and CDE over the grant period:

- Ensure compliance with state and federal regulations
- Provide the planned expenditures for the entire grant period
- Maintain the history of the budgeted and actual expenditures

The Excel CCSP grant budget will become the template that will be used for the life of the grant.

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

All schools are required to submit their proposed budget for the anticipated amount of funding and years of funding on the CCSP Grant Budget. Grant funds must be spent sequentially; first year funds must be drawn down before accessing second year funds, etc. The budget period for the grant is **upon final approval through June 30**. The budget period for CCSP Implementation grant is from July 1 – June 30. The proposed subgrantee budget should reflect this timeframe.

When applications have been reviewed, final grant amounts will be determined based on funding structure detailed in Available Funds section and CCSP budget documents will be returned to the charter school and their authorizer with specific CDE comments that will require additional information of successful applicants. This original budget revision must comply with the application review comments and will serve as a basis for any future budget revisions. Any subgrantee not submitting an original budget revision within 30 days of the date of the grant award letter may be subject to losing their grant award.

Please test-print the electronic budget before submitting to ensure reports are printable and legible on standard, letter-size paper, without any blank lines.

### General Guidelines and Restrictions

CCSP Grant Budget form instructions are found within the document itself. Each line item in the Excel budget should include the following in the respective columns: object category, quantity, budgeted amount (initial entry must be under original amount), grant project goal number it is aligned to and year, justification (include a cost per unit and an explanation of quantity, such as number of items or kits, number of students, classrooms or employees served, etc.), and date the activity will be completed. The following guidance is provided to assist in the preparation of the budget.

- Any single line item more than \$1,000 should have a detailed justification. Break down line items exceeding \$1,000 through notations of quantity, explanation or additional line items to clarify how funding will be expended. Note: The Excel document does not calculate the quantity by the original amount; the original amount must be the total cost of the purchase.
- Budgets categorized chronologically by year, rather than project number, are more easily read, and therefore, expedite approval.
- Do keep in mind that budget submissions can go through several reviews prior to approval; budget *time* adequately.
- Up to \$100 per hour can be budgeted for administrator mentoring costs.

Commented [LN10]: Marti reviewed and approved as is with no changes - 4/6/18

Commented [LN11]: Per Peg - Marti to review again - need to include transportation, facilities and align with ESSA.

- 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 (not to exceed \$700 of grant funds for half-day trainings or \$1,000 for full-day trainings), and a plan for sustaining that training.
- Budget expenditures must be supported by a description that provides the number of staff/students to be served; this can be grade level or actual number of participants. In subsequent years, this is critical as the grant is not intended to address recurring costs.
- Performance management and professional development requests must include number of participants, number of days, cost per person per day, topic, and provider.
- It is in the best interest of the charter school applicant to request only reasonable funding levels in order to maximize the total award. Budget line items that are unrealistic will be cut or trimmed. For example, if \$8,000 is requested to send six individuals to a national conference, you may be asked to instead send two people each year over a three-year period.
- Subcontracting is allowed, but schools must comply with requirements outlined in **(300) Purchased Professional and Technical Services** under Support Program following procurement policies.

#### Allowable Costs

To ensure that federal funds go as far as possible, proposed budgets must adhere strictly to the federal policy to “supplement and not supplant” ~~any federal, state, and local moneys being provided to the school.~~ <sup>[ESEA, Sec. 5205(b)(3)(C)]</sup> Grant expenditures must follow 2 CFR §200.403 Factors Affecting Allowability of Costs. All expenditures must be necessary for the performance of the grant and be allowable under the Uniform Grant Guidance (UGG). All expenditures must tie to the approved application. All expenditures must be adequately documented. The following is provided to assist in the preparation of the budget.

- CURRICULUM alignment expenditures are only allowed for initial training prior to the implementation of a new curriculum or existing curriculum for a new grade level.
- LEGAL FEES related to employee and lease contract are allowed. If this fee is submitted beyond the first year, additional information must be provided to support the request. This cannot be recurring as this is intended to cover the initial review and set up of these contracts.
- MARKETING COSTS (LIMITED) – a maximum of \$10,000 in Planning Year and \$5,000 in Year 1 Implementation. Subgrantees cannot purchase promotional items as outlined in the section below.
- SALARIES – ONLY one administrator and one key staff person for **three** months prior to school opening. Required information includes name, title, list of activities funded by the grant, percentage of time per week, and length of time grant funding will be used to cover the salary. Instructional salaries are not allowed under this grant. Time and effort documentation is required for all personnel compensated with federal funds UGG §200.430 Compensation-Personal Services (i) Standards for Documentation of Personnel. If a school will be submitting salary for two staff that are not the principal/head of school or the business manager, they must submit this request for prior approval.
- RECURRING COSTS are expected to shift to the operating budget for Implementation Years 1 and 2. Due to scale-up, this might not always be possible, so routine costs will only be allowed in Implementation Years 1 and 2 for expenditure associated for newly added cohorts/grades/classrooms. Schools that are unable to cover all or part of recurring costs for Implementation Years 1 and 2 with their operating budget can include the gap expense in their CCSP budget, but this requires an explanation in the line item narrative and certification by the school that these costs cannot be covered by Implementation Years 1 and 2 operating budgets.

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<sup>6</sup>—~~ibid.~~

- Site licenses for software are considered a recurring, operational cost and will not be allowed in Implementation Year 2.
- Telephones
- Computers for staff and students

This list is not inclusive but is presented to show items that would be allowed under the CCSP grant.

#### Recurring Costs

The following items are examples of recurring costs that are not allowed without additional documentation explaining the additional request.

- Software licensing renewals
- Supplies that were clearly purchased in the prior year
- Curriculum purchased in the prior year
- Legal fees for lease or employment contracts that were included in a prior year
- Professional development that is not progressive in nature is considered recurring if it does not clearly indicate it is for a new cohort of teachers

This list is not inclusive but is presented to show typical items that would be considered recurring under the CCSP grant.

#### Costs not Covered by CCSP Grant

The following items **CANNOT** be funded and should not be requested.

- Architecture fees
- Before and after school programs
- Bus passes
- Building insurance costs are considered facility cost
- Capital expenses, such as remodeling, American with Disabilities (ADA) compliance work, technology leases, elevators, water main valves, vans, tractors, bobcats, permanent fixture of equipment/furniture (rental or occupancy costs will be considered for a reasonable period of time before the school opens)
- Financial audit fees
- Food costs for staff, students or parents
- Gift certificates, alcoholic beverages, school apparel for staff or students, fines and penalties, and lobbying
- Grant oversight expenses
- Hiring/recruitment expenses such as a placement firm or travel for prospective employees (small amounts for advertising are acceptable)
- Installation costs associated with playground and/or fitness equipment, unless demonstrated as necessary to the school's vision/goals (subject to pre-approval)
- Kitchen equipment such as funding to purchase the equipment to set up food services within the school. Requests for this type of equipment are limited. The purchase of cafeteria tables is an example of what could be included on the CCSP grant.
- Legal fees outside of those directly related to employee and lease contracts
- Normal operating expenses such as utilities
- Professional dues or memberships
- Promotional/novelty items for advertising, events or recruiting
- Rental insurance costs are considered facility cost
- Salary and benefits for staff once the school has opened
- Student recruitment in the form of promotional items, food costs or any type of incentives
- Traffic study fees
- Travel costs for student expeditions (travel, etc.)

- Student recruitment expenses beyond \$10,000 in Planning Year and \$5,000 in Year 1 Implementation (none allowed in Year 2 Implementation).
- Non-educational/non-informative promotional/novelty items for advertising, events, or recruiting.
- Continuing education credit costs for professional development coursework completed at a college or university, as this would be considered compensation. The cost to complete college or university coursework relevant to grant project goals without credit may be considered.
- Program expenses outside of the scope of the school's charter or K-12 education; i.e., before/after school programs and preschool.
- Colorado League of Charter School's accountability self-studies and site visit expenses
- Colorado League of Charter School's or other retreats, unless based on needs assessment
- Out-of-state travel unless it can be demonstrated that the goal of the travel cannot be accomplished in-state (no out-of-country travel is permitted)

This list is not inclusive but is presented to show typical items that cannot be covered with CCSP grant funds.

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

CDE Chart of Accounts was developed in response to 22-44-105 (4) CRS, introduced as HB 1213 and enacted by the legislature in 1994. CDE and all school districts and Board of Cooperative Educational Services in the state shall use the system to report and obtain necessary financial information.

#### **Object Categories**

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

#### ***Instructional Program***

Instruction includes activities dealing with direct interactions between staff and students. Teaching may be provided for students in a school classroom, in another location (such as a home or hospital), and in other learning situations, such as those involving co-curricular activities. Instructional activities may also include approved media, such as computer programs/software, television, radio, telephone and correspondence. Included here are the activities of paraprofessionals, aides and classroom assistants, clerks, or graders, and the use of teaching machines or computers that assist in the instructional process of interaction between teachers and students.

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

*(500) 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.

*(600) Supplies/Materials* – Instructional materials, supplies, books, and other general supplies that can be consumed, worn out, or deteriorate through use. Curriculum software licenses and inexpensive classroom furnishings below \$125 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.

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

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

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

*(500) 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.

*(600) Supplies/Materials* - Office supplies, books, non-curriculum software licenses, inexpensive school and staff furnishings not exceeding \$125 each, and other general supplies. Computer peripherals purchased outside of a system package (such as mice, keyboards, and computer speakers) also fall under this category.

**Equipment**

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 EDGAR, §80.32, §74.34.

*(735) Equipment* - Generally items over \$125 each or electronic in nature that will be used for more than one year are considered equipment. This includes computers, computer and/or phone networking equipment, SMART or Promethean boards, video projectors, large printers, copy machines, large pieces of staff and office furniture, vocational education equipment, and specialized technology furniture such as media carts. Please be sure to provide detail on large technology purchases.

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

Furthermore, “small and attractive” items, such as iPads, iPhones, tablet computers, laptops, microscopes, or any desirable item that could fit in a backpack must be considered equipment and inventoried, regardless of cost. Even though individual computers rarely meet established thresholds for capitalization from an

accounting standpoint, they are referred to as equipment in the grant program. The budget narrative should provide ample details about what items are being considered for purchase and their estimated cost.

## Transportation

(sample language – have Marti check)

The RFP and rubric under this grant will require applicants to include a description of the transportation needs of the school and its proposed plan to fulfill them. All applicants will be required to submit a transportation plan as an addendum. Schools choosing to provide their own transportation, whether using grant funds or not, will also need to demonstrate that they have a state statute aligned and CDE approved transportation policy in place. This policy will address state statute and rules related to public transportation safety, which are outlined in 1 CCR 301-25 Colorado Minimum Standards Governing School Transportation Vehicles (one of 4 versions by manufacture date: April 30, [2015-Present](#), September 1, [2007-2015](#), February 1, [1999-2007](#) or October 1, [1993-1999](#)), [1 CCR 301-26 Operation Maintenance and Annual Inspection of School Transportation Vehicles](#), and [Rules for the Administration of the Public School Transportation Fund](#) (CCR 301-14) and guidance. Additionally, the Schools of Choice Unit will require subgrantees requesting these funds to establish contact with the Department's Transportation Unit 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 and all necessary technical assistance trainings.

Colorado encourages subgrantee use of grant funds to cover one-time startup costs associated with providing transportation to students to and from school. This aligns with our goal to increase enrollment and attendance in these schools and increase access to equitable educational opportunities in Colorado, particularly among historically underserved and educationally disadvantaged student populations. More students will have greater options available to them to enroll in a high quality charter schools and authorizers will become better able to understand how to find a path for public charter schools to offer transportation services to students. SOC will work with grant applicants and their districts to ensure those seeking grant funding for transportation identify one-time startup costs associated with transporting students into their project goals and budget. Applicants are also asked to address this set aside in a transportation plan that considers transportation needs of its students beyond the startup phase of the charter school that would become an appendix to the Colorado CSP application.

Criteria – Colorado will use the following criteria for determining whether a proposed transportation expense is allowable under the CSP grant:

- Total annual expenses on transportation item is not to exceed 25% of annual grant award and only if it is in relation to the acquisition of a bus.
- School will provide annual reports on the status of the bus including evidence of proper record keeping, inventory, serial # and maintenance.
- Identified cost of a bus will be evaluated by CDE Transportation Unit to determine whether identified cost is a reasonable cost for the bus before a purchase would be allowed.
- Primary goals of the grant are clearly met and not compromised based on expenditures made related to transportation costs.
- The school will provide a transportation goal and write a measure and metric to report on related to the transportation goal and
- The school will provide an update in their annual report on their transportation plan and the plan's effectiveness.

- School will provide an assurance that funds used are clearly associated as a cost that is a one-time cost to the school.
- Consideration of management of recurring transportation costs
- Schools will be asked to complete a budget template that allows them to demonstrate an understanding of what reasonable cost assumptions look like over a five year period for managing transportation expenses and how these costs will be incorporated into a long-term sustainable operational budget for the school.
- As with other assurances, state will not fund recurring costs in the grant.

#### **Facilities**

(need language)

#### **References and Additional Guidance**

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

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

## CCSP Grant Final Checklist

✓	Revising, Editing, and Formatting Application	✓	Printing, Signing and Assembling Application
	Does your lottery comply with the federal Charter Schools Program, title IV, part C of the ESEA <sup>7</sup> nonregulatory guidance? Has it been reviewed for compliance by CDE Schools of Choice? Has it been approved by your board and authorizer?		Have you prepared two (one original and one copy) hard copies of the grant to be given to CDE?
	Have you checked your requested budget to make sure all items are fundable (or previously sent the proposed budget to CDE Schools of Choice for a “red flag” check)?		Is your Narrative saved as a Word file? Do not send Narrative as a PDF. Appendices may be submitted as a PDF document.
	The budget period for the initial year of the grant is upon final approval through June 30. The budget period for subsequent years is July 1 – June 30. Does the proposed budget reflect this timeframe?		Is the cover page (with appropriate signatures and certifications) printed and on top of each printed copy?
	Have you stated things concisely and without redundancy?		Have you attached as Appendix A your charter school’s enrollment policy and forms?
	Have people not involved in writing the grant proposal been used to edit the document and make sure that the document is clear and understandable?		Did you include sheets 2-4 of the Excel CCSP Grant Budget as Appendix B?
	Have you checked for grammatical errors and spelling mistakes?		Is your school’s multi-year budget (five years or more) included as Appendix C?
	Have you used bullets and headings to help the grant reviewer follow the main sections of your grant proposal?		If requesting technology funds, is your Technology Plan included as Appendix D?
	Have you used a 12-point, standard font in your document?		If requesting funds for a school or classroom-based library, is your Library Development Plan included as Appendix E?
	Have you used 1-inch margins and formatted your proposal to print on 8.5” x 11” paper?		Have you included your Professional Development Plan as Appendix F?
	Is the body of the application limited to 25 pages?		Have you included your Performance Management Plan as Appendix G?
			Have you cited the waivers you will request or have requested in Appendix H?
			Have you completed and included your Technical Assistance Proposal as Appendix I?
			Have you provided the necessary Disclosure Information in Appendix J?
			Have you provided the necessary information for your transportation plan in Appendix K?
			Have you attained prior approval from CDE Schools of Choice for any additional attachments/appendices?
			Have you stapled or binder-clipped each copy of the proposal in the upper left-hand corner and did you refrain from using divider pages or binders?

<sup>7</sup> Ibid.

**Colorado Charter Schools Program  
2017-18 Grant Application**

<b>PART IA: COVER PAGE</b> <i>(Complete and attach as the first page of proposal)</i>		
<b>Name of Charter School:</b>		
<b>Amount Requested for 2020-2021:</b>		<b>Number of students for 2020-2021:</b>
<b>Type of Eligible Applicant:</b> New Charter School <input type="checkbox"/> High-Quality Replication or Expansion <input type="checkbox"/>		
<b>Mailing Address (Street, City, State, Zip):</b>		
<b>School Grant Contact Person, Title</b> <i>(May not be a member of a EMO or collaborative):</i>		
Telephone:		Email:
<b>Signature:</b>		
<b>Authorizer (LEA) Information</b>		<b>LEA DUNS #<sup>8</sup>:</b>
<b>CDE District Code:</b>	<b>CDE School Code:</b>	<b>NCES ID:</b>
<b>Authorizer:</b>		
Mailing Address (Street, City, State, Zip):		
<b>Authorizer Grant Contact Person, Title (Authorized Representative):</b>		
Telephone:		Email:
<b>Signature:</b>		
<b>Authorizer Superintendent/Executive Director:</b>		
<b>Signature:</b>		
<b>Authorizer Board President:</b>		
<b>Signature:</b>		
<b>Authorizer Fiscal Manager (Please note: Charter schools within a district must list the <u>District</u> Fiscal Contact. Instate charter schools must list the <u>CSI</u> Fiscal Contact.)</b>		
<b>Fiscal Manager:</b>		
Telephone:		Email:
<b>Signature:</b>		

<sup>8</sup> Per 2 CFR chapter 1 part 25 and the Office of Management and Budget guidance on FFATA subaward and Executive Compensation Reporting issued on August 27, 2010, subawards can only be made to entities with DUNS numbers. To be eligible for award, entities must register for and/or provide their DUNS number to the Colorado Department of Education as part of their application. Entities may register or request their current DUNS number by visiting <http://fedgov.dnb.com/webform> or by calling [REDACTED]

**Please note:** If grant is approved, funding will not be awarded until all signatures are in place

Required Information:					
Year School Started / Will Start:			Year Charter Expires:		
Previous Colorado Charter Schools Program Grant Funding Level Year ____ Amount _____ N/A: <input type="checkbox"/>			School accreditation level from School Performance Framework (if already operating a school(s)) Performance <input type="checkbox"/> Improvement <input type="checkbox"/> Priority Improvement <input type="checkbox"/> Turnaround <input type="checkbox"/> N/A <input type="checkbox"/>		
Year ____ Amount _____			Percentage of Students Qualifying for Free or Reduced Lunch (indicate if actual or approximate):		
Year ____ Amount _____			Percentage of Students with an Individualized Education Program (indicate if actual or approximate):		
October 1 Count (actual) or Projected Enrollment					
2017-18	Pre-K:	<b>K-12 Total:</b>	Grades K-5:	Grades 6-8:	Grades 9-12:
2018-19	Pre-K:	<b>K-12 Total:</b>	Grades K-5:	Grades 6-8:	Grades 9-12:
2019-20	Pre-K:	<b>K-12 Total:</b>	Grades K-5:	Grades 6-8:	Grades 9-12:
2020-21	Pre-K:	<b>K-12 Total:</b>	Grades K-5:	Grades 6-8:	Grades 9-12:
2021-22	Pre-K:	<b>K-12 Total:</b>	Grades K-5:	Grades 6-8:	Grades 9-12:
Federal Program Funds the Charter School Will Be Applying For <i>(Check with your school district to understand how these funds may be or are available to your charter school)</i>					
<input type="checkbox"/> Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies <input type="checkbox"/> Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers, Principals or Other School Leaders <input type="checkbox"/> Title III: Language Instruction for English Learners and Immigrant Students <input type="checkbox"/> Title IV, Part A: Student Support and Academic Enrichment Grants <input type="checkbox"/> Title V, Part B: Rural Education Initiative					
Amount Requested <i>(for all three years, mark N/A if not applying in planning year).</i>					
Planning Year					
Year 1 Implementation					
Year 2 Implementation					

## Part IB: Certification and Assurance

### Colorado Charter Schools Program Grant

*The Board President and Board-Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.*

On (date), \_\_\_\_\_ 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, the board agrees that the general assurances for all federal funds and the terms therein are specifically incorporated by reference in this application. The board also certifies that all program and pertinent administrative requirements will be met. These include the Education Department General Administrative Regulations, the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act requirement. In addition, the board certifies that the charter school is in compliance with the requirements of the federal Children's Internet Protection Act, and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools.

Charter school / authorizer partnerships that accept funding through the Colorado Charter Schools Program grant agree to the following certifications:

- 1. Applicant grant contact (charter school authorized representative) possesses the legal authority to apply for this grant on behalf of the school. If the grant contact is not the chair of the governing body (due to conflict of interest), a resolution or motion has been adopted by the applicant's governing body directing and authorizing the grant contact the delegated responsibility to act on their behalf to submit this application, including all understanding and assurances of certifications contained herein, to execute the grant, if approved, to comply with certifications, budget, and fiscal requirements, and act as the governing body's authorized official for the grant program. The grant contact has no conflict of interest with any party (employee, management organization, contractor, vendor, etc.) that has a financial interest in the grant award.
- 2. Recipient schools and their authorizer will, for the life of the grant, participate in all federal, state, and authorizer data reporting and evaluation activities expected of all publicly-funded schools, unless exempt through waiver; and will participate in those activities outlined in the participation, evaluation and reporting section of the CCSP grant request for proposal, including participation in CDE Schools of Choice annual evaluations, studies and surveys and submission of annual financial reports, final grant report and supporting documentation.
- 3. Recipient schools and their authorizer will ensure that at least one person from the charter school will subscribe to and be responsible to receive communication from the CDE Schools of Choice email listserv for the life of the grant.
- 4. Recipient schools operate (or will operate, if not yet open) a charter school in compliance with all state and federal laws and that does not discriminate based on race, gender, national origin, color, disability, or age.
- 5. Recipients will be aware of and comply with all provisions of the ESEA<sup>9</sup>), including, but not limited to, provisions on title V, part B, subpart 1, title IX, Boy Scouts of America Equal Access Act, Armed Forces

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<sup>9</sup> Ibid.

