



Great Schools for Nevada Charter School Program (CSP)
Grant Request for Applications (RFA)

RFA Number: RFA2021002

Application is by invitation only based on pre-determined eligibility

Applications Due By:
October 15, 2021. 5:00 PM PST

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I. GRANT INFORMATION

A. Background and Purpose of the Grant

Under the FY 2020 Charter Schools Program (CSP) State Entities Competition, the U.S. Department of Education (Department) awarded grants to eight states. Authorized under Every Student Succeeds Act (ESSA) (20 U.S.C. 7221-7221j), the CSP State Entities Program is a competitive grant program that enables State entities to award subgrants to eligible applicants in their State. A consortium of partners has come together around Great Schools for Nevada CSP, a federal CSP program to lead the expansion of high-quality charter schools across our state. To ensure alignment of efforts and avoid duplication of work for maximum impact, Great Schools for Nevada CSP will consult quarterly with an Advisory Committee including the Nevada Department of Education, the Charter School Association of Nevada (CSAN), and the State Public Charter School Authority (SPCSA).

The Great Schools for Nevada Federal CSP subgrant program will pursue the following three objectives:

- 1) Increase the number of quality new, replicated, or expanded public charter schools serving the most at-risk student populations by at least 24 over the next 5 years.
- 2) Position Nevada's Authorizer as a leader in authorizing quality and academic performance.
- 3) Evaluate, collect, and disseminate widely the successes and lessons of highly-quality charter schools to impact the broader education system.

In carrying out these objectives, Opportunity 180 will provide subgrants to qualified charter school developers to provide financial support for the initial planning and implementation of opening, expanding, or replicating a public charter school. The Great Schools for Nevada CSP will be hosting two subgrant cycles in 2021, in the Spring and Fall. The Great Schools for Nevada CSP subgrant is a reimbursable grant, meaning that schools who are awarded the subgrant must first spend their own money and the Great Schools for Nevada CSP subgrant will reimburse costs in compliance with the subgrant.

B. Key Information and Dates

An application to the Great Schools for Nevada CSP Grant includes: 1) An evaluative [letter of intent](#) (LOI), 2) an eligibility form, 3) the main application (by invite only). Application elements and deadlines are below in [Table 1](#). The [Great Schools for Nevada CSP website](#) has relevant information and we recommend checking it frequently as it may receive updates. Please do not hesitate to contact us at greatschoolsncsp@opportunity180.org.

Table 1. Application Elements & Important Dates

Application Element	Information / Dates
Grant Title	Great Schools for Nevada CSP Subgrant 2021

RFA Number	RFA2021002
RFA Issuing Office	Opportunity 180
Contract Administrator	greatschoolsncvcs@opportunity180.org
Proposal Submission Portal	Application link: https://opportunity180.smapply.io/
Application Elements & Important Dates	
Great Schools for Nevada CSP Subgrant Release	August 6, 2021
Letter of Intent (LOI)* and Eligibility Forms Due LOI - Requirements LOI - Rubric Eligibility Form via the online application portal	August 20, 2021
Invitations to Apply Prospective applicants who have met the standards of the LOI and Eligibility will be invited to complete the application	September 1, 2021
Pre-Application Information Session (This will be live & a recording posted to the website)	August 12, 2021, at 3:30 PM PST
Pre-Application Budget Technical Assistance (This will be live & a recording posted to the website)	September 16, 2021, at 4:00 PM PST
Subgrant Application Due Date and Time	October 15, 2021, by 5:00 PM PST
Applicant Interview	November 29 - December 3, 2021
Subgrant Awards Announced	December 22, 2021

C. Size and Duration of Subgrants

Subgrants will be awarded for a period of up to 42 months inclusive of planning and implementation periods. The **planning period** is the time between the grant award and up to the first payment dispersal from Nevada Department of Education after first day of school and can be no longer than 18 months. The **implementation period** begins no sooner than the first day of school

and can last for 24 months. Through a competitive process, all subgrantees will be eligible to apply for up to \$1,500,000. The base award is up to \$1,000,000. Subgrantees are eligible to be awarded up to an additional \$500,000 in supplemental funds based on satisfaction of the criteria set forth in **Table 2** below. The release of supplemental funds will be based on the school providing evidence that it is able to fulfill the requirements of supplemental funding.