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, Pub. L. 107-110.

- 6. Recipients will be aware of and comply with federal laws including, but not limited to, 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, , part B of the Individuals with Disabilities Education Act ,and [2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#) and [Nonregulatory Guidance Student Support and Academic Achievement Programs.](#)
- 7. Recipient schools and their authorizer will be aware of and comply with Executive Order 13513, “Federal Leadership on Reducing Text Messaging While Driving,” October 1, 2009, by acknowledging that grant recipients and their personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.
- 8. Recipient schools and their authorizer will ensure knowledge of and compliance with all provisions of U.S. Department of Education 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, use of grant funds, and administrative and fiscal responsibilities.
- 9. Applicant has provided the school’s authorizer with “adequate and timely notice” of this grant application including the opportunity to review the complete CCSP application prior to submission.
- 10. Recipient schools and their authorizer shall ensure that a student’s records, and, if applicable, a student’s individualized education program as defined in section 602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to that charter school, and to another public school upon the transfer of the student from a charter school to that public school, in accordance with applicable law, Pub. L. 107-110, section 5208.
- 11. Authorizer recipients ensure 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.
- 12. Recipient schools and their authorizer will be aware of and comply with ESEA<sup>10</sup>, title V, part B [20 USC 7221c. section 5204, (e)(4)(B)], which states, “A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the applicant enters voluntarily into a mutual agreed upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all subgrant funds to the eligible applicant without delay.”
- 13. Recipient schools will ensure that the awarded grant funds will be spent or encumbered by June 30 of each grant year, unless extenuating circumstances warrant an extension request. Recipients understand that any such extension request must be made by the Authorizer on their behalf no later than June 1 of the respective grant year, and that if an extension request is not approved by CDE on the grounds that extenuating circumstance have not been established the recipient school will be held to the June 30 deadline.
- 14. Recipients shall maintain accounting records and procedures in accordance with state and federal requirements that ensure proper disbursement of, and accounting for, federal funds, including evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. CDE 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. The recipient further agrees to comply with all

Commented [LN12]: Per Brian: Does this change to Title IV, part C?

Commented [LN13]: Per Peg: The portion that this quote is from is the US Code. I don't really know how that relates to the revised ESSA. However, tile IV part C is specific to the CSP and does not speak of grant administration. We will have to inquire of someone else as to how the USC Title 7221 falls under ESEA now.

<sup>10</sup> Ibid.

federal and state audit requirements and ensures that arrangements have been made to finance mandatory audits.

- 15. Recipients shall ensure that none of the funds authorized under the ESEA<sup>11</sup>, 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, Pub. L. 107-110, section 9526).
- 16. Recipient schools are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation. Should the charter school close, the authorizer agrees to notify CDE Schools of Choice Office of the reason for closure and agrees to notify CDE Schools of Choice regarding the appropriate disposition of assets purchased under this grant.
- 17. Recipient schools will ensure that they will budget for and comply with the required Charter School Support Initiative visit according to their projected student count for the year of the visit.
- 18. Recipient schools, with authorizer review and approval, will submit a revised budget narrative and budget workbook to CDE Schools of Choice within 30 days of notification of a grant award; budget changes must meet the approval of CDE Schools of Choice before any grant funds will be released.
- 19. Recipient schools will use an independent auditor for annual financial audits that is different from their authorizer's auditor.
- 20. Recipient schools and their authorizer understand that if any findings of misuse of grant funds are discovered project funds must be returned to CDE, and that CDE 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.
- 21. Recipient schools understand that they will not own rights, title, and/or interest in any of the intellectual property rights, including copyrights, patents, trade secrets, trademarks, and service marks in the works and documents created and paid for under this grant program.
- 22. Recipient schools and their authorizer are aware that U.S. Department of Education regulations prohibit a person from participating in an administrative decision regarding this project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the subgrantee, 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.
- 23. Recipient schools certify that they understand an approved charter application and a signed charter contract are required in order to be eligible for an award.
- 24. Recipient schools and their authorizer certify that a high degree of autonomy is built into its charter contract, and that they have sought, or will seek, all the appropriate automatic and other waivers to support the level of autonomy negotiated in their charter contract.
- 25. Recipient schools and their authorizer certify that their charter contract allows the opportunity for the school to purchase services via a third party.
- 26. Recipient schools will ensure the governing body is apprised of the requirements of the grant and their obligation to complete technical assistance requirements or risk delayed or suspended grant funds.

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<sup>11</sup> Ibid.

- 27. Recipient schools shall ensure that students enrolled in the charter school will be taught the United States Constitution each year on September 17, Constitution Day.
- 28. Recipients using an educational service provider (ESP) certify that the ESP will not influence or exercise control over expenditure of federal funds, and that the ESP agreement with the charter school governing board will be provided to CDE Schools of Choice before grant funds are released.

Funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the federal audit requirements contained in the Single Audit Act of 1984.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award upon thirty (30) days' notice if it is deemed by CDE 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.

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Name of School District Superintendent or  
Charter School Institute Executive Director

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Signature of School District Superintendent or  
Charter School Institute Executive Director

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Name of School District Board of Education  
President or Charter School Institute Board  
President

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Signature of School District Board of Education  
President or Charter School Institute Board  
President

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Name of School District or CSI Authorized  
Representative

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Signature of School District or CSI Authorized  
Representative

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Name of Charter School Authorized  
Representative (Grant Contact)

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Signature of Charter School Authorized  
Representative (Grant Contact)

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Name of Authorizer Fiscal Manager

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Signature of Authorizer Fiscal Manager

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

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

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Name(Printed)  
Charter School Board President

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Signature  
Charter School Board President

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Name (Printed)  
Charter School Authorized Representative

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Signature  
Charter School Authorized Representative

**Colorado Charter Schools Program Grant  
2017-18 Evaluation Rubric Scoresheet**

**Applicant:**

**Part I: Cover Page** No Points  
**Certification and Assurance Form**

**Part II: Narrative**

Section A: Executive Summary	/6
Section B: Grant Project Goals and Budget Narrative	/21
Section C: Research-based Program/Comprehensive Design Aligned with Standards	/24
Section D: Educationally Disadvantaged Students	/8
Section E: Professional Development Plan and Goals	/5
Section F: Accountability and Accreditation	/11
Section G: Parent/Community Involvement and Board Governance	/8
Section H: Networking and External Support	/4
Section I: Business Capacity	/11
Section J: Facilities	/6
Section K: Transportation and Continued Operation	/8
Section L: Technical Assistance	/3

**/115**

Subtotal  
Priority Points /20  
*(apply only to subtotal of 85 points or greater and are used to increase award )*

Focused Programming Points  
TBD

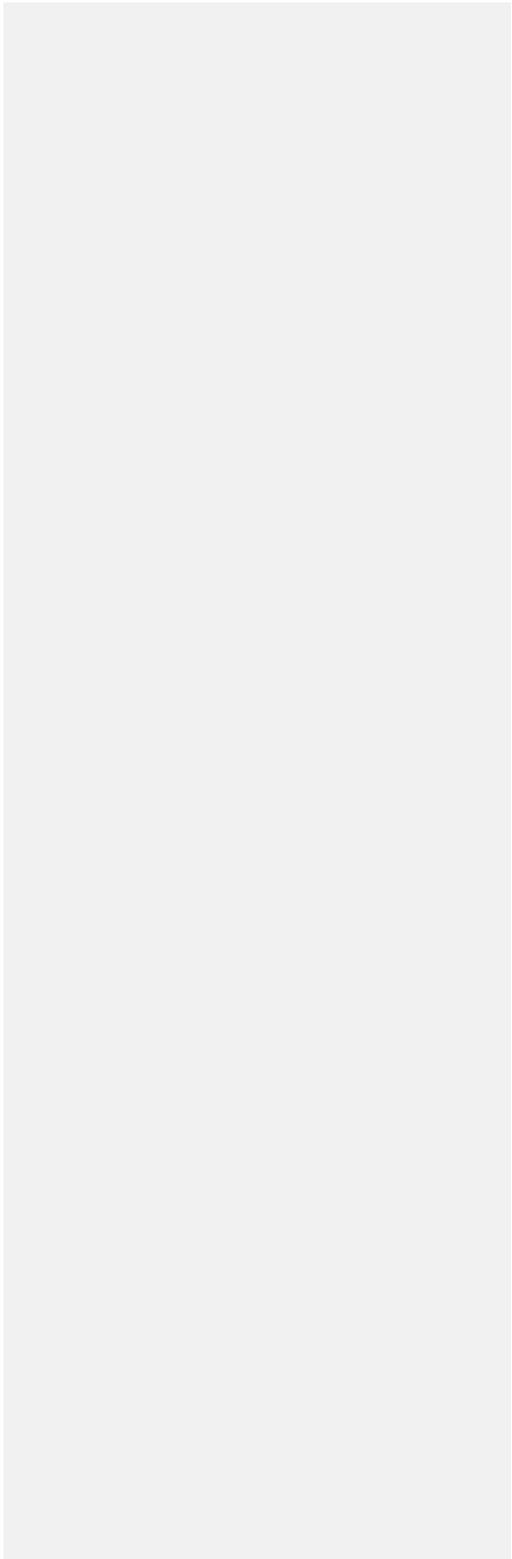
**TOTAL /135**

**Part III: Appendices** No Points

Appendix A: Charter School Enrollment Policy
Appendix B: CCSP Grant Budget
Appendix C: Charter School Annual Budget
Appendix D: Technology Plan (if requesting funds)
Appendix E: Library Development Plan (if requesting funds)
Appendix F: Professional Development Plan
Appendix G: Performance Management Plan
Appendix H: Waivers Sought
Appendix I: Technical Assistance Proposal

Appendix J: Disclosure Information  
Appendix K: Transportation Plan  
Optional: Focused Programming Plan  
Facility Plan

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**GENERAL COMMENTS:** Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.

**Strengths:**

- 

**Weaknesses:**

- 

**Required Changes:**

- 

**Recommendation:**

Funded ____	Funded w/Changes ____	Not Funded ____
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## CCSP Grant Selection Criteria and Evaluation Rubric

### Part I: Cover Page

**No Points**

- ✓ Cover Page, signed
- ✓ Certification and Assurance, signed

### Part II: Narrative

**135 Points**

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, applicants must score at least 85 points out of the possible 115 points, and all required parts must be addressed. Priority points will be applied after an applicant has met the initial fundable level, allowing for a total possible score of 135 points. Applications that score **115** points or above will be approved as high scoring and receive greater funding. Applications that score below 85 points *may* be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of zero on any required part within the narrative will not be funded without revisions, even if the overall score of the application is above 85 (though this will not apply to the priority points parts of each section).

If more schools meet the criteria to be funded than there are funds available, applications will be ranked to make final decisions about which schools are funded.

#### A. Executive Summary

Briefly introduce the reader to your school. Give the reader a vision of your school. What does this school want to accomplish, and why is that important to the community you intend to serve? How will your school uniquely prepare students for college and career success? Identify the grant project goals and begin to explain how those projects will support your planning and implementation of the school. Also, describe who is planning this school.

Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
1) Proposal clearly explains why this school should open at this time and in this community includes: <ul style="list-style-type: none"> <li>• Identify the needs of the community you plan to serve in terms of the range of educational options currently available, and level of performance in the geographic area in which you plan to open.</li> <li>• Describe the planning team’s mission and vision for the school including academic program and culture.</li> <li>• Explain how this vision meets the needs of the community.</li> <li>• Explain how this vision will prepare students to be successful in current and future postsecondary and workforce environments.</li> <li>• Identify the grant project goals (which you will discuss in depth in section 2) and explain briefly how they support the vision.</li> </ul>	0	2	4

2) Description of key founders includes: <ul style="list-style-type: none"> <li>• Identification of the role(s) each founder is playing in the start of the school</li> <li>• Brief description of the previous life and work experience that makes each member ready to play their role in starting this school.</li> </ul>	0	1	2
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<b>TOTAL POINTS</b>	<b>/6</b>
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**Reviewer Comments:**

<p><b>Priority Points: Up to 2 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> <li>• The vision of the school presents compelling or innovative ideas about how the school will ensure postsecondary workforce readiness (PWR), for example through use of Individual Career and Academic Plan (ICAP) and/or alignment with Graduation Guidelines.</li> </ul>	<p>Please award between 0 and 2 points for this section</p>
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**Reviewer Comments:**

<p><b>Focused Programming Points: Up to 2 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> <li>• The vision of the school presents compelling or innovative ideas that are exemplary and go above and beyond the minimum requirements about how the school will meet the needs of the following special groups: Special Education, English Language Learners, High Mobility – including; foster, homelessness and Alternative Education Campuses, Rural and High Schools</li> </ul>	<p>Please award between 0 and 2 points for this section</p>
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**Reviewer Comments:**

**B. Grant Project Goals and Budget Narrative**  
Identify 3-5 grant project goals, and justify each goal in terms of its value in supporting the planning and implementation of your proposed school. **All grant spending, including future revisions to your budget, must fit clearly within one of your stated project goals.** Please include in the narrative a table that includes the proposed budget items and corresponding grant year for each grant project goal. See criteria below regarding kinds of goals required and allowed in the grant program and what detail is required.

Required Criteria	Met Few or No Criteria	Met half or More Criteria	Met All Criteria
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<p>1) Each grant project goal is a quality goal and the set of goals fulfill minimum content requirements, include:</p> <ul style="list-style-type: none"> <li>At least one grant project goal addresses Colorado Measures of Academic Success (CMAS) performance for <b>EACH</b> subject (English Language Arts, math, science, social studies, and English Language Proficiency) performance, as well as growth for English Language Arts and math.</li> <li>At least one grant project goal addresses postsecondary and workforce readiness (PWR).</li> <li>Clear measures and metrics for each goal.</li> </ul>	0	3	6
<p>2) There is clear alignment among grant project goals, specific expenditures and the vision and goals of the school.</p> <ul style="list-style-type: none"> <li>Each grant project goal aligns with the vision for the school (academic program and description of culture).</li> <li>Each grant project goal supports the school in reaching their school performance goals (those identified in charter and to be placed in Unified Improvement Plan).</li> <li>Each line in the budget narrative fits within an identified grant project goal. If seeking related funds, Technology Plan (Appendix D) and Library Development Plan (Appendix E) are included.</li> <li>Completed electronic and printed copies of the CCSP Grant Budget template (Appendix B), and the grant project goals and expenditures in that budget align with the budget narrative.</li> </ul>	0	3	6
<p>3) The budget narrative is realistic and compliant with the federal regulations (EDGAR, OMB) and Nonregulatory Guidance for this grant program.</p> <ul style="list-style-type: none"> <li>Costs provided for budgeted line items are specific (including cost per unit and number of units), not vague or estimated.</li> <li>Costs provided for budgeted line items are realistic, reasonable, and appropriate.</li> <li>Budget does not include construction, extended salaries (more than two people for more than three months FTE), or more than \$10,000 in recruiting during planning stage, \$5,000 in Year 1 Implementation and none in Year 2 implementation.</li> <li>Budget supplements, not supplants, state and local funding. Budget does not include recurring costs once per pupil revenue is available.</li> <li>Budget does not include items that will be utilized by grade levels or student groups not intended to be covered by the grant, e.g., pre-K (unless a waiver is secured) or existing students outside the scope of an expansion project.</li> </ul>	0	3	6

Commented [LN14]: Delete?

<p>4) The budget narrative addresses the following:</p> <ul style="list-style-type: none"> <li>• Budget explains if the applicant charter school is seeking additional grant funding for planning, implementation, or operational costs through any other sources outside the CCSP grant. Budget describes how the applicant charter school will ensure management and finances will remain separate from other grants.</li> <li>• Optional Focused Programming: the budget is aligned to the efforts to address the special groups: Special Education, English Language Learners, High Mobility – including; foster, homelessness and Alternative Education Campuses, Rural and High Schools</li> </ul>	0	1	3
<b>TOTAL POINTS</b>			<b>/21</b>
<b>Reviewer Comments:</b>			

<p><b>Focused Programming Points: Up to 2 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> <li>• The budget is aligned to the additional exemplary efforts that go above and beyond the minimum requirements to address the special groups: Special Education, English Language Learners, High Mobility – including; foster, homelessness and Alternative Education Campuses, Rural and High Schools</li> </ul>	<p>Please award between 0 and 2 points for this section</p>
<b>Reviewer Comments:</b>	

**C. Research-based Program/Comprehensive Design Aligned with Standards**  
 Fully *describe and justify* the design of the academic program in terms of the research base, alignment to the Colorado Academic Standards, capacity to prepare students for postsecondary and 21<sup>st</sup> century workforce readiness and why this program is a good fit for the community you plan to serve by addressing the following criteria.

Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
1) Justify the core academic curriculum for each core content area, (English Language Arts, math, science, and social studies). <ul style="list-style-type: none"> <li>Identify the key curriculum materials or approach to curriculum development</li> <li>Justify the choice through the use of published research or data-based anecdotal information about previous implementation</li> <li>Justify the choice by explaining how you know that the plan for each content area meets or exceeds the Colorado Academic Standards</li> <li>Justify the choice by explaining how you know it will prepare students for postsecondary study and 21<sup>st</sup> century careers.</li> <li>Justify the choice by explaining how it is a match for your anticipated demographic</li> </ul>	0	4	8
2) Explain key aspects of the instructional approach. <ul style="list-style-type: none"> <li>Identify key instructional methods or approaches in your design, such as innovative practices and use of instructional technology.</li> <li>Explain how these practices compliment your curriculum decisions and design.</li> </ul>	0	2	6
3) Explain how teachers will use a range of data and varied strategies to support individual learners. <ul style="list-style-type: none"> <li>Explain how you will use classroom and/or standardized assessments to determine the needs of individual students ongoing. Include how you will leverage data to inform equitable disciplinary system.</li> <li>Identify the range of differentiation and intervention structures, tools, and approaches in your design and explain how teachers will use these systems to respond to the needs of individual students.</li> </ul>	0	2	6
4) Explain your enrichment or elective plan. <ul style="list-style-type: none"> <li>Identify supplemental curriculum, materials, programs or plans for electives, and enrichment or things that you identify as core to your unique academic program</li> <li>Explain how these enhance the overall program.</li> </ul>	0	2	4
<b>TOTAL POINTS</b>			<b>/24</b>
<b>Reviewer Comments:</b>			

<p><b>Priority Points: Up to 4 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>• Deep understanding of how postsecondary and workforce readiness drives the design of the academic program and scaffolds K-12 for example by outlining alignment to PWR indicators, Graduation Guidelines, and/or use of ICAP.</li> <li>• Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	Please award between 0 and 4 points for this section
<b>Reviewer Comments:</b>	

<p><b>Focused Programming Points: Up to 2 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> <li>• Clear explanation for how the school will implement standards-based curriculum that is proven successful in addressing these special groups: Special Education, English Language Learners, High Mobility – including; foster, homelessness and Alternative Education Campuses, Rural and High Schools</li> </ul>	Please award between 0 and 2 points for this section
<b>Reviewer Comments:</b>	

<b>D. <u>Educationally Disadvantaged Students</u></b>			
Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. In this section, describe your plan for engaging and supporting educationally disadvantaged students, including low-income, special education, English learners, homeless, migrant and other at-risk students, and ensuring that they leave your school on track for postsecondary study and/or workforce success.			
Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
1) Explain your current projections of educationally disadvantaged students. <ul style="list-style-type: none"> <li>• Describe what you are doing and will continue to do to reach out to each category of educationally disadvantaged students and their families, including if you plan to utilize a weighted lottery.</li> <li>• Based on the demographics in the area in which you plan to open, and results of outreach efforts to date, provide a projection for each category of educationally disadvantaged students.</li> </ul>	0	1	2

<p>2) Justify the design of your programs, interventions, and/or plans to support educationally disadvantaged students, including exceptional students, low-income students, English learners, homeless, and neglected and delinquent students.</p> <ul style="list-style-type: none"> <li>Describe the needs of your prospective educationally disadvantaged students.</li> <li>Explain how the strategies you plan to put in place will meet their needs, comply with state and federal requirements for each educationally disadvantaged category, and prepare them for postsecondary and workforce success.</li> <li>Specifically address and detail how you will meet part B of the Individuals with Disabilities Education Act.</li> <li>If applicable, describe plans for use of title I funds.</li> <li>Provide research or data about other successful implementations of these strategies.</li> </ul>	0	2	6
<b>TOTAL POINTS</b>			<b>/8</b>
<b>Reviewer Comments:</b>			
<p><b>Focused Programming Points: Up to 4 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> <li>There is a strong connection between the main ideas throughout this section that weaves through the application and the stated mission, vision and grant project goals for this school.</li> <li>Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> <li>Specific Focused Programming group(s) are included with clear philosophy guiding efforts to reach students in the following groups: Special Education, <a href="#">English Language Learners</a>, <a href="#">High Mobility – including; foster, homelessness and Alternative Education Campuses, Rural and High Schools</a></li> </ul>	Please award between 0 and 2 points for this section.		
<p><b>Focused Programming Points: 4 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole. A weighted lottery policy, or other recruitment tools, is utilized to ensure that the school meets or exceeds a representative population of educationally disadvantaged students.</p> <p>OR</p> <ul style="list-style-type: none"> <li>The school’s intended target population precludes the use of a weighted lottery due to the intentional mission and/or location to meet this populations needs.</li> </ul>	Please award 4 points, if applicable		
<b>Reviewer Comments:</b>			

**E. Professional Development Plan and Goals**  
Provide an executive summary of the charter school’s professional development plan (the full Professional Development Plan should be described in Appendix F).

Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
1) Provide an executive summary of the plan for professional development (PD) at your school. <ul style="list-style-type: none"> <li>• Ensure that all members of the school team have been included, board, leadership, teachers, other staff.</li> <li>• Identify and explain the rationale for the goals of the PD plan in terms of the academic program plan.</li> <li>• Explain what activities will be used to achieve the goals of the PD plan.</li> <li>• Include plans to train staff on technology included in the technology plan.</li> <li>• Sufficient funds are budgeted for the identified professional development activities in the grant budget and/or operating budget.</li> </ul>	0	3	5
<b>TOTAL POINTS</b>			<b>/5</b>
<b>Reviewer Comments:</b>			

<b>Priority Points: Up to 2 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole. <ul style="list-style-type: none"> <li>• There is a strong connection between the main ideas throughout this section and the stated mission, vision, academic program plan, and grant project goals for this school.</li> <li>• Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	Please award between 0 and 2 points for this section
<b>Reviewer Comments:</b>	

<b>Focused Programming Points: Up to 2 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole. <ul style="list-style-type: none"> <li>• Clear explanation for how the staff will be trained, coached, mentored and/or developed with a consistent thread of content addressing the following group(s): Special Education, English Language Learners, High Mobility – including; foster, homelessness and Alternative Education Campuses, Rural and High Schools</li> </ul>	Please award between 0 and 2 points for this section
<b>Reviewer Comments:</b>	

**F. Accountability and Accreditation**  
 As an independently governed public school, charters need to ensure plans, systems, and tools for strong oversight in the areas of academic performance, finance, governance, and operations. In this section, persuade the reader that your school will have adequate oversight to ensure quality implementation, operation, and accountability.

Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
1) Design a School Accountability Committee (SAC) plan that aligns with statute and clearly fits into the school's overall governance structure. <ul style="list-style-type: none"> <li>• Describe the SAC pursuant to C.R.S. 22-11-401 &amp; 402, including its purpose, structure and function.</li> <li>• Explain how the SAC relates to the school leader, parent and teacher organization, governing board, and other leadership and input structures.</li> </ul>	0	1	2
2) Explain the rationale for the performance goals and measures in your charter application or contract. <ul style="list-style-type: none"> <li>• Clearly state each performance goal related to CMAS proficiency, growth, other standardized measures of proficiency or growth (including local and interim assessments), and any other school performance measures identified in your charter application or contract. (Include Colorado SAT if planning for a high school.)</li> <li>• Identify other performance goals and measures of importance to the school, based on your design.</li> <li>• Explain why these goals are appropriately rigorous given the performance in the area in which you plan to open.</li> <li>• Goals and measures meet minimum state expectations, including those outlined on the School Performance Framework, ICAP, and Graduation Guidelines.</li> </ul>	0	2	5
3) Create a broad and thorough plan for monitoring and reporting progress toward performance goals to the SAC, governing board, and community. <ul style="list-style-type: none"> <li>• Identify what data or information each group will receive.</li> <li>• Describe how each group will use the data and information they receive to monitor school performance in the following areas: academic performance, discipline, safety, attendance, student/parent satisfaction, staff satisfaction, and financial accountability.</li> </ul>	0	2	4
<b>TOTAL POINTS</b>			<b>/11</b>
<b>Reviewer Comments:</b>			

<p><b>Priority Points: Two Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> <li>• There is a strong connection between the main ideas throughout this section and the stated mission, vision and grant project goals for this school.</li> <li>• Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	Please award between 0 and 2 points for this section
<b>Reviewer Comments:</b>	

<p><b>Focused Programming Points: Up to 2 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> <li>• Clear explanation for how efforts to addresses special groups (Special Education, English Language Learners, High Mobility – including; foster, homelessness and Alternative Education Campuses, Rural and High Schools) will be monitored and how progress and overall accountability for focused programming will be reported to stakeholders.</li> </ul>	Please award between 0 and 2 points for this section
<b>Reviewer Comments:</b>	

<b>G. Parent/Community Involvement and Board Governance</b>			
Deep parent and community engagement are cornerstones of charter school statute. In this section, convince the reader that the new school or expansion project has significant support from prospective parents and community members and organizations. Also, use this section to justify the make-up and preparation of the board.			
Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
1) Demonstrate significant planning and effort to engage prospective families and community members. <ul style="list-style-type: none"> <li>• Use waitlist information, volunteer hours, or other relevant information to describe the current level of parent engagement in the new school or expansion project.</li> <li>• Document interest and engagement of community members.</li> <li>• Describe the roles parents and community members may play in the life and decision-making of the school ongoing.</li> </ul>	0	1	2
2) Justify the composition and selection process for the governing board. <ul style="list-style-type: none"> <li>• Explain how the composition ensures input from stakeholders.</li> <li>• Explain how the composition and selection process ensures adequate expertise to perform board responsibilities to meet State Board rule requirements of “demonstrating diverse and necessary capabilities.”</li> </ul>	0	1	2
3) Clearly articulate the autonomy of the governing board from the authorizer and any educational service provider.	0	1	2

<p>4) Provide evidence of strong board preparation and practice</p> <ul style="list-style-type: none"> <li>• Detail the training the board has already received.</li> <li>• Detail the training the board still needs, as well as, when and how they will receive that training.</li> <li>• Describe evidence of current strong board practice, including the development and implementation of conflicts of interest policies.</li> <li>• Describe board’s financial and transparency processes (sunshine law compliance).</li> </ul>	0	1	2
<b>TOTAL POINTS</b>			<b>/8</b>
<b>Reviewer Comments:</b>			

<p><b>Priority Points: Up to 2 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> <li>• There is an explanation about how the make-up of the board was designed to support the mission and vision of the school.</li> <li>• There is evidence of board development in the areas of the school’s mission, vision, academic program, and understanding postsecondary and workforce readiness.</li> <li>• Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	Please award between 0 and 2 points for this section
<b>Reviewer Comments:</b>	

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**H. Networking and External Support**

New charter schools need to have broad-based engagement that goes beyond prospective families and community members. New charters need to establish powerful relationships with individuals and organizations that have the expertise they will need to open and operate with quality. In this section, identify the external support and assistance the school will rely upon in the development and/or implementation of the school's total program.

Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
1) Establish a strong effective network of external support. <ul style="list-style-type: none"> <li>• Identify specific areas in which the school is seeking support (examples include: application process and procedures; governance; program planning; transition from planning to implementation; staff relations; establishing a business office; facilities; curriculum and assessment; postsecondary and workforce readiness; federally funded programs (e.g. special education and title I); data-driven decision-making; etc.</li> <li>• Identify external partners who may provide support in the areas identified above.</li> <li>• Describe how staff will be engaged with these external partners, to help build the network of support available to them.</li> </ul>	0	2	4
<b>TOTAL POINTS</b>			<b>/4</b>
<b>Reviewer Comments:</b>			

<p><b>Priority Points: One Additional Point</b> may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> <li>• There is a strong connection between the main ideas throughout this section and the stated mission, vision and grant project goals for this school.</li> </ul>	Please award 0 or 1 point for this section
<b>Reviewer Comments:</b>	

<b>I. Business Capacity</b>			
As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial viability. In this section, explain your school's plan to be compliant, strategic, and responsible with finances and business services.			
Required Criteria	Met Few or No Criteria	Met Half or More criteria	Met All Criteria
1) Ensure that finance policies and procedures are in place. <ul style="list-style-type: none"> <li>Identify the office practices and policies already in place.</li> <li>Identify those policies and practices that still need to be developed.</li> <li>Describe the plan for completing annual independent audit requirements.</li> <li>Explain how the data system identified, or in place, meets your school's needs.</li> <li>Explain how the school will secure experienced and qualified personnel to conduct business and financial services.</li> </ul>	0	1	3
2) Ensure financial viability. <ul style="list-style-type: none"> <li>Describe the role the board plays in financial oversight.</li> <li>Provide a thorough description of organization, management, and financial plan that demonstrates both fiscal viability and autonomy.</li> </ul>	0	1	3
3) Ensure ability to execute the CCSP grant. <ul style="list-style-type: none"> <li>School has sufficient cash on hand, or a reasonable plan to acquire it, to front initial grant spending until reimbursed.</li> <li>Justify the capabilities and capacity of the board to execute its new school or expansion project successfully.</li> </ul>	0	2	5
<b>TOTAL POINTS</b>			<b>/11</b>
<b>Reviewer Comments:</b>			

<b>J. Facilities</b>			
Whether renting, purchasing, or using a district facility, charter schools need to plan to ensure their facility/ies will be safe and ready when they open -- and that they have a facility plan that is financially sustainable.			
Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
1) Justify the school's choice of facility. <ul style="list-style-type: none"> <li>A viable facility is secured, or is in process of being secured.</li> <li>Justify the safety and appropriateness of the facility in terms of ages of students served, general quality of facility and special needs of your academic program.</li> </ul>	0	1	4

<p>2) Justify the school's facility plan.</p> <ul style="list-style-type: none"> <li>• Demonstrate that the school, at a reasonable student enrollment projection, can cover the initial cost of making the building ready for students.</li> <li>• Budgeted facility cost represents a reasonable and appropriate projection for the facility.</li> <li>• Demonstrate that the facility plan is financially viable, both initially and beyond the first two years of operation.</li> </ul> <p>3) Describe specific use of grant funds with regard to acquiring facility referencing the budget worksheet, narrative and any other supporting documentation.</p>	0	1	2
<b>TOTAL POINTS</b>			<b>/6</b>
<b>Reviewer Comments:</b>			

<p><b>Priority Points: One Additional Point</b> may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> <li>• There is a strong connection between the mission, vision and the facility plan.</li> </ul>	Please award 0 or 1 point for this section
<b>Reviewer Comments:</b>	

<p><b>K. <u>Transportation and Continued Operation</u></b>          One of the goals of the CCSP Grant is to enable new charter schools access to funding early in their development so that they are able to establish a strong foundation on which to build a quality-learning environment. Emphasis is thus built into the grant to help a school transition through planning and implementation so that they may be fully sustainable on their per-pupil operating funds by the final year of the grant. As such, applicants must explain how their school will sustain both financially and programmatically after grant funds end.</p>			
<b>Required Criteria</b>	<b>Met Few or No Criteria</b>	<b>Met Half or More Criteria</b>	<b>Met All Criteria</b>

<p>1) Demonstrate that the school meets the following criteria for use of grant funds for transportation and required appendices are included and complete.</p> <ul style="list-style-type: none"> <li>• Total annual expenses on transportation item is not to exceed 25% of annual grant award and only if it is in relation to the acquisition of a bus.</li> <li>• School will provide annual reports on the status of the bus including evidence of proper record keeping, inventory, serial # and maintenance.</li> <li>• Identified cost of a bus will be evaluated by CDE Transportation Unit to determine whether identified cost is a reasonable cost for the bus before a purchase would be allowed.</li> <li>• Primary goals of the grant are clearly met and not compromised based on expenditures made related to transportation costs.</li> <li>• The school will provide a transportation goal and write a measure and metric to report on related to the transportation goal and</li> <li>• The school will provide an update in their annual report on their transportation plan and the plan's effectiveness.</li> <li>• School will provide an assurance that funds used are clearly associated as a cost that is a one-time cost to the school.</li> </ul>			
<p>2) Demonstrate that the school has internal capacity to ensure continued quality implementation and operation after the grant expires.</p> <ul style="list-style-type: none"> <li>• Provide a sound plan to sustain efforts and institutionalize practice begun under the grant project goals after the grant expires.</li> <li>• Explain how other federal, state, local, or private funds are or will be leveraged to assist the school to institutionalize effective practices.</li> </ul>	0	2	4
<p>3) Demonstrate that the school has the funding and enrollment to ensure continued quality implementation and operation after the grant expires.</p> <ul style="list-style-type: none"> <li>• Note which federal title funds the charter school will be receiving and how the plan for use of those funds (e.g., the Consolidated Grant Application) was developed in conjunction with the authorizer.</li> <li>• Demonstrate demand with a waiting list or list of interested families sufficient to justify the budget.</li> </ul>	0	2	4
<b>TOTAL POINTS</b>			<b>/8</b>
<b>Reviewer Comments:</b>			

**L. Technical Assistance**

CDE Schools of Choice requires and provides a significant amount of technical assistance to CCSP subgrantees. The purpose of this grant program and mission of CDE Schools of Choice is to promote quality growth within the charter sector in Colorado. The technical assistance offered and required is designed to promote quality practices among the school team that is implementing the grant, the governing board, the school administrator, and the business manager.

Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
1) Technical assistance is selected to ensure some investment in each of the following: the team managing the grant, the governing board, the school administrator, and the business management of the school. <ul style="list-style-type: none"><li>• Rationale for selecting technical assistance is clear and sound.</li><li>• Technical assistance is selected to best address gaps in expertise among the founding team.</li></ul>	0	1	2
2) The technical assistance proposal (Appendix I) is complete and included in the appendices (part III).	0	n/a	1
<b>TOTAL POINTS</b>			<b>/3</b>
<b>Reviewer Comments:</b>			

**Part III: Appendices**

**No Points**

Appendices are required (except where noted), but will not be scored. They are not included in the narrative's 25-page limit.

- A. **Charter School Enrollment Policy:** Include lottery protocol and application form
- B. **CCSP Grant Budget:** Excel spreadsheet, print sheets 2-4 for hard copies
- C. **Charter School Annual Budget:** Include last audited financial statement (no more than 2 pages) and long-term budget showing five or more years
- D. **Technology Plan:** If requesting funds for technology
- E. **Library Development Plan:** If requesting funds for school or classroom-based library resources
- F. **Professional Development Plan**
- G. **Performance Management Plan**
- H. **Waivers Sought:** List of statutes and their titles from which the charter school has been waived (this may be different than what was *requested*). Do not submit the entire waiver request; limit response to one page.
- I. **Technical Assistance Proposal**
- J. **Disclosure Information**
- K. **Transportation Plan**

**Optional:**    **Focused Programming Plan**  
                  **Facility Plan**

**Commented [LN15]:** Templates to be developed once CSP funds are awarded to the state.

DRAFT

## Colorado Charter Schools Program Grant INTENT TO SUBMIT

The Letter of Intent to apply for the Colorado Charter Schools Program Grant is to be submitted online via SurveyMonkey at <https://www.surveymonkey.com/r/ccsgp2018>

Below is a screenshot of the information requested in the Letter of Intent:

**Instructions:** Completing this Intent to Submit Form does not obligate the charter school in any way, but will provide useful information to the Colorado Department of Education in preparing for the grant review process. Returning the Intent to Submit Form will place you on an email distribution list for any grant-related updates.

**Charter School Contact Information**

Name of Charter School

School Mailing Address

Grant Contact Person:

Telephone:

Email:

**Authorizer Contact Information**

Name of Authorizer (School District or CSB):

Authorizer Charter Management Contact:

Telephone:

Email:

The authorizer is aware of intent to submit application to the CCSP grant:  
 Yes  No

Are you an organization, such as a CMO, EMO, Collaborative or ESP applying for a CCSP Grant on behalf of a school? If so, please specify:

Please identify your school model (check all that apply): Please identify your school model (check all that apply):

<input type="checkbox"/> Arts/Performing Arts	<input type="checkbox"/> Early College/Concurrent Enrollment
<input type="checkbox"/> Alternative Education Campus/Credit Recovery	<input type="checkbox"/> Expeditionary Learning
<input type="checkbox"/> Blended Learning	<input type="checkbox"/> Gifted Education
<input type="checkbox"/> Career and Technical Education	<input type="checkbox"/> Inclusion
<input type="checkbox"/> Classical	<input type="checkbox"/> Online/Partial Day
<input type="checkbox"/> College Prep	<input type="checkbox"/> Montessori
<input type="checkbox"/> Competency Based	<input type="checkbox"/> Project-Based
<input type="checkbox"/> Core Knowledge	<input type="checkbox"/> Single Gender
<input type="checkbox"/> Direct Instruction	<input type="checkbox"/> STEAM/STEAM
<input type="checkbox"/> Dual Language/Immersion	<input type="checkbox"/> Waldorf

**Colorado Charter Schools Program Grant  
ELIGIBILITY**

Eligibility Form is due to:  
[REDACTED] and [REDACTED]

**Required Information:**

Name of Charter School \_\_\_\_\_

**Required Information:**

Name, Title of Grant Contact Person \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

**Charter Authorizer:**

Charter School Institute     Local school district: (list name) \_\_\_\_\_

**Required Information:**

**Type of Eligible Applicant:**    New Charter School     High Quality Expansion/Replication

**Origin of Charter School (check all that apply)**

- Grassroots Start-Up (no affiliation)
- Public school conversion
  - mandatory
    - as part of a turnaround plan
    - by order of State Review Panel/State Board of Education
  - voluntary
- Private school conversion or  Nonpublic home-based educational program conversion
- Replication, Collaborative/CMO/EMO affiliation: \_\_\_\_\_
- New charter school network or  Operating additional network schools
- Expansion (specify additional grades or additional school sites) \_\_\_\_\_
- Other (specify and explain why it does not fall under any other category) \_\_\_\_\_

Note: Schools with an Educational Service Provider (ESP), Charter Management Organization (CMO), educational Management organization (EMO), or charter collaborative that will manage all or part of your educational program, please attach a copy of your proposed performance agreement.

**Charter Status**

- Approved charter application. Grade levels approved: \_\_\_\_\_
- Charter application submitted, but not approved. Date submitted: \_\_\_\_\_
- Will submit charter application on the following date: \_\_\_\_\_
- Renewal application submitted for replication or expansion, but not approved. Date submitted: \_\_\_\_\_

We have a fully executed, signed charter contract

Yes

No  Projected date of contract \_\_\_\_\_

We understand that we will not be awarded grant funds until a contract between the school and authorizer has been executed and signed. Evidence of a signed contract must be provided prior to funding.

Year School Started/Will Start: \_\_\_\_\_ Year Charter Expires/Will Expire: \_\_\_\_\_

Accreditation level of applicant school, from School Performance Framework *(for replication and expanding schools only)*

Performance  Improvement  Priority Improvement  Turnaround  N/A

Previous Colorado Charter Schools Program Grant(s) *(for replication or expansion schools only)*

Campus	Award Years	Total Amount	Current SPF Rating

**October 1 Count (Actual) or Projected Enrollment**

Year	Pre-K:	K-12 Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
2019-20					
2020-21					
2021-22					
2022-23					

**Autonomy:**

Briefly describe how this charter school will operate autonomously from the authorizer. Specifically address the following:

- Financial decision-making and business operations
- Services purchased from the district or a third party
- Charter school governing board members are not associated with the school district
- Legal independence

**Steering Committee and/or Governing Board Members:**

List steering committee or board members for this charter school. For each person include the following:

- Name
- Email
- Role on the board (e.g., community member, parent)
- Board title (e.g., president, secretary)
- Describe the expertise each brings to the board

**Lottery and Enrollment Policy:**

Please attach the proposed lottery and enrollment policy for the school. The following elements must be addressed within this policy:

1. How the community was/will be notified of the charter school’s opening
2. The date of the first, and thereafter annual, lottery
3. The charter school’s definition of founding family and the percentage of students to be enrolled as children of founding families

4. The charter school's definition of staff and the percentage of students to be enrolled as children of staff members
5. The processes and procedures that will guide how the lottery will be conducted
6. Which students will be given priority notice or guaranteed admission
7. Proposed weights to be used for educationally disadvantaged groups

**Conversion Schools: (complete only if applicable)**

Explain how this charter school will be significantly different from the previous school. Provide information on personnel, curriculum, school day, school year calendar, business operations, philosophical changes, and any other changes that make this a "new" charter school.

**Replication Schools: (complete only if applicable)**

Provide an explanation of how the new campus school meets the definition of a new charter school under the ESEA<sup>12</sup> definition and is "separate and distinct" as described in the eligible applicants section of the RFP. Minimally, each of the listed criteria should be addressed, but additional information may also be helpful to explain the new school's status.

In addition, the State has determined that only charter schools demonstrating the following criteria for replication may apply for grant funding:

Approval from the charter authorizer as evidenced by an executed charter contract specifically granting a separate campus. (A grant application may be submitted, with CDE Schools of Choice approval, if there is an application pending with an authorizer.)

**Expansion Schools: (complete only if applicable)**

Grade levels of original charter contract:

Current grade levels:

Grade level or student capacity additions to be supported by this grant:

Enrollment numbers for original charter:

Date of original charter contract:

---

<sup>12</sup> Ibid.

## Appendix D: Technology Plan

**Instructions:** Applicants are required to complete the Technology Plan if their application proposes CCSP grant funds be used for technology purchases. 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. This plan should be limited to 3-5 pages. Remember that the longer the plan, the less likely your ability to use it effectively. See the CCSP Guidebook for additional resources for completing this section.

School Name	
School Technology Contact (Name, Phone and Email)	
Authorizer Name	
Authorizer Technology 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, and outline the authorizer's and school's core technology plan priorities.]

### Vision

[Provide a one-sentence statement to be used to guide all future technology development, planning, and purchases. For example, "Technology will be an integral part of the curriculum to enhance and individualize learning and assessment."]

### Goals

[List technology-related goals for each of the categories below to be achieved for the two- or three-year grant period.]

- Include the types of technology resources you will have and how they will be used.
- Include method(s) to fund technology purchases and training.
- Include goals about staff development and curriculum integration.
- Include partnerships and goals for community access to the technology.
- Be general, so as not to limit the technological options that may come available to you.]

**Technology.**

**Curriculum.**

**Collaboration.**

**Staff Development.**

**Resources.**

**Funding.**

### **Technology Policies**

---

[Describe existing or pending policies that determine or monitor how your technologies are to be used by your "clients." If no such policy exists, the method and date by which a written policy will be enacted. Include sections on student and staff policies for accessing equipment and resources, staff expectations of use and limits for technology and a school/library policy for students, staff, and community members' access to resources, including after-hours or extra-curricular activities involving technology resources.]

### **Action Plan**

---

#### **Collaboration**

[List any technology partners you have (Boards of Cooperative Educational Services (BOCES), Adult Basic Education programs, other schools and libraries, Colorado Virtual Library, private business, etc.) and resources (people, time and/or money) they may share with you. List any partners in education you wish to develop and what resources they might have to offer.]

#### **Technology Acquisition**

[List the planned purchases, budgeted amounts, source of funding, and the planned date of acquisition. For network design, refer to any network architecture you have or consultants you will use to design your infrastructure. Keep the technicalities to a minimum, including only essential specs to allow flexibility in purchasing. ]

#### **Technology Integration into the Curriculum**

[For each technology acquisition item, list how the purchase will be used and integrated into the curriculum.]

#### **Staff Development**

[List and explain any training projects you have planned, including internal and external events, seminars and conferences. Include dates, costs, staff involved, and source/provider.]

#### **Resources**

[Describe the technology resources at your disposal. Include current or expected Internet access and monthly costs, media center inventory list, software used for instruction, inventory list of site licenses, etc. Describe maintenance costs and resources (support staff).]

#### **Funding Sources**

[List sources of funding, including any grants you will seek, E-rate funding levels and percentages of your general fund or capital reserve budgets allocated for technology.]

### **Evaluations**

---

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

## Appendix E: Library Development Plan

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

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 CCSP grant assistance.]

### Vision

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

### Current Library Media Program

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

### Goals/Objectives

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

### Activities and Measures

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

## Appendix F: Professional Development Plan

**Instructions:** ALL applicants are required to complete this plan as part of Part II: J Professional Development Plan of the application. Fill in each box and section below, replacing the text in brackets below each heading with the requested information. Use of bullet points is encouraged. Remember that the longer the plan, the less likely your ability to use it effectively. See the CCSP Guidebook for additional resources for completing this section.

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

### Vision

[Provide a short statement to be used to guide the planning and purchases of the professional development program for the board, administrators, staff, and teachers. Be sure this statement relates to the overall vision of the school.]

### Goals/Objectives

[Provide a brief overview of the goals and objectives that the school hopes to achieve through the professional development program during the life of the grant. Use the table below to individually list each goal and objective. Goals should focus on developing a broad foundation for all professionals to build on, relate to the overall vision of the school and focus on building the capacity to improve student achievement through objectives that are rigorous, results-based, data-driven, and measurable/quantifiable.]

### Model

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

### Action Plan

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

### Outcomes/Evaluation

[Indicate in general terms how the success of the above activities will be measured. Use the table below to list how each goal and activity will be evaluated. Measures should be both quantitative and

qualitative, and should look at changes in behavior, attitude, and knowledge of staff/faculty, but also impact on student performance goals and objectives.]

Goal/Objective	Action/Activity	Outcome/Evaluation

**Resources**

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

**Relation to CCSP Grant**

[How does your plan for professional development overlap with other plans in this grant application? Does the proposed budget clearly support the professional development plan?]

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## Appendix G: Performance Management Plan

**Instructions:** ALL applicants are required to complete this plan, which is related to Part II: B Grant Project Goals and Part II: D Accountability and Accreditation of the application. Fill in each box and section below, replacing the text in brackets below each heading with the requested information. Use of bullet points is encouraged. Remember that the longer the plan, the less likely your ability to use it effectively. See the CCSP Guidebook for additional resources for completing this section.

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, and achievement gaps, and postsecondary and workforce readiness.

### School Introduction/Demographics

---

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

### Vision

---

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

### Goals/Objectives

---

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

### Current Performance Management System

---

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

**Activities, Measures and Targets**

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

Goal	Activity/measure	Target/Evaluation

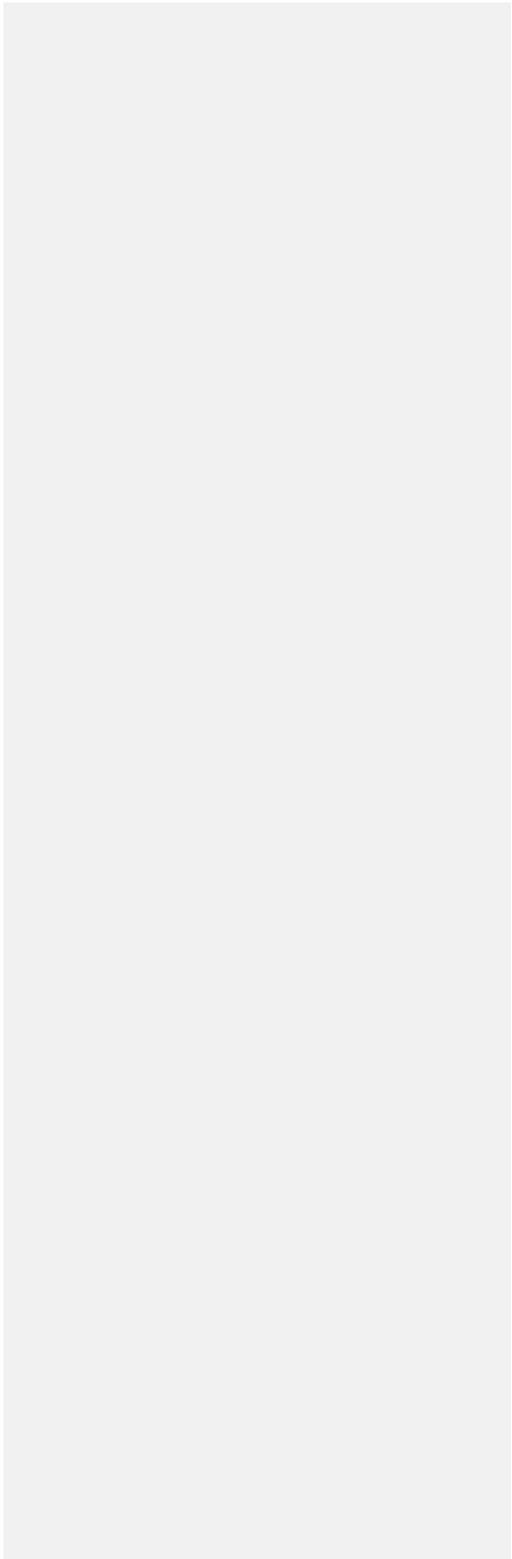
**Performance Management Budget**

[Provide a short statement of the overall budget costs for implementing the performance management system outlined above, and complete the following table to provide an outline of those costs. Note: CCSP 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	CCSP Grant Amount to be Used	Local Match Amount (indicate 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) Note: Cannot be used for ongoing support			
Telecommunications/connectivity			
Hardware purchases/upgrades			
<b>TOTAL REQUEST</b>			

DRAFT



## Appendix H: Waivers Sought

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

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## Appendix I: Technical Assistance Proposal – CCSP Grant (2 year)

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

Commented [MP16]: All TA forms to be updated upon CSP grant award to the state.

Grant Contact Person: \_\_\_\_\_

Session Title/Event	Requirement	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 Subgrantee Participation

Subgrantee Support			
CCSP Grant and Application Training	Required	___ Fall	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager
CCSP Grant Budget Workshop	Encouraged	___ Fall ___ Winter	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager
CCSP Grant Post-Award Webinar	Required	___ Fall	<input type="checkbox"/> School grant contact (required) <input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager
CCSP Implementation Grant Site Visit	Required	CDE Schools of Choice will schedule with school	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager
Governing Board Support			
CDE Charter School Board Training Modules	Required	Complete all 30 modules by date: _____	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) (required)
CDE Governance Training	Required	___ Fall ___ Spring	<input type="checkbox"/> Board member(s) (required) <input type="checkbox"/> Administrator(s)
CDE School Performance Management Training or Tutorial (training request form required)	Required	___ Fall	<input type="checkbox"/> Board member(s) (required) <input type="checkbox"/> Administrator(s)
Data Dashboard with Academic, Culture, Financial and Operational Measures (training request form required)	Required	___ Date: _____	<input type="checkbox"/> Board member(s) (required) <input type="checkbox"/> Administrator(s)
CDE Unified Improvement Plan Training (training request form required)	Required	___ Fall	<input type="checkbox"/> Board member(s) (required) <input type="checkbox"/> Administrator(s)
Administrator Support			
Administrator Mentoring (training request form required)	32-40 hours required	___ Provider: _____	___ Administrator(s)
CDE School Administrator Training	4 required	___ September ___ October ___ November ___ February ___ March ___ June	___ Administrator(s)
Specialized Instructional Leadership Training (training request form required)		___ Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) (required) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional staff

CDE Unified Improvement Plan Training ( <i>training request form required</i> )		___ Fall	___ Board member(s) ___ Administrator(s) (required) ___ Business manager ___ Instructional staff
<b>Business Office Support</b>			
CDE Annual Finance Seminar	3 required	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
CDE Business Operations Training		___ November ___ January ___ March ___ May	___ Board member(s) ___ Administrator(s) ___ Business manager
Specialized Business Office Training ( <i>training request form required</i> )		___ Date: _____	___ Board member(s) ___ Administrator(s) ___ Business manager

### Year 2 Implementation Subgrantee Participation

<b>Subgrantee Support</b>			
Charter School Support Initiative Webinar	Encouraged	___ Date: _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
CCSP Grant Renewal Proposal Webinar	Required	___ Fall	___ School grant contact (required) ___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
Charter School Support Initiative Site Visit	Required	CSSI team lead will schedule with school	___ Board member(s) ___ Administrator(s)
<b>Governing Board Support</b>			
Board Self-Assessment ( <i>training request form required</i> )	Required	___ Date: _____	___ Board member(s) (required) ___ Administrator(s)
Strategic Planning Training ( <i>training request form required</i> )	Required	___ Date: _____	___ Board member(s) (required) ___ Administrator(s)
<b>Administrator Support</b>			
Administrator Mentoring ( <i>training request form required</i> )	20-25 hours required	___ Provider: _____	___ Administrator(s)
CDE School Administrator Training		___ September ___ October ___ November ___ February ___ March ___ June	___ Administrator(s)
Specialized Instructional Leadership Training ( <i>training request form required</i> )	4 required	___ Date: _____	___ Board member(s) ___ Administrator(s) (required) ___ Business manager ___ Instructional staff
CDE Unified Improvement Plan Training ( <i>training request form required</i> )		___ Fall	___ Board member(s) ___ Administrator(s) (required) ___ Business manager ___ Instructional staff

Business Office Support			
CDE 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 manager
CDE Business Operations Training	3 required	<input type="checkbox"/> November <input type="checkbox"/> January <input type="checkbox"/> March <input type="checkbox"/> May	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager
Specialized Business Office Training ( <i>training request form required</i> )		<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager

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## Appendix I: Technical Assistance Proposal – CCSP Grant (3-year)

School Name:

Grant Contact Person (with phone &Email):

Session Title/Event	Requirement	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.

### Planning Year Subgrantee Participation

Subgrantee Support			
CCSP Grant and Application Training	Required	___ Fall	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager
CCSP Grant Budget Workshop	Encouraged	___ Fall ___ Winter	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager
CCSP Grant Post-Award Webinar	Required	___ Fall	<input type="checkbox"/> School grant contact (required) <input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager
Governing Board Support			
CDE Charter School Board Training Modules	Required	Complete modules 1-6, 8-11, 14, 17, 18, 23, and 25 by date: _____	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) (required)
CDE Governance Training	Required	___ Fall ___ Spring	<input type="checkbox"/> Board member(s) (required) <input type="checkbox"/> Administrator(s)
CDE School Performance Training or Tutorial <i>(training request form required)</i>	Required	___ Fall	<input type="checkbox"/> Board member(s) (required) <input type="checkbox"/> Administrator(s)
Data Dashboard with Academic, Culture, Financial and Operational Measures <i>(training request form required)</i>	Required	___ Date: _____	<input type="checkbox"/> Board member(s) (required) <input type="checkbox"/> Administrator(s)
Administrator Support			
Administrator Mentoring <i>(training request form required)</i>	8-10 hours required	___ Provider: _____	___ Administrator(s)
CDE School Administrator Training	3 required	___ September ___ October ___ November ___ February ___ March ___ June	___ Administrator(s)
Specialized Instructional Leadership Training <i>(training request form required)</i>		___ Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) (required) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional staff

Business Office Support			
CDE Annual Finance Seminar	1 required	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
CDE Business Operations Training		___ November ___ January ___ March ___ May	___ Board member(s) ___ Administrator(s) ___ Business manager
Specialized Business Office Training ( <i>training request form required</i> )		___ Date: _____	___ Board member(s) ___ Administrator(s) ___ Business manager

### Year 1 Implementation Subgrantee Participation

Subgrantee Support			
CCSP Grant Renewal Proposal Webinar	Required	___ Fall	___ School grant contact (required) ___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
CCSP Implementation Grant Site Visit	Required	CDE Schools of Choice will schedule with school	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager

Governing Board Support			
CDE Charter School Board Training Modules	Required	Complete modules 7, 12, 13, 15, 16, 19-22, 24, and 26-30 by Date: _____	___ Founder(s) ___ Board member(s) (required)
CDE Unified Improvement Plan Training ( <i>training request form required</i> )	Required	___ Fall	___ Board member(s) (required) ___ Administrator(s)

Administrator Support			
Administrator Mentoring ( <i>training request form required</i> )	32-40 hours required	___ Provider: _____	___ Administrator(s)
CDE School Administrator Training	4 required	___ September ___ October ___ November ___ February ___ March ___ June	___ Administrator(s)
Specialized Instructional Leadership Training ( <i>training request form required</i> )		___ Date: _____	___ Board member(s) ___ Administrator(s) (required) ___ Business manager ___ Instructional staff
CDE Unified Improvement Plan Training ( <i>training request form required</i> )		___ Fall	___ Board member(s) ___ Administrator(s) (required) ___ Business manager ___ Instructional staff

Business Office Support			
CDE Annual Finance Seminar	Required	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager

CDE Business Operations Training	3 required	<input type="checkbox"/> November <input type="checkbox"/> January <input type="checkbox"/> March <input type="checkbox"/> May	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager
Specialized Business Office Training ( <i>training request form required</i> )		<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager

## Year 2 Implementation Subgrantee Support

Subgrantee Support			
Charter School Support Initiative Webinar	Encouraged	<input type="checkbox"/> Date: _____	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager
Charter School Support Initiative Site Visit	Required	CSSI team lead will schedule with school	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional staff
Governing Board Support			
Board Self-Assessment ( <i>training request form required</i> )	Required	<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) (required) <input type="checkbox"/> Administrator(s)
Strategic Planning Training ( <i>training request form required</i> )	Required	<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) (required) <input type="checkbox"/> Administrator(s)
Administrator Support			
Administrator Mentoring ( <i>training request form required</i> )	20-25 hours required	<input type="checkbox"/> Provider: _____	<input type="checkbox"/> Administrator(s)
CDE School Administrator Training		<input type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> June	<input type="checkbox"/> Administrator(s)
Specialized Instructional Leadership Training ( <i>training request form required</i> )	4 required	<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) (required) <input type="checkbox"/> Business Manager <input type="checkbox"/> Instructional staff
CDE Unified Improvement Plan Training		<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) (required) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional staff
Business Office Support			
CDE 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 manager
CDE Business Operations Training	3 required	<input type="checkbox"/> November <input type="checkbox"/> January <input type="checkbox"/> March <input type="checkbox"/> May	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager
Specialized Business Office Training ( <i>training request form required</i> )		<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager

## Appendix J: Disclosure Information

Please address all of the following sections (or respond with N/A).

1. Describe any agreements or contractual relationships that have been established with individuals, groups, or companies. These would include educational management organizations (EMOs), charter management organizations (CMOs), charter collaboratives, technology providers, professional development providers, curriculum companies, or any other service providers. Failure to disclose these relationships could result in funds being retracted, even if already disbursed. If an agreement with an EMO, CMO, or collaborative has been or will be executed, please include a copy of the agreement as an attachment to the grant application under Appendix J.
2. Explain any relationship with an external service provider (including those identified under question 1 above) to include why the applicant is seeking to contract with an ESP rather than operate the school(s) directly. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs. Describe the key elements of the contract, if applicable. Is the service provider a for-profit or nonprofit organization/company? Describe the process used by founders to choose the service provider. (Was there a competitive bid process? Did research demonstrate that the company was successful with the proposed student population or educational model?)
3. Because certain contractual arrangements have bearing on what can and cannot be funded with these 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 grant funds are being requested for an item that may be included in the contract, please attach a copy of the related contract to the grant application.
4. Explain which entity holds the assets of the charter school and which entity will hold any assets obtained through charter school grant funds. Describe the governing board's composition in relationship to a chosen service provider. Provide information on key individuals working with the service provider. Provide a description of the roles and responsibilities of the ESP. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what are the responsibilities of the ESP.
5. Describe any contract/lease/mortgage that is in place regarding the school's educational facility. Your facility costs are estimated to be what percentage of PPR? Please include a copy of any facility-related agreements.

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## Colorado Logic Model

### Key Assumptions:

1. Colorado has seen a slowing of charter applications while at the same time having growth of strong school leaders with experience working with autonomous schools. Colorado also has strong partners wanting to support the opening new charter schools across the state.
  1. If the state provides field-based coaching and support to charter developers and high performing schools navigating new, replication, or expansion opportunities, these entities will have greater success navigating through emerging structural challenges that have slowed school plans getting approved, or schools getting opened. Overcoming these particular barriers will allow for a strong and high quality pipeline of CSP applicants.
2. Although many authorizers are adopting high quality authorizing practices, some authorizers have moved away from such practices in response to outside critiques. With uneven authorizer practices, charter developers are finding it harder to get high quality applications approved and often times having to respond to feedback that is not centered on quality practices.
  1. If the state invests greater resources to support an established network of authorizers that are adopting quality authorizing practices, and if the state provides field-based coaching and support services to authorizers who are not connected to this network, more authorizers will adopt quality authorizing practices thereby supporting high quality charter schools with submitting successful applications for new schools or expansion/replication that will get approved
  2. If the state invests resources to develop training and best practice dissemination related to finding solutions that address access and equity challenges for educationally disadvantaged students seeking school choice, then authorizers and charter schools will develop a shared awareness of challenges that they are collectively working to solve. This will result in improved practice among schools and authorizers, that will help reduce achievement gaps among educationally disadvantaged students. It will also encourage greater openness among authorizers to approve high quality charter schools that are looking to prioritize service to educationally disadvantaged students.