Table 2. Subgrant Award Breakdown

Target	Amount	Timing
Base Award	Up to \$1,000,000	Upon approval of charter application
Supplemental funding Demonstrate success or evidence-based plans to serve an at-risk student population that is greater than or equal to the average at-risk student population served by the district the school is located in OR demonstrate school turnaround success and evidence-based plans to engage in a transformational partnership to improve a struggling charter school(s) (R-131 16A Section 11).	Up to \$500,000	Upon approval of charter application

D. Eligibility

To be eligible for the Great Schools for Nevada CSP Subgrant, your school must be either a new start charter school, or a replication of a model, or an expansion of an existing charter per ESEA § 4303(b)(1) requirements, see the federal definitions below in the [Appendix](#). In addition to the federal definitions of a charter school, for the CSP Program Subgrantee award, expansions of a charter school include adding grade levels to an existing charter school beyond the original charter application’s enrollment plan.

Only brick-and-mortar schools meeting the federal definition of developers and charter schools are eligible to receive funding. Applicants may apply to the Great Schools for Nevada CSP Subgrant prior to receiving a charter, however in order to receive funding applicants must obtain authorization from the Nevada authorizer to open, expand or replicate a high-quality charter school.

To be eligible to apply for the subgrant, applicants must meet the following requirements:

1. Meet the federal definition of a charter school
2. Have applied for authorization to operate as a charter school from a Nevada authorizer and have provided adequate and timely notification to that authority that the school is applying to the Great Schools for Nevada Charter Schools Program subgrant
3. Completed and Board Chair signed Statement of Assurances
4. Replications and expansions must meet the federal definition of “high-quality” as described under ESEA § 4303 (8). Data will be required in the application to confirm the applicant's compliance with this definition.

5. Must be a nonprofit organization. Applicants will be required to provide proof of 501(c)3 status.
6. Must not have received a subgrant under this program for a 5-year period unless it can prove 3 years of improved educational results for enrolled students as specified under ESEA § 4303. (2) SUBGRANTS. —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).

E. Permissible Activities

All requested budget items must be *reasonable, necessary, allowable and allocable* as defined in the Office of Management and Budget’s Uniform Guidance ([2 C.F.R. Part 200](#)). All costs must be justified for the specific purpose of this CSP grant, be one time and nonrenewable, necessary to complete grant objectives, supported with justification for reimbursement, and aligned with state and federal law. Required justification may require upfront planning and tracking and should be addressed prior to spending any approved funds.

Federal non-regulatory guidance states, “If the charter school can show that the state or local funds it has received are necessary to meet expenses other than the one at issue, then the charter school has met its burden of showing that the “other initial operations costs” cannot be met from state or local sources and, therefore, is allowable under the CSP grant.” Meaning, that schools who apply for Great Schools for Nevada CSP subgrant funding must prove that funding cannot be covered with other State and Federal grant programs. Costs incurred must be one-time in nature, obligated *during* the grant project period, correlated to a grant objective, and may not include ongoing operational costs.

An applicant receiving a subgrant under this program may use the subgrant funds only for **allowable activities** as defined in the ESSA Section 4303(h):

1. Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with—
 - a. providing professional development; and
 - b. hiring and compensating (salaries and benefits), during the eligible applicant’s planning year and planning grant duration, one or more of the following:
 - i. Teachers.
 - ii. School leaders.
 - iii. Specialized instructional support personnel.
2. Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
3. Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).
4. Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
5. Carrying out specific targeted marketing strategies, and community engagement activities, which may include paying for the service using a subcontractor.
6. Providing for other appropriate, non-sustained costs related to the activities described in this RFA when such costs cannot be met from other sources.

The following are additional resources for federal guidance pertaining to the CSP program:

[CSP ESSA Flexibilities FAQ document](#)

Unallowable Costs

1. Facility construction, renovation or other or capital improvement costs, except as described above in the allowable activities section.
2. Any recurring costs, such as lease payments, or utilities incurred after the planning year (year 0, or planning grant).
3. Utilities and other facility operating expenses on or after the first day of school.
4. Grant oversight expenses.
5. Non-educational/non-informative promotional/novelty items for advertising, events, or recruiting.
6. Gift certificates, alcoholic beverages, school apparel for staff or students, fines and penalties, lobbying.
7. Student activities.
8. Professional dues or memberships.
9. Employee hiring/recruitment expenses such as a placement firm or travel for prospective employees.
10. Salaries or related fringe benefits after the school opens for essential staff.
11. Costs of continuing education credits for professional development coursework.
12. Out-of-state travel, unless it can be demonstrated that the goal of the travel is directly related to startup activity and cannot be accomplished in-state (no out-of-country travel is permitted).
13. Expenses outside the scope of the school's charter or K-12 education, i.e., before/after school programs and preschool, activities related to the non-profit organization but not the charter school, etc.
14. Funding cannot be redirected for other uses (e.g. traditional public schools that are not charters).