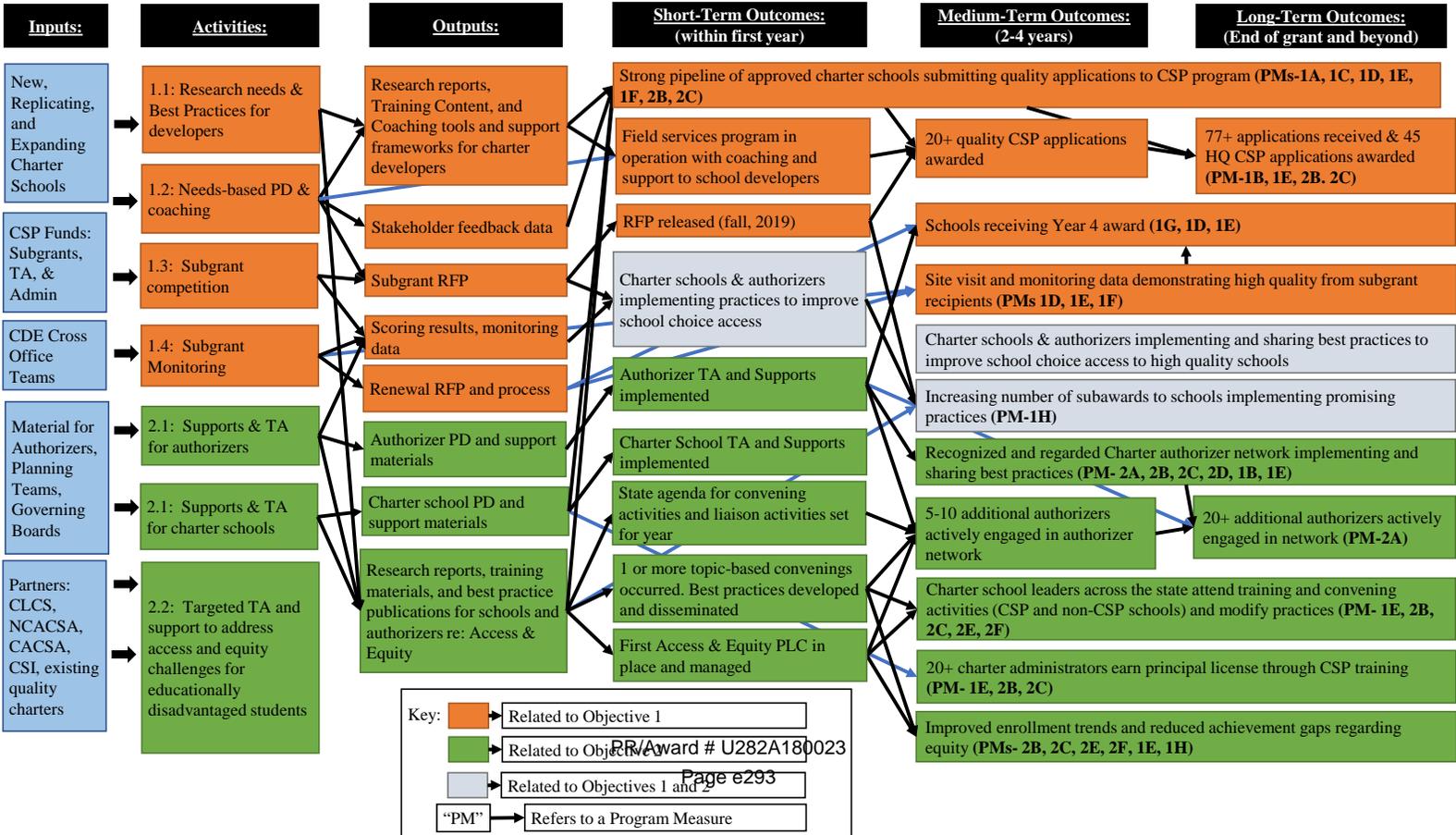
### Performance Measure Summary:

#### **Related to Objective 1**

- 1A. Number of CCSP subgrant applicants
- 1B. Number of CCSP subgrants awarded
- 1C. (GPRA): Number of charter schools in Colorado
- 1D. Percent of subgrantees deemed High Quality after years 1,2,3, and 4
- 1E. Number of students attending High Quality charter schools
- 1F. Percentage of CCSP subgrants continued/renewed
- 1G. Percentage of subgrants receiving 4<sup>th</sup> year continuation award
- 1H. Number of subcompetition awards issued for serving underserved populations

#### **Related to Objective 2**

- 2A. Number of authorizers actively engaged in Schools of Choice sponsored authorizer activities.
- 2B. (GPRA): Percentage of 4th and 8th grade charter school students who are achieving at or above the proficient level on Colorado state examinations in both English Language Arts and Math.
- 2C. Number of subgrantees authorized by an LEA with a "Performance Plan" rating on the Charter Performance Framework (CPF)
- 2D. Number of authorizers who are improving on the use of NACSA's twelve essential practices.
- 2E. Percentage point decrease in the achievement gap in both English Language Arts and Math for educationally disadvantaged students in charter schools.
- 2F. Percentile change in median growth percentiles for educationally disadvantaged students in charter schools, for both English Language Arts and Math.



**Expanded CSP Logic Model**

**Objective 1:**  
*Increase high quality charter school options and the number of students who attend them.*

<b>Inputs</b>	<b>Activities</b>	<b>Output</b>	<b>Short-Term Outcomes (Immediate)</b>	<b>Medium-Term Outcomes (After 1 year)</b>	<b>Long-Term Outcomes (By project end date)</b>	<b>Performance Measures</b>
<p>New, Replicating, and Expanding Charter Schools.</p> <p>CSP Funds: Subgrant Distribution Funds (90%), Administrative Funds (3%), TA Funds (7%).</p> <p>SOC team, Grants Fiscal team, Accountability team, Other CDE Specialists.</p> <p>Established Policies, Procedures, Resources, &amp;</p>	<p>1.1: Conduct research on needs and best practices for new school development and replication and expansion.</p>	<p>A report containing findings and identified best practices.</p>	<p>The report is disseminated to authorizers, charter school developers, and replicating or expanding charter schools.</p> <p>More charters with strong practices approved by authorizers</p>	<p>Authorizers, charter school developers, and replicating or expanding charter schools are operating and implementing research-based practices and providing feedback loops and support to the field</p>	<p>Authorizers and charter schools have a clear and defined set of best practices to utilize for the implementation and operation of charter schools.</p> <p>Best practices are incorporated in new charter schools and replication/expansion schools.</p>	<p>1C. (GPRA) # of charter schools in Colorado.</p> <p>1D. Percent of subgrantees deemed High Quality after years 1,2,3, and 4.</p> <p>1E. Percent of students attending High Quality charter schools.</p>
	<p>1.2: Offer needs-based professional development and coaching for charter school developers and charter schools looking to develop replication and expansion plans.</p>	<p>Professional development and coaching activities are implemented.</p>	<p>More charter applicants with strong practices approved by authorizers</p> <p>Strong pipeline of charter schools with authorizer approvals in place are submitting quality applications for</p>	<p>Authorizers, charter school developers, and replicating or expanding charter schools are operating and implementing research-based best practices and providing feedback and support to the field</p>	<p>Authorizers and charter schools have a clear and defined set of best practices to utilize for the implementation and operation of charter schools.</p> <p>Best practices are incorporated in new charter schools and replication/expansion schools.</p>	<p>1D. Percent of subgrantees deemed High Quality after years 1,2,3, and 4.</p> <p>1E. Number of students attending High Quality charter schools.</p>

Tools for CCSP Grant Authorizers, Planning Teams, Governing Boards.  Established Partners: The League, NACSA, CACSA, CSI, Existing quality charter sector.	1.3: Subgrant competition.	Published RFP, Submitted Applications, Applications Reviewed, Grant Award Notices	CCSP competition  State publishes RFP for fall of 2019  17 or more schools apply for funding  State issues awards to 11 high quality applicants	State is enhancing quality of charter school sector by running annual competition and awarding funds to charter developers with High Quality charter school plans	State will have received applications from 77 or more schools over the life of the grant  State issues awards to 45 high quality applicants	1A. Number of CCSP subgrant applicants.  1B. Number of CCSP subgrants awarded.  1F. Percent of CCSP subgrants renewed  1G. Percent of subgrantees earning bonus award.
	1.4: Subgrantee monitoring.	General monitoring and training reports and documentation,  Renewal applications and renewal awards,  Monitoring site visit reports	Subgrantees are educated on federal and state requirements to participate in CCSP program and have plans to meet monitoring requirements	Monitoring activities implemented.  Schools accessing timely and relevant technical assistance  Schools demonstrating strong performance indicators (academic, financial, operational, governance)	Schools receive bonus year of funding for meeting program participation requirements  Schools submit final grant reports indicating strong school performance indicators  Charter school performance indicators are increasing year over year	1F. Percent of CCSP subgrants renewed.  1D. Percent of subgrantees deemed High Quality after years 1,2,3, & 4.  1E. Number of students attending High Quality charter schools.  1G. Percent of subgrants receiving bonus award.  1H. Number of subgrants serving underserved populations.

**Objective 2:**

*Raise educational outcomes for all charter school students by increasing capacity among authorizers and charter school leaders to increase quality charter school programs and to successfully address access and equity gaps among educationally disadvantaged students*

<b>Inputs</b>	<b>Activities</b>	<b>Output</b>	<b>Short-Term Outcomes (Immediate)</b>	<b>Medium-Term Outcomes (After 1 year)</b>	<b>Long-Term Outcomes (By project end date)</b>	<b>Performance Measures</b>
<p>New, Replicating, and Expanding Charter Schools.</p> <p>CSP Funds: Subgrant Distribution Funds (90%), Administrative Funds (3%), TA Funds (7%).</p> <p>Established CDE Personnel: Schools of Choice Office team, Grants Fiscal team, Accountability team, Other Specialists, SOC liaison</p> <p>Established Policies,</p>	<p>2.1: Offer supports and technical assistance for charter school authorizers and charter school staff.</p>	<p>Technical assistance content developed</p> <p>Supports and technical assistance are implemented.</p> <p>Surveys of charter school and authorizer training participants created and results collected.</p>	<p>Charter school authorizers and charter school staff are engaged in supports and technical assistance.</p> <p>Increased collaboration, charter-district communication and the creation of local solutions to identified issues.</p> <p>Improved and updated online board training environment</p> <p>Charter and authorizer best practices and other technical assistance reports are created and disseminated</p>	<p>Charter school authorizers and charter school staff utilize supports and technical assistance and incorporate content into school and authorizer activities.</p> <p>Statewide authorizer report created and disseminated and available on SOC website. Report information incorporated into SOC training, and technical assistance moving forward.</p> <p>Survey of charter schools and authorizer participants administered and data collected.</p>	<p>Charter school authorizers and charter school staff continue to attend trainings and implement best practices.</p> <p>20 or more authorizers engaged in charter authorizer work.</p> <p>Authorizer best practice report for dissemination and available on SOC website.</p> <p>Charter school sector has increased capacity of trained administrators, Boards, and Business Managers</p> <p>20 or more new charter administrators earn principal licensure over the life of the grant</p>	<p>2A. Number of authorizers actively engaged in Schools of Choice sponsored authorizer activities.</p> <p>2B. (GPRA): Percent of 4th and 8th grade charter school students achieving at/above the proficient level in both ELA and Math.</p> <p>2C. Number of subgrantees authorized by an LEA with a “Performance Plan” rating on the Charter Performance Framework (CPF).</p> <p>2D. Number of authorizers who are improving on the use of NACSA’s twelve essential practices.</p>

<p>Procedures, Resources, &amp; Tools for CCSP Grant Authorizers, Planning Teams, Governing Boards.</p> <p>Established Partners: The League, NACSA, CACSA, CSI, Existing quality charter sector.'</p>	<p>2.2: Increase collective charter school and authorizer technical assistance that addresses access and equity challenges for educationally disadvantaged students.</p>	<p>Technical assistance pertaining to access and equity challenges for educationally disadvantaged students are implemented.</p> <p>Topic-specific Access &amp; Equity best practice reports are published</p> <p>Survey results of charter schools and authorizer participants is created and results collected.</p>	<p>Charter school authorizers, charter schools, and other stakeholders receive technical assistance regarding access and equity.</p> <p>SOC liaison will initiate pilot monthly Professional Learning Community to address one targeted issue per year.</p>	<p>Charter school authorizers and charter schools implement changes to address access and equity challenges for educationally disadvantaged students related to school choice.</p> <p>Increased charter-district collaboration, communication, and solutions to identified issues.</p> <p>Improved enrollment trends and achievement gap reductions</p>	<p>Charter school authorizers and charter schools have a robust set of implementation strategies to address access and equity challenges for educationally disadvantaged students and are actively using them.</p> <p>Improved enrollment trends and achievement gap reductions for educationally disadvantaged students demonstrated across the charter sector</p>	<p>2E. Percentage change in the achievement gap in both ELA and Math for underserved students in charter schools.</p> <p>2F. Increase in median growth percentiles for underserved students in charter schools in ELA &amp; Math.</p>
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# COLORADO NEW CHARTER SCHOOL PIPELINE REPORT

2015 - 2019



COLORADO LEAGUE of  
CHARTER SCHOOLS

PR/Award # U282A180023

focus on achievement

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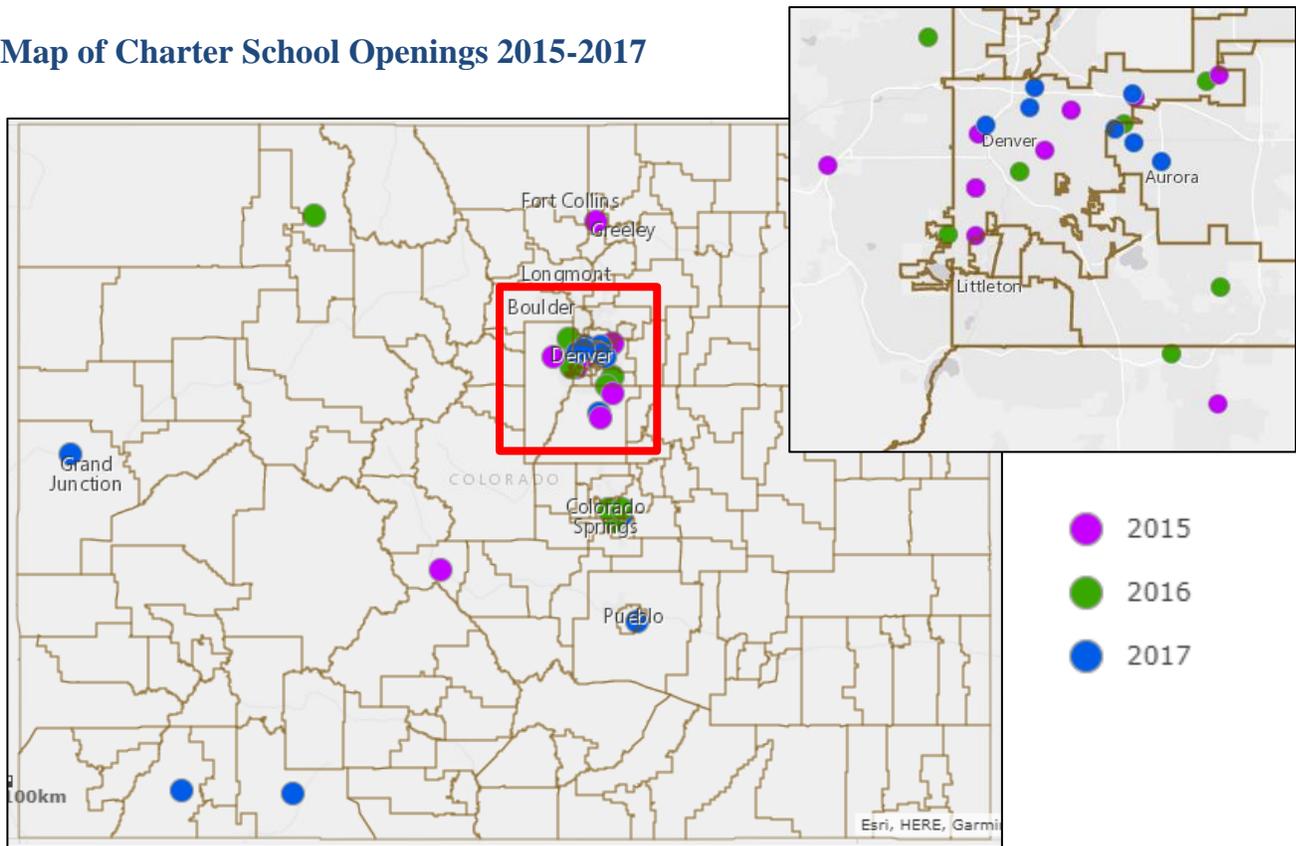
<b>Key Factors in Development of Colorado Public Charter School</b>		
1	Operator Capacity	Capacity building of emerging charter school networks - not established CMOs.
2	Facilities	Facilities identification, access & financing for school startup.
3	Funding	Adequate school startup funding for planning, startup and expansion to static operating state.
4	Management	Identification & development of diverse founding teams with innovative new models for startup of freestanding schools.
5	Community	Identification, development & training of parent & community champions.
6	Organizing	Community outreach & organizing for new school starts once parent/community champions are identified.
7	Authorizer Receptivity	Identification & cultivation of friendly district authorizers to lay groundwork for approvals.
8	Governance	Development of strong, high capacity founding boards.
9	Application	Preparation & handling of charter application process.
10	Authorizer Approvals	District review & revisions, superintendent support, and majority board approval of charter applications.
11	Project Management	Management of school startup logistics along realistic timeframes to ensure strong openings.
12	Appeals/ECA Challenges	State board approval of application appeals & ruling against exclusive chartering authority (when necessary).
14	Enrollment	Outreach in service area, marketing & recruitment of families & students.
15	Statue Timelines	The amount of time between approval and opening in districts.

## Key Opportunities to Build the Charter School Pipeline Statewide

Based on a review of the schools that opened since 2015, the League has identified three key opportunities to build the charter school pipeline statewide:

- 1) **Enrollment Capacity:** During the founding period, charter schools struggle to obtain the resources and stage the intensive community engagement necessary to build strong enrollment demand. Many ‘early adopter’ families have already chosen charter schools, so new schools must attract a more mainstream, risk-adverse population even though they do not have an established performance record and loyal parent following. More resources must be put into marketing, recruitment and enrollment before a school can open and through the first 1-4 years of operation.
- 2) **Facilities Access:** As the marijuana industry has expanded, much of the available warehouse and retail space in Colorado has been taken up, particularly leasable space – which is often the most attractive for startup charter schools. As a result, it has become much more difficult for charter schools to find affordable accommodations in their early years. Steps must be taken to build facilities capacity for early stage charter schools.
- 3) **Startup Funding:** Colorado now has 250 charter schools serving over 120,000 students or 14 percent of all school-age students. Districts are competing more effectively, and it is no longer possible to startup successful new charter schools “on a shoe string” as it used to be. To build capacity in the planning stages and balance all of the competing priorities in the startup phases, charter schools must have access to adequate financing.

### Map of Charter School Openings 2015-2017



### Historical & Projected Growth of Colorado Charter Schools

Below, the chart illustrates the growth that has occurred in Colorado charter schools over the past 5 years relative to growth in total state enrollment.

Historical Growth in Colorado Charter Sector								
School Year	Charter Openings	Total Charter Schools	Annual Growth in Number of Charter Schools	Total Charter Enrollment	Total Statewide Enrollment	Annual Growth in Charter Enrollment	Annual Growth in Statewide Enrollment	Charter Market Share
<b>HISTORICAL GROWTH</b>								
2013-14	16	202	5.8%	95,860	876,999	7.2%	1.6%	10.9%
2014-15	13	214	5.9%	101,359	889,006	5.7%	1.4%	11.4%
2015-16	15	226	5.6%	108,793	899,112	7.3%	1.1%	12.1%
2016-17	13	238	5.3%	114,694	904,908	5.4%	0.6%	12.7%
2017-18	15	250	6.3%	120,739	910,280	5.3%	0.6%	13.2%
<b>5 Year</b>	<b>72</b>		<b>5.8%</b>			<b>5.8%</b>	<b>1.1%</b>	

Below, the chart provides a projection of future growth in public charter schools over the next 5 years relative to a conservative projection of future growth in statewide enrollment.

Projected Growth in Colorado Charter Sector								
School Year	Charter Openings	Total Charter Schools	Annual Growth in Number of Charter Schools	Total Charter Enrollment	Total Statewide Enrollment	Annual Growth in Charter Enrollment	Annual Growth in Statewide Enrollment	Charter Market Share
<b>PROJECTED GROWTH</b>								
2018-19	12	262	4.8%	126,776	914,832	5.0%	0.5%	13.9%
2019-20	14	276	5.3%	133,115	919,406	5.0%	0.5%	14.5%
2020-21	16	292	5.8%	139,771	924,003	5.0%	0.5%	15.1%
2021-22	18	310	6.2%	146,760	928,623	5.0%	0.5%	15.8%
2022-23	20	330	6.5%	154,098	933,266	5.0%	0.5%	16.5%
<b>5 Year</b>	<b>80</b>		<b>5.7%</b>			<b>5.0%</b>	<b>0.5%</b>	

#### Why does the future projection start with a lower annual growth than the past 5-year average?

In the 2017-18, Denver Public Schools (DPS) experienced a major change in district-wide enrollment – from a steadily growing enrollment to a static state enrollment. This trend is being created significant appreciation in property values, which is displacing the families of school-age children. Because of this trend, the opening of new schools in DPS – the state’s most active authorizer – is likely to slow significantly. In response, the League is taking steps to ramp up the pipeline of new charter schools in other regions of the state. This report examines the pipeline of charter schools in development.

## Charter School Openings in the 2015-2016 & 2016-2017 Years

2015-2016			
School Name	Authorizer	Grade Levels	Enrolled Students in 2017-2018
Global Village- Douglas County	Douglas County	K-8	312
KIPP Northeast Elementary	DPS	K-4	373
KIPP Denver Collegiate HS	DPS	9-12	442
DSST – College View HS	DPS	9-12	406
REACH Charter School	DPS	ECE-5	129
Roots Elementary	DPS	K-5	181
Golden View Classical Academy	Jefferson County	K-12	634
Windsor Charter Academy- High School	Windsor RE-4	9-12	481
Rocky Mountain Prep- Southwest	DPS	PreK-5	290
Compass Academy	DPS	6-8	330
Rise Up Community School	DPS	9-12	122
Salida Montessori Charter School	CSI	K-8	89
New Legacy Charter High School	CSI	9-12	96
World Compass Academy	Douglas County	PreK-8	██████
██████ 2017			
School Name	District	Grade Levels	Enrolled Students in 2017-2018
Power Tech Early College	D49	6-14	240
Launch High School	CSI	9-12	75
Heritage Heights Academy	Cherry Creek	K-8	244
Doral Academy	Jefferson County	K-8	231
STRIVE Prep - RISE	DPS	9-12	281
STRIVE Prep- Kepner	DPS	6-8	173
DSST-Henry	DPS	6-8	227
DSST- Byers High School	DPS	9-12	272
Parker Performing Arts School	Douglas County	K-8	784
Mountain Village Charter School	CSI	Pk-8	186
Rocky Mountain Prep - Fletcher	APS	PK -5	229
University Prep at Steele Street	DPS	K-5	238

## Year 1 Charter School Openings for 2017-2018 Year

### Legend

- **Unknown** = School did not work with the League
- **Strong** = High likelihood to be successful over time
- **Moderate** = Moderate likelihood to be successful overtime
- **Moderate+** = Moderate likelihood to be successful over time and worked with the League through planning grants and technical assistance
- **Poor** = Poor likelihood to be successful over time

### 2017-2018 (Year 1 Schools)

School Name	District	Grade Levels	Enrolled Students in 2017-2018	League Quality Assessment
Academy of Advanced Learning	APS	K-8	491	Strong
Colorado Early Colleges Aurora	CSI	9-12	250	Refer to data on existing schools in this network
Colorado High School Charter – GES	DPS	9-12	138	Moderate
Colorado Military Academy	CSI	K-8	564	Unknown
DSST: Conservatory Green High School	DPS	6-8	148	Refer to data on existing schools in this network
Early Learning Center at New Legacy Charter	CSI	Preschool	13	Unknown
Great Work Montessori	Jefferson County	PreK-3	125	Moderate+
Monument View Montessori Charter School	CSI	PreK-6	39	Poor, but needs funding
Pagosa Peak Open School	Archuleta County 50	K-4	69	Moderate+
Pueblo School for Arts & Sciences at Fulton Heights	Pueblo City 60	K-8	148	Refer to data on existing schools in this network
Renaissance Secondary School	Douglas County	6-12	355	Refer to data on existing schools in this network
The Boys School of Denver	DPS	6-8	87	Strong
The Juniper School	Durango	K-5	118	Moderate
Vega Collegiate Academy	APS	K-5	96	Strong
Wyatt Academy Middle School	DPS	6-8	151	Unknown

## Planned Charter School Openings for 2018-2019 Year

### Legend

- **Unknown**= School did not work with the League
- **Strong** = High likelihood to be successful over time
- **Moderate** = Moderate likelihood to be successful overtime
- **Moderate+** = Moderate likelihood to be successful over time and worked with the League through planning grants and technical assistance

Fall 2018			
School Name	District	Grade Levels	League Quality Assessment
Leman Academy	Douglas County	K-6	Unknown
DSST Middle School IX	DPS	6-8	Refer to data on existing schools in this network
DDES-MS	DPS	6-8	Refer to data on existing schools in this network
Colorado High School-SE	DPS	9-12	Moderate
STRIVE Prep SW Elementary	DPS	K-5	Refer to data on existing schools in this network
STRIVE Far Northeast Elementary School	DPS	PK-5	Refer to data on existing schools in this network
KIPP Sunshine Peak	DPS	PK-3	Refer to data on existing schools in this network
5280 High School	DPS	9-12	Moderate+
Monarch Classical School of the Arts	D11/CSI	K-8	Moderate+
Liberty Tree Academy	D49	K-12	Moderate
Compass Community Collaborative School	Poudre	6-12	Moderate+
New Summit	D20	Unknown	Moderate
Ascent Classical	Boulder Valley	K-12	Unknown

### Startup Delays

Three charter schools that originally planned to open in fall 2018 have chosen to delay their openings a year due to enrollment shortfalls, unavailable facilities or changing authorizer relations. Other schools slated to open in fall 2018 may need to postpone. The League views these delays as prudent and necessary to ensure successful openings. But postponing a school opening can be costly if the school is carrying the salary costs for founding team members and other operating expenses.

## Increasing the Pipeline of Charter School Openings for Fall 2019

Over the past 6 months, the League has progressed through an intensive strategic business planning process. Currently, we are taking several steps to ram up our new school development activities to (a) respond to changing market realities; (b) better support the development of diverse, high quality schools; and (c) bolster the growth of the Colorado charter sector. The following are six related activities that the League is pursuing to strengthen the school startup pipeline in 2019 and moving forward:

- **Increase Executive Management Capacity:** In 2017, the League retained an executive management team with substantial school development experience. Prior to joining the League as VP of school services, Teresa Tate served as chief operating officer of a charter school network. During her tenure, the network grew from 1 school with 400 students to 12 schools with 12,000 students across 12 communities while performing very well in the Arizona charter market. Prior to joining the League as President, Ben Lindquist served in several positions over 14 years where he contributed to the planning and startup of freestanding charter schools and the expansion of CMOs nationally.
- **Create Talent Program to Recruit Diverse Educators:** On April 2, 2018, Trina Maull will begin her tenure with the League as Director of Talent. In this capacity, Trina will develop a new program offering for the League to help the Colorado charter movement recruit new educators through higher education and other channels statewide. From 2000 to 2008, Trina led talent recruitment and HR initiatives for The Walt Disney Company. She is a very dynamic second career professional who joined the League because she wants to give back to an impactful social cause at this point in her career. Between Trina and Teresa, the vice president of school services, the League is now equipped with an HR team that brings deep, varied expertise in many aspects of human resources, recruitment, talent development and HR administration to help charter schools grow. The team will begin sourcing educational leaders capable of starting new schools and expanding existing networks.
- **Organize Communities:** The League has a statewide constituency that spans rural, suburban and urban communities, but because we haven't yet organized that constituency in a particularly robust way, they aren't yet an effective tool to grow and advocate for the state charter movement. The League must activate parents, teachers and administrators across its membership of schools. These direct beneficiaries of charter schools must become mobilized, vocal constituents who turn out for key school board meetings, communicate support for important legislative initiatives, and make it clear that families want more charter schools and value the ones that we already have. On February 28, 2018, Brandon Hellwig started his tenure as associate director of organizing. Brandon is the first professional to join the League's team with experience organizing communities around new school development. He is a Teach For America alum who taught at Goal High School in Aurora, conducted neighborhood organizing for KIPP Chicago, and completed the KIPP Teacher Leader Program.
- **Launch Charter School Capacity Building Program:** In January, the League retained Dave Mohr, an experienced executive who spent the first 25 years of his career in higher education. Dave is a Stanford MBA graduate and a Colorado native. He is helping the League build a program to expand the pipeline of high-quality charter school operations. Through the program, the League will identify charter schools that have established a strong track record of performance at one or two schools and help them build the capacity to expand their enrollment or open new schools. These organizations do not want to become large-scale CMOs, but are capable of adding between 500 and 1,500 quality seats over time in different areas of the state.

- **Strengthen District Authorizing Practice:** Over the past 12 years, Denver Public Schools (DPS) has emerged as one of the highest performing urban districts in the nation. By building a diverse portfolio of schools that ranges from independently to centrally managed, DPS has been able to foster greater site leadership, innovation, competition and dynamic improvement. The League can build on this model by seeking to partner with between three and five districts who want to take a portfolio management approach informed by the DPS experience. By pursuing this strategy, the League can create proof points and incentives for districts statewide to support charters and demonstrate what is possible when districts embrace a portfolio management strategy.

The League can also be assertive in challenging districts that prove hostile or ambivalent to charter schools by utilizing the legal provisions that grant districts exclusive chartering authority (ECA). If districts are found to have violated these legal provisions, the State Board of Education can revoke their exclusive right to authorize charter schools and allow the Colorado Charter Schools Institute to approve charters within their districts. This strategy is not about helping good authorizers become better; it is about making clear that resistant districts cannot get away with denying and non-renewing worthy charters without following due process under state law.

As Colorado districts continue to embrace chartering as an essential means of bringing public education into the 21<sup>st</sup> Century, they will enable the State to become the strongest, most vibrant, most diverse public education sector in the country, and provide all Colorado students access to high-quality, publicly-funded school options.

## Anticipated Charter School Openings Fall 2019

### Legend

**Unknown**= School did not work with the League

**Strong** = High likelihood to be successful over time

**Moderate** = Moderate likelihood to be successful overtime

**Moderate+** = Moderate likelihood to be successful over time and worked with the League through planning grants and technical assistance

### Fall 2019 – Approved by Authorizer

School Name	District	Grade Levels	League Quality Assessment
The Cube	DPS	9-12	Moderate+
Ascent Classical	Douglas County	K-12	Refer to data on existing schools in the network
DSST-Aurora (NW)	APS	6-12	Refer to data on existing schools in the network
Apex Community Elementary School	Douglas County	K-8	Moderate+

### Fall 2019 – Pending Approval by Authorizer

School Name	District	Grade Levels	League Quality Assessment
Empower High School	APS	9-12	In process of League application review
Aurora Community School	APS	K-8	In process of League application review
University Prep	APS	K-5	Refer to data on existing schools in the network
High Point Expansion	APS or CSI	K-12	Unknown
American Indian Academy of Denver	DPS	6-12	In process of League application review
Ponderosa Montessori Academy	Douglas County	K-8	In process of League application review
CARQUEST Technical Institute	D49	9-12	In process of League application review
Colorado Skies Academy	Cherry Creek	6-8	In process of League application review
Summit Academy	Boulder Valley	9-12	In process of League application review
Friendship Aspire Academy	Unknown	K-5	Unknown
Academy of Advanced Learning	APS	K-8	Unknown
Academy of Advanced Learning	D49	K-8	Unknown
Young Leaders Academy	D11 or CSI	K-12	In process of League application review
Pueblo Vocational Academy	Pueblo 60	6-12	Working on application
Academica	Westminster	Unknown	Working on application
Spacious Skies	Pikes Peak Region	K-8	Working on application
FLORA	Sheridan	K-12	Working on application
STEM School	DPS	K-12	Working on application
Love of Learning	DPS	K-5	Working on application
Denver School of Thought	DPS	9-12	Working on application



Tools

September 2016

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# Toolkit of Resources for Engaging Families and the Community as Partners in Education

## Part 2: Building a cultural bridge

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**Maria Elena Garcia**  
**Kay Frunzi**  
**Ceri B. Dean**  
McREL International

**Nieves Flores**  
Guam Center for Excellence in Developmental Disabilities Education, Research, and Service

**Kirsten B. Miller**  
McREL International

### Overview

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The Toolkit of Resources for Engaging Families and the Community as Partners in Education is a four-part resource that brings together research, promising practices, and useful tools and resources to guide educators in strengthening partnerships with families and community members to support student learning. The toolkit defines family and community engagement as an overarching approach to support family well-being, strong parent–child relationships, and students’ ongoing learning and development. The primary audiences for this toolkit are administrators, teachers, teacher leaders, and trainers in diverse schools and districts. Part 2 is designed to tap into the strengths of families and community members and help families establish active roles in the school community in support of student learning.



Institute of Education Sciences  
U.S. Department of Education



Regional Educational Laboratory  
At McREL International

**U.S. Department of Education**

John B. King, Jr., *Secretary*

**Institute of Education Sciences**

Ruth Neild, *Deputy Director for Policy and Research*  
*Delegated Duties of the Director*

**National Center for Education Evaluation and Regional Assistance**

Joy Lesnick, *Acting Commissioner*  
Amy Johnson, *Action Editor*  
Chris Boccanfuso and Janelle Sands, *Project Officers*

REL 2016–151

The National Center for Education Evaluation and Regional Assistance (NCEE) conducts unbiased large-scale evaluations of education programs and practices supported by federal funds; provides research-based technical assistance to educators and policymakers; and supports the synthesis and the widespread dissemination of the results of research and evaluation throughout the United States.

September 2016

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This report is available on the Regional Educational Laboratory website at <http://ies.ed.gov/ncee/edlabs>.

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## Overview of the Toolkit of Resources for Engaging Families and the Community as Partners in Education

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Family engagement is one of the strongest predictors of children’s school success, according to more than 40 years of steadily accumulating evidence (California Department of Education, 2011; Weiss, Bouffard, Bridglall, & Gordon, 2009). In some communities, particularly culturally diverse communities, achieving a level of family and community engagement that supports student success is a challenge. The Toolkit of Resources for Engaging Families and the Community as Partners in Education addresses this challenge by bringing together research, promising practices, and useful tools and resources. Its purpose is to guide educators in strengthening partnerships with families and community members to support student learning. The primary audiences for this toolkit are administrators, teachers, teacher leaders, and trainers in diverse schools and districts.

This four-part toolkit defines family and community engagement as an overarching approach to support family well-being, strong parent–child relationships, and students’ ongoing learning and development. Although school engagement often refers to parent involvement, this toolkit broadens the scope to include other family and community members. This definition encompasses existing definitions (for example, in the No Child Left Behind Act of 2001, 2002) and emphasizes the importance of educators working as partners with families to support students in multiple ways. Toolkit activities can be used with or adapted for diverse groups.

The toolkit offers an integrated approach to family and community engagement. It helps educators understand how their own culture influences their beliefs and assumptions about families and community members and consequently their efforts to engage them in support of student learning. It also addresses how to build a cultural bridge through cross-cultural communication and uses strategies that build trust among families, community members, and the school. In addition, the toolkit helps educators understand how to use two-way communication with families to gather and share information about student interests, progress, and outcomes.

Regional Educational Laboratory (REL) Pacific originally developed a toolkit in response to a request from members of the Guam Alliance for Family and Community Engagement in Education<sup>1</sup> for activities and tools to help them effectively engage families and community members from diverse backgrounds. A prior version of the toolkit was published and distributed to alliance members and has been widely shared within Guam. Teachers and administrators at three pilot schools, along with other school and community members, have received hands-on training on each toolkit part’s activities, and the toolkit has been presented to schools and at conferences across the region, such as the Guam Striving Readers Conference in May 2015, the Micronesian Teachers Education Conference in July 2015, and the Guam Family Outreach Conference in November 2015. The toolkit has also been introduced to teacher education students at the University of Guam and is listed as a reference in the Draft Literacy Plan developed by the Guam Department of Education. In addition, teachers have adapted the tools for use in their classrooms, noting, for example, that the Iceberg Concept of Culture activity “helps the students and the teachers recognize the diversity of [their] school cultures” and that it is “a great way to learn more about their students” (R. Abaday, teacher, John F. Kennedy High School, personal communication, May 13, 2016).

*The Toolkit of Resources for Engaging Families and the Community as Partners in Education addresses the challenge of achieving a level of family and community engagement that supports student success by bringing together research, promising practices, and useful tools and resources*

This version of the toolkit has been expanded for a broader audience. To expand the toolkit for use beyond the REL Pacific Region, the study team identified research and resources, including appropriate activities and tools, by conducting a web and database search (see appendix A for a full list of resources, including a description of how they were identified). Some tools have been adapted, with permission, for use in the toolkit. The toolkit is based primarily on research and supplemented by expert opinion from a variety of sources that address family and community engagement in diverse communities. It is applicable in a variety of contexts—and wherever educators are interested in enhancing engagement of families and community members in support of student learning.

## **Toolkit contents**

The toolkit is presented in four parts. It includes information and activities that reflect research-based family involvement approaches associated with student learning. Each part of the toolkit focuses on an aspect of developing strong partnerships between schools and families and between schools and communities to support student learning. The four parts of the toolkit, published separately, are described below:

- Part 1: Building an understanding of family and community engagement (Garcia, Frunzi, Dean, Flores, & Miller, 2016a)

Educators build awareness of how their beliefs and assumptions about family and community engagement influence their interactions with families and the community and how the demographic characteristics of the families in their schools can inform educators about what might support or hinder family engagement with schools.

- Section 1.1: Reflecting on beliefs and assumptions
  - Section 1.2: Getting to know school families
  - Section 1.3: Understanding the influence of a cultural lens
  - Section 1.4: Acknowledging cultural differences
- Part 2: Building a cultural bridge

Activities focus on tapping into the strengths of families and community members and helping families establish active roles in the school community in support of student learning.

- Section 2.1: Tapping into the strengths of families and community members
  - Section 2.2: Establishing roles for building family and community engagement
- Part 3: Building trusting relationships with families and the community through effective communication (Garcia et al., 2016b)

Cross-cultural and two-way communication enhance family and community engagement.

- Section 3.1: Cross-cultural communication in a school community
- Section 3.2: Preparing educators for two-way communication with families

***The toolkit is based primarily on research and supplemented by expert opinion from a variety of sources. It is applicable in a variety of contexts—and wherever educators are interested in enhancing engagement of families and community members in support of student learning***

- Part 4: Engaging all in data conversations (Garcia et al., 2016c)

Educators learn which student data are important to share with families and community members and how to share such data in a meaningful way.

- Section 4.1: Determining what student data are important to share with families and community members
- Section 4.2: Presenting student data in meaningful ways

Each section includes an introduction, a discussion of key points, and activities for educators to use to understand the what, why, and how of family and community engagement. The activities, which are defined as structured learning experiences that involve discussing, reading, writing, or creating something for a specific purpose, include one or more tools (see appendix A for a description of activity and tool selection). The tools include activity sheets, graphics, handouts, worksheets, charts, scenarios, information sheets, information and note-taking sheets, graphic organizers, planning templates, and note-taking templates. Each activity includes the purpose of the activity, the materials and time needed for the activity, directions, and any other information or handouts necessary for conducting the activity.

***The toolkit can be used to stimulate discussion and increase understanding about family and community engagement—both its importance and how to approach it***

### **How to use the toolkit**

The toolkit can be used to stimulate discussion and increase understanding about family and community engagement—both its importance and how to approach it. Some schools might choose to proceed systematically through each part of the toolkit, using each activity and associated tools. Other schools might focus on only one part of the toolkit or only some activities or tools from different parts, depending on the needs of educators and the strength of partnerships with their families and community members. Each part of the toolkit can stand alone or can be used with any other part or with all the other parts for a more comprehensive approach to family and community engagement. Facilitators (for example, school or district administrators) can choose from among the many options the one that is right for their school or district.

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## Introduction to part 2: Building a cultural bridge

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When a school community includes people of diverse cultural backgrounds, educators may need to take steps to ensure broad family and community engagement. Part 1 of the toolkit laid the foundation for taking these steps by helping educators examine their beliefs and assumptions about family and community engagement and understand how one's cultural lens influences interactions with others. Part 1 also introduced the idea of using demographic data to shed light on family circumstances and how those circumstances might affect the design of family and community engagement activities. In addition, part 1 provided information that helped build understanding about potential barriers to family and community engagement.

Part 2 builds on this foundation by providing activities and tools that help educators bridge cultures to address those barriers so that families can become partners in support of student learning. Building that bridge is important because when families are involved in student learning, students achieve more regardless of their socioeconomic status, racial/ ethnic background, or parents' education level (Antunez, 2000; Henderson & Mapp, 2002).

Information, activities, and tools in part 2 address the important aspects of building a cultural bridge: developing trusting relationships, tapping into and respecting families' strengths, and helping families build their role as partners who share power and responsibilities (Henderson & Mapp, 2002). These activities and tools provide guidance on asking families and community members how they want to be engaged in the school and in student learning, which helps them develop a sense of ownership and responsibility and can bring about more meaningful and active participation (Avvisati, Besbas, & Guyon, 2010; Goddard, Tschannen-Moran, & Hoy, 2001; Hoover-Dempsey & Sandler, 1995; Stoi-covy, Murphy, & Sachuo, 2011).

*When families are involved in student learning, students achieve more regardless of their socioeconomic status, racial/ ethnic background, or parents' education level*

### Description of part 2 sections

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Part 2 of the toolkit has two sections that focus on ways schools can bridge the culture between home and school by valuing and respecting families' strengths and experiences. The activities in these sections expand educators' understanding of the different ways that families and communities can support student learning and increase their ability to overcome the barriers that keep families from engaging with schools.

#### Section 2.1: Tapping into the strengths of families and communities

This section emphasizes the importance of educators focusing on families' strengths and respecting their role as partners working toward co-constructed goals for student success. It also addresses parents' and families' beliefs about the value of engaging with schools.

#### Section 2.2: Establishing roles for building family and community engagement

This section provides guidance around establishing positive roles for educators and families in support of student learning. It includes an explanation of the variety of roles that family and community can assume when they engage with schools and provides a tool to help educators and parents understand those roles.

## Summary of part 2 activities and tools

The activities in part 2 of the toolkit are summarized in table 2.1, including the name and number of the activity and the type of tool or tools (information sheet or note-taking template) included in the activity. Activity and tool numbers include the number of the toolkit part and the number of the section. For example, activity 2.1 is in part 2, section 1 of the toolkit.

**Table 2.1. Summary of part 2 activities and tools**

Activity number	Activity	Tool type included in the activity
2.1	Identifying family and community strengths 1-2-4-ALL	Note-taking template
2.2	Planning for school, family, and community partnerships jigsaw	Note-taking template Information sheet

**Source:** Activities were developed by Regional Educational Laboratory Pacific for the toolkit, using sources listed in table A1 in appendix A.

*Part 2 of the toolkit focuses on ways schools can bridge the culture between home and school by valuing and respecting families' strengths and experiences*

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## Section 2.1: Tapping into the strengths of families and communities

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The growing diversity of school communities requires that educators understand the characteristics and strengths families bring to the school so those strengths can be used to support student achievement. Educators must recognize that parents (and other family and community members) are not all the same; they have strengths and weaknesses, complexities, problems, and questions, and educators must see them as more than “just parents” (Edwards, 2009). Engaging families goes beyond simply aligning school and parent needs for communication and information. It also involves getting to know individual parents and their stories to understand what they need in order to support their children’s learning.