This list is not inclusive but is presented to show typical items that cannot be covered with grant funds.

F. Application Information

1. Great Schools for Nevada CSP Management Team will provide a pre-application informational session and budget technical assistance session for prospective applicants. All applicants are encouraged to attend, see [Table 1: Application Elements & Important Dates](#).
2. Submit application in accordance with the timeline included in [Table 1](#), and see the [Application section](#) below to understand the requirements for the application narrative and supporting application documents that are required.
3. Each new school, replication, or expansion planning to apply for a subgrant must have completed the high stakes Letter of Intent (LOI) and Eligibility form which will be evaluated to meet CSP requirements, and then applicants will be invited to complete the full Application found in [Great Schools for Nevada CSP Application portal \(linked here\)](#).
4. All pages of the narrative must be standard letter size, 8½ x 11" using 12-point font in Arial, Calibri or Times New Roman, double-spaced, one-inch margins. Application narratives should not exceed 45 pages. Application narratives and supporting documents will be uploaded in the online application portal.

G. Application Scoring

1. To ensure subgrants are awarded to high-quality schools, each proposal for a CSP subgrant will be reviewed by an external Peer Review panel. The Peer Review Panel will consist of teams of two reviewers, who will be selected through an application process. Individuals selected as peer reviewers must be well informed regarding education, education policy, evaluation, and operations of public charter schools.
2. The Peer Review Panel will use the Evaluation Rubric found in the Application Outline section, to score application narratives.

3. Each section of the application identifies the elements that must be present and the points possible in [Table 3](#) below. To be eligible to receive a subgrant applicants must earn at least 80 possible points. If applicants do not reach 80 points during the Peer Reviewer of an application, there will be an additional interview required to further clarify questions that reviewers had on the applicant's narrative.

Table 3. Points Possible on Application

Application Points Possible		
Rubric Section	Points Awarded	Points Possible
A. SMART Grant Project Goals		10
B. Equity Centered Educational Philosophy, Instructional Practices, and Curriculum		12
C. Effectively Serving All Students		12
D. Student Academic Achievement & Wellness Standards		12
E. Student Demand and Community/Local Support		16
F. Staffing and Professional Development Plan		8
G. School Leadership and Management		8
H. Board Capacity and Governance Structure		12
I. Financial Management and Facilities Plan		10
Total Standard Points		/100
J. Priority Points		

Priority Points: 2 Additional Points may be awarded for school has a plan for delivering a pre-K program or has a unique model and holds a new charter in Nevada.		
Priority Points: 2 Additional Points may be awarded for schools that have plans to mitigate COVID-19 learning loss and/or learning acceleration.		2
Priority Points: 2 Additional Points may be awarded for schools that have evidence-based plans to successfully serve an at-risk student population and plans to serve an at-risk student population that is greater than or equal to the average at-risk student population served by the district in which the school is located.		2
Priority Points		/ 6
Total Points		/ 106

H. Technical Assistance

Subgrantees will be required to attend technical assistance (TA) sessions and activities over the grant period that are tailored to the needs of each school and designed to enhance each school’s ability to fulfill its mission and satisfy the objectives of the Great Schools for Nevada CSP grant program.

1. Great Schools for Nevada CSP grant program will host a mandatory subgrant awardee virtual orientation, see [Table 1](#) for the date / time. Each subgrant awardee will also participate in a funds release meeting and budget modification period prior to the official release of funds. Funds will be made soon after completion of mandatory grant management orientation and modification meetings.
2. All subgrant recipients must complete TA requested by the Great Schools for Nevada CSP grant program stated in award contingencies this may include TA that will affect the release of subgrantee award funds. TA activities might include capacity building activities focused on both programmatic and fiscal grant-related operations. CSP awardees will also receive ongoing TA that is tailored to the needs of each school’s community and team. Additional technical assistance areas may include:
 - a. Charter Board Governance training
 - b. Geo-targeted enrollment marketing
 - c. Grassroots community engagement
 - d. Facilities acquisition and finance
 - e. Budget workshops, trainings, and webinars
3. In addition to participation in all required training activities, subgrantees must also agree to make a good faith effort to participate in all reasonable requests by Great Schools for Nevada to share and disseminate best practices. Such participation may include posting resources online via the [Opportunity 180 website](#), serving on discussion panels or providing informational sessions at convenings, and more.