### Key points

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- **Identifying family strengths is critical to engaging families as partners in their children’s education.** To identify and make use of family strengths, educators may need to shift from a deficit-based model, which focuses on what families are not doing, to a strengths-based model, which acknowledges that families want to help their students succeed (Moore, 2011). For example, in the Chuukese population on Guam it is not unusual for the extended family or an interested community member to come to school functions when a child’s parent is not available. Rather than seeing this as a case in which parents do not care about their child’s education, educators can see the involvement of others as a reflection of a cultural strength—the community is interdependent and focused on group success. If the parent is not available, another member of the community steps in to support the student. Of course, educators must avoid the pitfall of thinking that all family characteristics in a culture can be generalized. Instead, they must get to know each family.
- **Collaborating with families based on strengths develops strong relationships between home, school, and community.** Educators can help families build on their strengths by asking them how they want to be involved and how the school and community can create opportunities for that involvement. When educators recognize families’ strengths, they are more likely to reach out to parents or other family members as true partners in their children’s education (for example, working with them to set goals for their children’s education, helping them understand how to support their children’s learning at home, or acknowledging the importance of the home language). To make use of family strengths, the school and community need to engage families through diverse and culturally appropriate approaches. They need to provide opportunities for parents to be viewed as individuals, recognizing the diversity that occurs within and between cultural groups.
- **Partnering with communities to promote family engagement helps schools and families support student learning.** Family, school, and community have overlapping spheres of influence, and if the three spheres interact and communicate with one another, students are more likely to receive common messages about their success (Epstein, 2010). By partnering with communities (for example, businesses, faith-based organizations, or community centers), families and schools can maximize their efforts to support student success (Epstein et al., 2002). Research shows that all students can benefit when all stakeholders work together.

## **Toolkit activity**

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- **Activity 2.1: Identify family and community strengths 1-2-4-ALL.** Brings together the collective knowledge of the group to recognize the strengths that families bring to the school environment in support of student learning.

### **Activity 2.1: Identifying family and community strengths 1-2-4-ALL**

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#### **Purpose**

To raise awareness of the many strengths that families and communities have to improve the partnership among family, school, and community.

#### **Materials needed**

Chart paper, markers, copies of the “Identifying family and community strengths note-taking template.”

#### **Time**

45 minutes.

#### **Directions**

1. Introduce participants to the purpose of the activity and the importance of knowing and appreciating the many strengths that families and the community bring to the table.
2. Ask participants to silently reflect on family and community strengths that could support student learning and achievement in school.
3. Ask participants to form pairs. Distribute copies of the “Identifying family and community strengths note-taking template.” Ask pairs to share the family and community strengths that could support student learning and achievement in school that they have each identified and then brainstorm others.
4. Ask pairs to form groups of four and share their thoughts, adding ideas that were shared by the other pair in their group to their “Identifying family and community strengths note-taking template.”
5. Ask groups of four to form groups of eight. Ask the groups to share and combine their ideas into one list of family strengths and one list of community strengths using the chart paper and markers.
6. Have each group of eight post their lists on the wall or easels and guide the group in a discussion of the lists.

7. Ask the group to reflect on the lists by answering the following questions:
  - Which family strengths should we make use of in our classrooms? In our school?
  - Which community strengths should we make use of in our classrooms? In our school?
  
8. Debrief the process with the large group by asking the following questions:
  - How did this activity shift your thinking about family and community strengths?
  - How can you help families see the strengths they have to support their children's learning?

**Tool: Identifying family and community strengths note-taking template**

1. On your own, silently reflect on family and community strengths that could support student learning and achievement in school. Write down your ideas in the table below.
2. Find a partner and share the family and community strengths that could support student learning and achievement in school that each of you identified individually and brainstorm others together. Record these in the table.
3. With your partner, join another pair. Share each pair's thoughts, adding ideas shared by the other pair to your table below.
4. With your group of four, join another group of four. Share and combine your ideas into one list of family strengths and one list of community strengths using the chart paper and markers provided.
5. Post your group's lists of family and community strengths as requested by the facilitator.

Family strengths	Community strengths

**Reflection**

- Which family strengths should we make use of in our classrooms? In our school?



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## Section 2.2: Establishing roles for building family and community engagement

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Schools that focus on educating students without considering the impact of family and community members on student learning are missing an opportunity to create powerful learning environments. Educators are largely responsible for establishing the nature of the relationships and the roles that families play within the school community. To determine the roles that would most benefit student learning, educators need in-depth knowledge of the community they serve, including the community's needs (Gray, 2013). This section provides guidance to help educators work with families to clarify and establish positive roles for educators and families in support of student learning.

### Key points

- **Family and community can take on a variety of roles when they engage with schools.** Roles for family and community in schools can be broadly defined, including helping their children learn at home, participating in school activities, being involved in school decisionmaking regarding their children, and collaborating to support student learning (Goodall & Vorhaus, 2011). Joyce Epstein and colleagues have created a research-based framework for developing community partnerships that includes six types of involvement: parenting, communicating, volunteering, learning at home, decisionmaking, and collaborating with the community (Epstein et al., 2002). Paying attention to these six types of involvement can help schools coordinate their efforts so that family and community members can assume a variety of roles as partners with the school (Epstein & Salinas, 2004).
- **Connecting family and community engagement to school improvement helps focus roles.** Family and community engagement efforts are often uncoordinated and separate from school improvement efforts. This has been described by Kressley (2008) as “random acts of family involvement.” To ensure that family and community engagement promotes student growth and school success at every grade level, schools can help families understand the critical role they play in supporting student learning and achievement of school improvement goals. For example, family members can serve as volunteers, participate in school decisions, set learning goals with their children, and participate in other curriculum-related activities (Van Roekel, 2008).
- **Bureaucracy can discourage engagement and limit the roles that family and community members are willing to accept.** If families feel they lack the knowledge and confidence to operate within the bureaucratic structure of the school community, they may involve themselves at lower levels or not at all (Young, 1998). Many school districts try to involve families in the actual planning and operation of schools by encouraging them to help make important decisions, such as how to allocate resources. Families may see decisionmaking as a consensus-building process, while the school may instead value “one person, one vote” (Trumbull, Rothstein-Fisch, & Greenfield, 2000). This disparity between these decisionmaking processes may cause some families to seek other, more comfortable ways of engaging with the school.
- **One role may not fit all.** It is clear that parental situations, perspectives, and skills affect parents' ability to support their child in particular ways. For example,

asking parents to read at home with their child might seem an easy request, but some parents have never been shown how to read interactively with their children or they may lack the reading skills to do so. In addition, some parents might not believe that reading to their child will make a substantial difference. Families with different perspectives and skills need different supports to effectively respond to requests to support their children's learning (Edwards, 2011). In this example, support from other family or community members could act as a scaffold for parents to understand the benefits of reading aloud.

### **Toolkit activity**

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- **Activity 2.2: Planning for school, family, and community partnerships jigsaw.** Guides educators in understanding and establishing possible roles that family and the community could play in supporting student achievement.

### **Activity 2.2: Planning for school, family, and community partnerships jigsaw**

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#### **Purpose**

To increase the skills of educators to empower families to use their own strengths to become active participants in their children's education.

To understand the components of a comprehensive program of family and community engagement and be able to plan a program that will increase student success in school.

#### **Materials needed**

Copies of the "Planning for school, family, and community partnerships note-taking template" and "A framework for programs of school, family, and community partnerships information sheet."

#### **Time**

60 minutes.

#### **Directions**

1. Ask participants to count off from one to six and assign each numbered group one of the six types of parent involvement in the Epstein framework.
2. Distribute copies of the note-taking template and information sheet. Ask the small groups to discuss the questions under their assigned type of parent involvement with all members recording group consensus on the note-taking template (10 minutes).
3. Form new groups that include one person from each of the groups representing the components of Epstein's six types of parent involvement.
4. Explain that the representative from the group that discussed Epstein's first type of parent involvement has five minutes to read the description of the type of parent

involvement, read the questions, and describe the group's responses to the questions to the new group.

5. Ask that representative to lead a five-minute discussion of the type of involvement to gain more perspectives and responses for the questions.
6. Ask the representative from the second of Epstein's types of parent involvement to follow the same procedure as the representative for the first type of involvement (steps 4 and 5).
7. Ask each of the other representatives to repeat the process (steps 4 and 5).
8. Ask representatives to return to their home group and share any additional perspectives and ideas related to the group's assigned type of parent involvement.
9. As a large group, come to consensus on three actions or ideas that participants would be willing to implement in the next month of school.

**Tool: Planning for school, family, and community partnerships note-taking template**

1. With your home group, discuss the questions under your assigned type of parent involvement on the “A framework for programs of school, family, and community partnerships information sheet.” Record your notes in the table below.

Type of parent involvement	Notes
Parenting	
Communicating	
Volunteering	
Learning at home	
Decisionmaking	
Collaborating with community	

2. Form new groups that include one person from each of the groups representing the components of Epstein’s six types of parent involvement.
3. With your new group, serve as the expert on your assigned type of parent involvement by reading the description of it and the questions about it, and then describing to your new group your home group’s responses to the questions.

4. Lead a five-minute discussion of the type of involvement to gain more perspectives and responses for the questions. Add these to your note-taking table.
5. Listen to what the other members of your new group share about their assigned type of parent involvement and record the ideas they share and that your group discusses about the assigned type of parent involvement.
6. Return to your home group and share any additional perspectives and ideas related to the group's assigned type of parent involvement.
7. With the large group, come to consensus on three actions or ideas that you will implement in the next month of school. Record those actions or ideas below.

Action/idea 1:

Action/idea 2:

Action/idea 3:

## Tool: A framework for programs of school, family, and community partnerships information sheet

1. Parenting: Epstein's first type of involvement focuses on how parenting practices empower children by building and maintaining home environments that support children as students. This type of involvement also refers to schools understanding their students' families.
  - How can we strengthen parents' understanding of child development at each grade level?
  - How do we make sure information and resources are accessible to all families that want or need it?
  - How can we learn about parents' goals and dreams for their children's education and future plans?
2. Communicating: Epstein's second type of parent involvement aims for clear parent-teacher communication about school programs, happenings, and student work and progress.
  - In what ways do we need to improve communication between home and school to make sure that it is regular, two-way, and meaningful?
  - What steps can we take to promote regular, two-way, and meaningful communication between teachers and families?
3. Volunteering: Epstein's third type of parent involvement is volunteering. When teachers effectively recruit, train, and schedule parents' volunteer time, students and parents benefit.
  - What prevents parents from volunteering in our school or conducting volunteer activities at home? What prevents us from counting family members who come to watch and support student activities as volunteers?
  - How can teachers encourage and use parent support in their classrooms?
4. Learning at home: Epstein's fourth type of involvement is providing information and strategies for parents to use with their children at home.
  - What strengths do parents have and how can we help them use these strengths to help their children academically?
  - What are some challenges to promoting learning at home and how can these challenges be overcome?
5. Decisionmaking: The fifth type of involvement in Epstein's model is decisionmaking, in which parents and teachers are partners in creating, discussing, or implementing shared views and actions to achieve shared goals for student improvement in school.
  - How can we ensure that all parents' voices are heard on decisions that affect students and families?
  - In which areas of school decisionmaking are some parents involved as leaders on committees and are all parents involved as valued partners?

6. Collaborating with community: Epstein's sixth type of involvement is collaborating with the community. It is important to involve local community members and organizations in comprehensive partnership programs to support and inspire students and teachers, to strengthen families, and to enable students to give back to the community.
  - What resources and services from the community will strengthen family practices and student learning?
  - How can we promote opportunities for connecting students, educators, families, and community resources?

**Source:** Epstein et al., 2002, 2009.

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## Appendix A. Activity and tool selection

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The Toolkit of Resources for Engaging Families and the Community as Partners in Education was originally developed to provide activities and tools to help educators in the Regional Educational Laboratory (REL) Pacific Region understand why and how to engage parents, families, and community members from diverse cultures, specifically in Guam. REL Pacific developed a toolkit for schools in Guam in response to a request to help them more effectively engage all their families, not just those from a particular economic or ethnic group.<sup>2</sup> Like many schools on the U.S. mainland and in the REL Pacific Region, Guam's schools have an increasingly diverse population.

To expand the toolkit for use beyond the REL Pacific Region, the study team identified resources with appropriate activities and tools by conducting a web search using ERIC, Google, Google Scholar, and ProQuest Education Journals using the following search terms: parent engagement, parent involvement in the REL Pacific Region, cross-cultural communication with families, building trusting relationships with parents in the REL Pacific Region, Micronesian education, indigenous learning, cultural competency with families and communities, cultural beliefs and assumptions, community partnerships, parent information resource centers, federal policy parent engagement, and access and equity for families. The web search focused initially on publications released after 2000. Because this focus yielded few publications related specifically to the culture and context of the REL Pacific Region, the search was expanded to 1990. Additionally, the study team reviewed websites of nationally recognized centers, including the Center for Study of Social Policy; Center on Innovation and Improvement; Center on School, Family, and Community Partnerships; Harvard Family Research Project; McREL International; National Center for Parents with Children with Disabilities; National Coalition for Parent Involvement in Education; SEDL; and WestEd. These sites were accessed to review their resources and to identify commonly referenced websites that might also serve as resources.

In reviewing the resources, the study team looked for appropriate activities and tools. It adapted some activities and tools and developed others to fit the topics in each section of the toolkit. These activities and tools reflect the study team's experience working with a variety of schools, including those in the REL Pacific Region, on the U.S. mainland, and in Canada. Each activity in part 2 is listed in table A1 along with a description of how it was adapted or developed and its source.

Some activities and tools developed by the study team are based on general group processes (that is, inner and outer circle and carousel brainstorming) for exploring people's knowledge or beliefs about a topic or generating ideas. Some are based on an existing graphic, and others were developed by the study team with guidance. For example, the study team developed "Activity 2.2: Planning for school, family, and community partnerships jigsaw," based on research by Joyce Epstein, who provided suggestions for and feedback on the activity when asked for permission to use her framework.

Taken together, the activities in the toolkit provide many avenues for educators to enhance their understanding of family and community engagement in education and their ability to involve families and communities as partners in supporting student learning.

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**Table A1. Development of activities and tools in part 2 of the toolkit**

Activity number	Activity name	Development	Citation
2.1	Identify family and community strengths 1-2-4-ALL	Regional Educational Laboratory Pacific staff developed this activity, the template, the questions for reflection, and the debriefing of the process.	na
2.2	Planning for school, family, and community partnerships jigsaw	Regional Educational Laboratory Pacific staff developed this activity using an existing framework as the focus.	Epstein et al. (2002). <i>School, family, and community partnerships: Your handbook for action, 2nd ed.</i> Thousand Oaks, CA: Corwin.  Epstein et al. (2009). <i>School, family, and community partnerships: Your handbook for action, 3rd ed.</i> Thousand Oaks, CA: Corwin.  For more information, visit the National Network of Partnership Schools at Johns Hopkins University, Baltimore, <a href="http://www.partnershipschools.org">www.partnershipschools.org</a> .

na is not applicable

**Source:** Developed by Regional Educational Laboratory Pacific.

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## Notes

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1. Alliance members include administrators and teachers from Guam Department of Education schools and faculty from Guam Community College and the University of Guam who work with K–12 schools.
2. A prior version of the toolkit was published and distributed to Guam alliance members for use within the REL Pacific Region; this version of the toolkit has been revised and expanded for a broader audience.

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## The Regional Educational Laboratory Program produces 7 types of reports



### **Making Connections**

Studies of correlational relationships



### **Making an Impact**

Studies of cause and effect



### **What's Happening**

Descriptions of policies, programs, implementation status, or data trends



### **What's Known**

Summaries of previous research



### **Stated Briefly**

Summaries of research findings for specific audiences



### **Applied Research Methods**

Research methods for educational settings



### **Tools**

Help for planning, gathering, analyzing, or reporting data or research



# 2018 CASB WINTER LEGISLATIVE CONFERENCE

March 1–2, 2018

The Brown Palace Hotel & Holiday Inn Express

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## Thursday, March 1, 2018

### 7:30 – 8:45 a.m. • EARLY BIRD SESSIONS

*Includes continental breakfast*

#### 1. **New Board Member Coffee**

*Randy Black, director member relations, CASB*

After nearly 100 days as a new school board member, you're almost a "veteran." Join this conversation as a way to celebrate, be encouraged, share the experience and explore the next steps.

#### 2. **CASB in 2018**

*Paul Reich, president, CASB board of directors & Ken DeLay, executive director, CASB*

Have a conversation with Paul Reich and Ken DeLay about the challenges and opportunities they see for CASB and public education in 2018.

### 9 – 10:15 a.m. • OPENING GENERAL SESSION



#### **Colorado Public School Choice and Student Preparedness**

*Amy Parsons, executive vice chancellor of the Colorado State University System & Denver Business Journal's Outstanding Women in Business recipient; Leslie Taylor, assistant vice president for Enrollment and Access, Colorado State University System*

What types of skills do Colorado public school students bring with them as they enter the university setting? Is there a difference between students matriculating from traditional public schools and choice option schools? Amy Parsons and Leslie Taylor will walk us through Colorado student preparedness and share data indicating the necessary skills students do and don't have as well as what will be necessary for the future.

### 10:30 – 11:30 a.m. • BREAKOUT SESSIONS

*(Choose one of four)*

#### 1. **Rural School Choice in Colorado**

*Michelle Murphy, executive director, Colorado Rural Schools Alliance; Brad Ray, superintendent, Garfield County No. 16; Shane Walkinshaw, superintendent Arickaree R-2; Caryn Gibson, superintendent, Delta County 50J; Allan Dillon, superintendent, DeBeque 49-JT; Dan Morris, executive director, eNetLearning & marketing, outreach and coordination, Colorado Digital Learning Solutions*

Join us for an interactive discussion about innovative school choice options being implemented in Colorado's rural schools and learn how to bring these options to your students and community.

## 2. **Creative Partnerships and Innovation to Develop a Strong CTE Pathway**

*Scott Campbell, superintendent, Widefield 3; Tim Kistler, superintendent, Peyton 23-Jt*

In this session, Scott Campbell and Tim Kistler will share their story of partnership through the Peyton/Widefield Vocational Education Campus which houses a 46,000-square-foot building known as The Mill or "Manufacturing Industry Learning Lab." There are 180 students from six school districts involved in the Peyton Woods program every day which includes woods manufacturing, cabinet finishing and construction programs.

## 3. **Alternate Universe: Engaging Equitable Learning Through Multiple Modalities**

*Kathleen Shiverdecker, learning community director, Aurora Public Schools*

Students are revealing to us, as educators, what they need through their stories, experiences and reflections about what it's like to be a learner in contemporary school contexts. Academic growth and achievement data underscore the importance and relevance of personalized learning opportunities designed to meet the needs of every student. Our students are moving faster and faster into more diversified and complex learning environments than ever before, both in and out of the classroom. Join Kathleen Shiverdecker in a collaborative conversation about Aurora Public Schools' move toward a multi-modal architecture for blended learning in service to students with unique needs.

## 4. **Legal Fundamentals of Student Admission and Open Enrollment**

*Coulter M. Bump, attorney, Caplan & Earnest LLC*

School attorney, Coulter Bump, will discuss Colorado's admission and open enrollment requirements and the legal and practical considerations concerning a district's decision to admit or deny a student to its schools, depending upon whether the student is a resident or non-resident of the district.

### 11:30 a.m. – 12:45 p.m. • LUNCH AND LEARN

*Charlotte Ciancio, superintendent, Mapleton Public Schools; Brian Eschbacher, executive director of planning and enrollment services, Denver Public Schools; Angela Cobián, board member, Denver Public Schools*

Take this opportunity to hear from school districts with choice options. Discuss speaker insights and share public school choice ideas with your fellow CASB members during "Lunch and Learn."

### 1 – 2:15 p.m. • BREAKOUT SESSIONS

*(Choose one of three)*

#### 1. **Choice in Colorado Public Education: A Data-Driven Workshop**

*Bill Kottenstette, executive director, Schools of Choice Unit, CDE*

In this session, Bill Kottenstette will present recently released data from the state that looks at pupil enrollment across the state and across educational models (for example: district-managed schools, charter schools, online schools, innovation schools, alternative education campuses, etc.). Bill will provide an overview of terms related to the school models as it is currently outlined in state policy. Participants will have the opportunity to workshop with peers in order to analyze enrollment trends over recent years and to explore questions that may come from a review of the data.

#### 2. **Charter Schools: District Work in Littleton Public Schools**

*Carrie Warren-Gully, board member, Littleton Public Schools; Jack Reutzel, president, board of education, Littleton Public Schools; Donna Villamor, director of finance and risk management, Littleton Public Schools; Lisa Lira, director of operations, Littleton Preparatory, Littleton Public Schools*

It's All About the Relationship! - Come and join a team from Littleton Public Schools to talk about the relationship between their two charter schools and the school district. Learn how the relationship has developed over time, how they work together to negotiate everything from a service contract to bond initiatives and how School Board members incorporate charters into the various "choice" options available in their district.

#### 3. **What Innovation Can Do for Your Schools and Students**

*Scott Campbell, superintendent, Widefield 3; Robert Framel, superintendent, Kit Carson R-1*

Hear from two districts that gained innovation status for different reasons. Find out what innovation status affords your students, faculty, and community. From gaining STEAM school status to being granted the ability to attract and retain new teachers, having flexibility in employment terms and conditions as well as flexible evaluation procedures- you'll hear it all.

2:30 – 4:30 p.m. • CLOSING GENERAL SESSION



**The Politics of School Choice**

*Tom Dodd, Ph.D., principal, Lesher Middle School*

Recognizing our professional responsibility and moral imperative to ensure every student a seat in a high-quality school, Dr. Tom Dodd will tell the story of Lesher Middle School's journey from a school with declining enrollment, a decaying facility, low staff morale, and high student misbehavior, to the most "choiced to" neighborhood secondary middle school in Poudre School District. Dr. Dodd will share how marketing, branding, programming, demographics, and facilities influence public perceptions of school quality, and the integrating and segregating effects of school choice from a principal's perspective in a 30,000-student school district.

*2017-18 is Tom Dodd's 13th year as principal of Lesher Middle School, an International Baccalaureate (IB) World School in downtown Fort Collins, CO. Tom was recognized as the 2016 Colorado Middle Level and Secondary Principal of the Year by the Colorado Association of School Executives (CASE) and Colorado Association of Secondary School Principals (CASSP), and the 2017 National Secondary Principal of the Year by the National Association of Secondary School Principals (NASSP).*



**The Politics of School Choice: A Conversation**

**Facilitator:** Ken DeLay, executive director, CASB; **Panelists:** Tom Dodd, Ph.D., principal, Lesher Middle School; Kelly Caufield, director of policy and advocacy, Colorado Succeeds; Kelly Causey, Ph.D., president and CEO, Colorado Children's Campaign; Antonio Parés, Partner, Donnell-Kay Foundation; Lisa Weil, executive director, Great Education Colorado

Ken will facilitate a lively discussion with our panelists representing various viewpoints on public school choice.

4:30 – 6:30 p.m. • EDUCATION LEADER AND LEGISLATOR RECEPTION

Board members, this is your chance to meet and mingle with your legislators. Take advantage of this reception to put a name to a face, ask a question or advocate for a position. Even if you don't have a specific request, this is the time to make a connection that will pay dividends later.

**Friday, March 2, 2018**

7:30 – 8:30 a.m. • LEGISLATIVE BRIEFING BREAKFAST

*Matt Cook, director of public policy and advocacy, CASB; Anne Guettler, board member, Garfield Re-2 and chair, CASB Federal Relations Network; Todd Engdahl, editor, Capitol Editorial Services*

Kick off the second day of the conference with breakfast and an update on the current legislative action. Bring your appetite and your questions in order to be the best-informed board member you can be.

9 – 10 a.m. • TIME AT THE CAPITOL

As a CASB member, you have the opportunity to see the legislative process first-hand. Contact your legislators in advance and you may gain an invitation to view the proceedings from the chamber floor!

*Contact your legislators ahead of time so they know you plan to be there and want to observe from the floor.*

10 – 11:30 a.m. • GENERAL SESSION

*Both updates will take place in the Old Supreme Court Chambers.*

**PERA Update**

*Lynea Hansen, executive director, Secure PERA; Ron Baker, interim executive director, Colorado PERA*

The Colorado Public Employees Retirement Association (PERA) currently has more than 560,000 members, which include most school PR/Award # U282A180023

district employees. However, PERA must address a significant unfunded liability in order to remain a sustainable system. The Colorado General Assembly is currently debating how best to address these challenges. We will hear an update on the current PERA proposals.

**Table 18 "Funding for Public Schools" Ballot Initiative**

*Susan Meek, director of communications, Great Education Colorado; Lisa Weil, executive director, Colorado Education Campaign*

Susan Meek and Lisa Weil will lead a discussion on the school funding ballot initiative that was approved by the State Title Board. They will discuss the fiscal note associated with the potential bill, as well as provide information on how members can support the ballot initiative and assist with petition gathering.

**12 p.m. • TOUR OF THE CAPITOL or MEET YOUR LEGISLATOR**

If you have not visited the Capitol, join us for a tour where you will learn the Capitol's history as we journey through the chambers, hearing rooms and the nooks and crannies of our state's landmark building. Hear the history of the stained-glass portraits in the Senate and House chambers and, if you are up to the challenge, you can climb the 99 steps to the top of the Capitol Dome!

Take advantage of your time in Denver to meet with your senators and representatives. The CASB advocacy team can help you set up meetings or meals and facilitate discussions.

*School officials, who are not registered lobbyists, are allowed to pay for meals for lawmakers. The amount spent on meals will have to be disclosed by the legislator as a gift. Gifts from any one individual or school district to a legislator cannot exceed \$59 in any year.*

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## Budget Narrative File(s)

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**Colorado Charter Schools Program (CCSP) Budget Narrative**

The Colorado Department of Education (CDE) requests approval of the following grant budget of [REDACTED] (planned expenditures of \$5 million) over a 5-year period (October 1, 2018 through September 30, 2023) from the federal Charter Schools Program (84.282A) for the Colorado Charter Schools Program. Below is a table outlining the proposed subgrant numbers over the life of the grant, and a table with figures and narrative outlining and justifying the budget items for the CCSP, broken down by Budget Categories (from ED524) and project year. Colorado will utilize 3% of the total award request for administrative expenses, 7% for Technical Assistance expense, and 90% used directly for subgrants for post-award planning/design and implementation. A 2-day project directors meeting is included under the Travel portion of the administrative expenses.

<b>Projected number of Colorado subgrant applicants and targeted number of Subgrant Awards</b>					
	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>
	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>Projected # of new school &amp; replication applicants</i>	0	15	15	17	12
<i>Projected # of new school subgrant recipients</i>	0	9	9	10	6
<i>Projected # of significant expansion applicants</i>	0	4	5	5	5
<i>Projected # of significant expansion subgrant recipients</i>	0	2	3	3	3
<i>Total # of Projected applicants</i>	0	19	20	22	17
<b>Targeted # of new CSP Subgrant Awards</b>	<b>0</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>9</b>
<i>Estimated Average Award</i>	[REDACTED]				
<i>Projected Planning and Innovation Subawards to be obligated **</i>					
<b>Projected 10%</b>					
<i>Projected Administrative funding (3%)</i>					
<i>Projected TA funding (7%)</i>					
<b>Total Funding Estimated</b>					

**REVISED BUDGET NARRATIVE - COLORADO FY2016-18 CSP AWARD**

<b>Budget Category</b>						
<b>Budget Item</b>	<b>Proj. Year 1</b>	<b>Proj. Year 2</b>	<b>Proj. Year 3</b>	<b>Proj. Year 4</b>	<b>Proj. Year 5</b>	<b>Notes</b>
	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	
<b>1a. Personnel - Salary Base</b>	<b>Base Salary Calculations</b>					
Executive Director, Schools of Choice (Kottenstette)						Resume included
Grant Manager (McMillen)						Resume included
Grants Fiscal (Rodriguez)						Resume included
Technical Assistance Lead (Anzalone)						Resume included
CSP Program Assistant						To be hired following receipt of grant. Salary set at a rate commensurate with a state classified program assistant role.
Subgrant Monitoring Specialist						To be hired following receipt of grant and proposal. Salary set at a rate commensurate with a state classified program assistant role.
Procurement Specialist						School will utilize supports from CDE procurement development is of sufficient complexity to require state support
Charter Field Consultant						Planned only for first year as RFPs are developed. Salary set commensurate with State Personnel Consultant role. Support allocations are identified in #6 (below).
Schools of Choice Liaison						To be staffed following receipt of grant. Salary set at a rate commensurate with State Personnel Consultant role.
Associate Commissioner, School Quality & Support						Schools of Choice Office is part of School Quality & Support. Associate Commissioner work supports CSOs. Departmental resources together in support of grant activities.
<b>1b. Personnel - Grant FTE</b>	<b>Projected FTE calculations applied to grant activities</b>					
Executive Director	█	█	█	█	█	Program Director for grant. Approves any state reporting. Oversees and approves any federal reporting. Provides leadership on public activities to stress importance of grant. Responsible for implementation of policy law and regulations at the state and addressing any changes to program. Work allocation to grant will stay consistent with grant.

Grant Manager	0.90	0.90	0.90	0.90	1.80	Provides general oversight and direction to on implementation of grant activities. Addressed related to programmatic implementation. Knows compliance requirements. Work allocation over the life of the grant.
Grants Fiscal	0.25	0.45	0.50	0.55	1.05	Provides financial oversight and monitoring charged to grant. Works with charter schools coaching/technical assistance on transactions budget workshops. 0.25 FTE in year one is preparation activities for sub-grant competition of 2019 at which time FTE allocation will increase.
Technical Assistance Lead	0.75	0.80	0.85	0.85	1.60	Oversees state technical assistance offerings run trainings. Will oversee and provide coaching be project lead for any RFP/Procurement of Choice that are related to coaching, technical development, and best practice activities and impacted by RFP work in Year 1 and TA in years.
CSP Program Assistant	0.25	0.50	0.50	0.50	1.00	Provides general administrative support to overseeing unit-level purchasing, making local conferences/convening activities, conducting managing survey data, responding to general school office and charter school grant. Will and moving to half-time as grant activities/increase.
Subgrant Monitoring Specialist	0.25	0.80	1.00	1.00	1.60	Manages general oversight of subgrantee reporting activities will include: managing publishing rubric, managing renewal process and providing annual renewal processes, tracking results for tracking milestones of a grantee from notification to full implementation of subgrant activities and archiving findings. Managing technical subgrantees, overseeing final report and grant subgrantees. 0.25 in year one is set aside for sub-grant competition that will be run in allocation will quickly increase as more subgrantees are added.
Procurement Specialist	0.20	0.10	0.05	0.05	0.10	Provides technical assistance to TA Lead on applicable public procurement processes. Work with work requirements moving to a minimum been published/awarded

Charter Field Consultant	[Redacted]	Provides year 1 coaching and technical assistance across the state. In years 2-5, activities are limited to services; however, some or all of the services may be provided by a Charter Field Consultant if the state does not identify a state procurement process.	
Schools of Choice Liaison		Works across units to build relationships and coordinate resources/communication from districts to the state on charter related topics. Will initiate pilot Program for chosen topic among unit leads, charter school authorizers.	
Associate Commissioner		Associate Commissioner works to support the Departmental and other statewide education activities in support of grant activities	
<b>FTE Subtotal by Year of Grant</b>			
<b>1c. Personnel - Charges to Grant</b>	<b>Salary allocations are calculated by multiplying base salary identified in section 1a to the FTE allocation identified in section 1b.</b>		
ED, SOC	[Redacted]		
Grant Manager			
Grants Fiscal			
Technical Assistance Lead			
CSP Program Assistant			
Subgrant Monitoring Specialist			
Procurement Specialist			
Charter Field Consultant			
Schools of Choice Liaison			
Associate Commissioner			
<b>Subtotal</b>			
<b>2. Fringe Benefits</b>		<b>Costs of benefits for grant personnel are detailed below. Amounts are based on budget office assumptions for grant personnel.</b>	
Health & Life Insurance	[Redacted]	Health & Life Insurance is based on Colorado's budget office assumptions for a cost of \$8,000 per FTE.	
Other Benefits		Other benefits are based on the wages outlined in the budget office assumptions above (set at 2% of wages) for Medicare, and health coverage.	
<b>Subtotal</b>			
<b>3. Travel</b>	<b>Costs of travel for grant personnel for CSP-related activities are detailed below.</b>		

Annual 2-day CSP Project Directors' Meeting						7	2 attendees per participant in y \$71 per diem, s transportation/ days, and \$500 nights' stay req and typical flig inflation.
National Charter School Conference						0	3 attendees @ 3 days * \$74 p 3 days @ \$200 \$500 roundtrip \$45 local trans inflation
National Association of Charter School Authorizers Conference						7	3 attendees. Flights: \$300 Hotels: \$150 a Per Diem \$51. \$45 local trans inflation
Other Education-related, best practice conferences						5	Registration: \$ Flights: \$400 Hotels: \$150 a Per Diem \$51. \$45 local trans inflation
Colorado Charter Schools Conference						8	4 Attendees * \$
Colorado CSP Technical Assistance Offerings						8	Estimated cost
CSP subgrantee school site visits						7	\$40 per day fo per mile based miles per trip (C trip*attendees* Anticipated 4%

Annual Western Slope Seminar							Cost for 2 persons for 2 days in Colorado (e.g., \$640 for 2 days per hotel room person per day CONUS rate for days \$256); \$4 (total \$120), at \$0.13 based on Junction is 250 \$0.48 mileage (65) . Anticipated
Conference Registration Fees and other Professional Development							Annual Conference identified: National Conference 3 Conference 3 for additional cover fees for restricted to members (For 4% inflation
<b>Subtotal</b>							
<b>4. Equipment</b>	<b>None</b>						
<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>5. Supplies</b>	<b>Costs of Supplies for grant personnel are detailed below. Amounts are based on budget office assumptions for</b>						
Computer Technology							Average cost of laptop, docking touchscre, and replacement cy
Office Supplies							Average cost of office supplies
Event Supplies							Average estimate incidental materials (tc) times 25 e anticipated infl
Postage							Based on average reviewer package 15 per box * applicants. Plus \$5,000 and dissemination dissemination

Printing	\$ 6,782	\$ 7,032	\$ 7,423	\$ 7,743	\$ 16,105	\$ 45,085	Based on use e per FTE. Plus Practice dissemination inflation
Competition Printing	\$ -	\$ 1,368	\$ 1,498	\$ 1,713	\$ 1,377	\$ 5,956	# of applicants packet * 3 cent inflation of 4%
Webinar platform	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100	\$ 4,200	\$ 12,600	User fees for 3 webinar platform events with web-based webinar
Telephone/Fax	\$ 2,200	\$ 2,175	\$ 2,300	\$ 2,325	\$ 4,375	\$ 13,375	Average institution Telephone/Fax
<b>Subtotal</b>	<b>\$ 23,389</b>	<b>\$ 25,988</b>	<b>\$ 27,127</b>	<b>\$ 28,050</b>	<b>\$ 50,721</b>	<b>\$ 155,275</b>	
<b>6. Contractual</b>	Costs of Contractual supports. All line items listed below will include a formal contract and scope of work detailing exact timeframes. Major services are outlined below. The Colorado Charter School Institute is identified as an entity with an intergovernmental agreement. Providers that are non-governmental will be selected in accordance with OMB and C						
Contracted Support for Charter Principal/Administrator Training Program	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 40,000	\$ 120,000	State will develop Statement of Work annually review contract provide principal/administrator. Proposals are n
Authorizer Best Practice Development/Dissemination	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 100,000	\$ 300,000	State will develop a Statement of Work for School Institute responsibilities authorizer collect and statewide educate district authorizing best State of Colorado Association of Statement of Work contact objectives overseeing charter a charter applic

Annual Convening Sub-awards, printing, and best practice development	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 300,000	\$ 900,000	State will initiate review/modify responsibilities of planners. Activities will include developing a draft issue both nationally and state on the top promising practices. An agenda based on opening sessions will highlight current problem and how Providers can address. develop content for statewide broadcast. Proposals for \$25,000 per copy up to three topics.
Board Module improvements	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 40,000	\$ 120,000	State will purchase contract provide, maintain, and provide governance training available for use including charters. Quotes are not available.
Finance Seminar	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 5,000	\$ 15,000	State will make offer to pay for from the state. Estimated cost presenters as F breakouts.
New Charter PD/Coaching		\$ 30,000	\$ 30,000	\$ 30,000	\$ 60,000	\$ 150,000	State will develop review performance providers to address development, training coaching for each across the state \$30,000 per year.

Replication/Expansion PD/Coaching		\$ 30,000	\$ 30,000	\$ 30,000	\$ 60,000	\$ 150,000	State will deve review perform providers to ad development, t coaching for cl expansion/repl exceed \$30,000
Office Rental	\$ 15,400	\$ 15,225	\$ 16,100	\$ 16,275	\$ 30,625	\$ 93,625	Based on a stat per FTE
Official Functions	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 7,500	\$ 22,500	Set aside to co allowable incid SOC is host. E
<b>Subtotal</b>	<b>\$ 261,650</b>	<b>\$ 321,475</b>	<b>\$ 322,350</b>	<b>\$ 322,525</b>	<b>\$ 643,125</b>	<b>\$ 1,871,125</b>	
<b>7. Construction</b>	None.						
<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>8. Other</b>	Costs of Other items not specified other Budget Categories.						
Subgrant Distribution	\$ -	\$ 12,837,000	\$ 14,074,000	\$ 14,326,000	\$ 8,418,000	\$ 49,655,000	Distribution of applicants sele competition.
<b>Subtotal</b>	<b>\$ -</b>	<b>\$ 12,837,000</b>	<b>\$ 14,074,000</b>	<b>\$ 14,326,000</b>	<b>\$ 8,418,000</b>	<b>\$ 49,655,000</b>	
<b>9. Total Direct Costs (lines 1-8)</b>							
<b>Total</b>	[REDACTED]						
<b>10. Indirect Costs*</b>	[REDACTED] indirect cost agreement with U.S. Department of Education, applicable to a [REDACTED] It does not app						
<b>Subtotal</b>	[REDACTED] Research calcul						
<b>11. Training Stipends</b>	none						
<b>Subtotal</b>					\$ -		
<b>12. Total Costs (lines 9-11)</b>							
<b>Total</b>	[REDACTED]						

### **Additional Narrative Justification for Budget**

In order to accomplish the objectives outlined in this application, the Schools of Choice Office will utilize existing staff, and at times add temporary capacity – including use of a state-employed Charter Field Consultant in the first year - while developing and administering an RFP process so that we can effectively contract with external providers who will be able to implement particular support and developmental activities statewide for the remainder of the grant. Internal activities that will stay with the Department will include: activities related to the annual sub-grant competition (RFP development, training publications, Technical Assistance, etc.), subgrantee monitoring and renewal processes, most board and business manager technical assistance activities, some authorizer technical assistance activities, Professional Learning Community (PLC) oversight through a charter school liaison role, and general management and supervision of the state award.

Activities identified for contracted awards include: field services for developers, state convening preparation, research, and publication development, training for charter school leaders, and most authorizer recruitment, field service support, and professional development activities (in collaboration with the Colorado Charter School Institute).

The focus of the grant will be to offer greater supports to charter school developers on the front end of their school design work that will also help improve the quality and focus of the authorizer review before schools apply to the state for CSP funds. Authorizers will have greater access to resources and supports in order to facilitate efficient and effective charter-authorizer reviews that will result in stronger charter contracts that precede applications for CSP funds.

In addition, CSP activities will ensure for an enhanced, rigorous, and differentiated subgrant competition and review process, along with a well-established and articulated subgrantee monitoring process in the years that follow the initial award determination.

Technical assistance activities will not only support training and support for targeted charter leadership roles, but will also expand to bring charter schools and authorizers together to collaborate on improvement efforts within a community of practice to address access and equity challenges that are currently a part of the parental choice system in the state.

### **Key personnel**

To achieve the objectives of our application, capacity within the office will fluctuate between 4.35 FTE and 4.75 FTE along with significant investments from charter support providers. Key personnel include:

**Bill Kottenstette (Project Director)** – As the Executive Director of the Schools of Choice Unit, Bill will also serve as the Project Director for the grant. Bill is budgeted as a 0.45 FTE to the grant in order to fulfill his responsibilities as the project director while also linking and aligning grant activities to other strategic activities of the Department.

**Peg McMillen (Grant Manager)** – Peg will serve as the grant manager and will be the visionary for setting direction and overseeing effective operation of grant activities. Peg is budgeted as a 0.90 FTE to the grant so that the majority of her work effort will be directed to ensuring grant activity excellence.

**Elizabeth Anzalone (Training and TA)** – Elizabeth will serve as the Technical Assistance Lead. With experience managing and overseeing the current technical assistance program, Elizabeth will not only apply this knowledge to the new grant, but will also apply her legal expertise in order to manage and oversee the RFP process so that we can use contracted providers to carry out part of our technical assistance objectives within the grant. Elizabeth’s work is currently identified to range between 0.75 and 0.85 FTE as certain technical assistance and contracting responsibilities will ebb and flow over the life of the grant.

**Subgrant Monitoring specialist** – Colorado will transition a subgrant monitoring specialist into the office over the life of the grant. In the first year, 0.25 of an FTE is set aside to carry out preparation activities for the first sub-grant competition that will be in the fall of 2019. The FTE allocation will quickly increase as more subgrant recipients are added to the program so that by the third year of the grant, the position will be funded as a 1.0 FTE.

**Grants Fiscal** – The Schools of Choice Unit utilizes the Department’s Grants Fiscal office to provide financial oversight and monitoring of subgrantee transactions that are charged to the grant. Grants Fiscal staff work with charter school authorizers and provide coaching and technical assistance on their budgets. 0.25 FTE in year one is set aside to carry out preparation activities for sub-grant competition that will be run in the fall of 2019 with allocations increasing to 0.55 in year 4 and then a gradual decrease as initial grantees successfully exit the program.