I. Monitoring

The Great Schools for Nevada CSP Team will conduct monthly, quarterly, mid-year, and annual reviews. This will include a full review of all available data concerning academic, operational, and/or fiscal performance. The purpose of monitoring is so that Great Schools for Nevada CSP Management Team may identify strengths and opportunities related to subgrantees successfully completing their CSP goals, and to support subgrantees with TA or other corrective actions in a timely manner.

Specifically, some of the monitoring activities to be performed by The Great Schools for Nevada CSP Team include the following:

1. Tracking subgrantee completion of technical assistance activities.
2. Reviewing use of funds and approving Great Schools for Nevada CSP budget changes.
3. Reviewing a monthly or quarterly request for funds and ensuring timely request for funding reimbursement.
4. Conducting a quarterly school leadership check-in with CSP Management Team.
5. A mid-year fiscal desk review of each subgrantee.
6. Conducting site visits for schools in years one or two of implementation.
7. Collecting final grant reports for schools exiting the program.

II. GRANT APPLICATION COMPONENTS

The Great Schools for Nevada CSP application will be available online, [click here for the link to the application portal](#). Detailed information will be provided on the online application. Here is an outline of application elements.

A. Letter of Intent (LOI) and Eligibility

Applicants must create a profile in [Great Schools for Nevada CSP online application portal](#), and complete the eligibility form. Applicants must also submit an evaluative letter of intent (LOI) by the deadline in [Table 1](#). The Great Schools for Nevada CSP will review the eligibility form, and LOI, if the applicant passes eligibility and answers all questions on the LOI the Great Schools for Nevada CSP team will email the applicant an invitation to continue with the application. Please email any questions to the Great Schools for Nevada CSP Team: greatschoolsncsp@opportunity180.org.

B. Cover Page and Checklists

The online application will include a Cover Page and Certification and Assurances, which should be completed by the school leader who will become the point of contact for the application.

C. Application Narrative

The narrative must address, in sequence, each of the following sections:

A. SMART Grant Project Goals
B. Equity Centered Educational Philosophy, Instructional Practices, and Curriculum
C. Effectively Serving All Students
D. Student Academic Achievement & Wellness Standards
E. Student Demand and Community/Local Support
F. Staffing and Professional Development Plan
G. School Leadership and Management
H. Board Capacity and Governance Structure
I. Financial Management and Facilities Plan

J. Priority Points (optional)

D. Required Documents

The following are required as part of the grant application package, and will be uploaded in the online application portal:

1. CSP School Project Budget
2. Grant Budget Narrative
3. 3 Year Operational Budget
4. The latest 3 years of Audited Financial Statements (if applicant is a replication or expansion)
5. Up to last 3 years of 990's (if applicant is a replication or expansion)
6. Charter Certificate and/or Charter Contract, as agreed between the charter school and its authorizer (if a replication or expansion, does not need to be included if applicant is a new start):
 - a. Articles of Incorporation
 - b. Bylaws
 - c. 501(c)3 confirmation
 - d. Any conditions imposed by the authorizer
 - e. Includes financial, academic, operational performance measures
7. Academic data exceeding the state targets (if applicant is a replication or expansion)
8. Board and School Leader Bios/Resumes

E. Budget Narrative and Spreadsheet Instructions

Applicants must prepare a budget detailing all costs for the full grant period. Costs will be allocated to the Planning Period (not to exceed 18 months) and the Implementation Period (not to exceed 24 months).

Budget Format and Content

The applicant will be required to account for all CSP grant funds. The applicant's budget must identify all costs by general ledger account code and description, in alignment with [Nevada Department of Education's Chart of accounts](#). A [Budget narrative description must be included](#), describing each expense, how the expense was calculated, and demonstrate how the expense is justified. The CSP School Project budget should be submitted using the [CSP School Budget Template](#) spreadsheet provided in the portal. A separate one-page budget narrative is also required.

References and Additional Guidance

Additional information and guidance on budgeting, budget revision, and allowable expenses will be provided during technical assistance calls and site visits. Please see the resources for federal guidance identified above on p. 8, [2 C.F.R. Part 200](#).

Application Outline



Great Schools for Nevada Charter Schools Program Competitive Subgrant

Application, Released August 2021

Application Evaluation Rubric

A. The Application Narrative

The application narrative will be read by reviewers to evaluate the application as a whole for a total of 100 points. Priority points will be applied for applicants demonstrating they meet the criteria for each priority point element, allowing for a total possible score of 106 points. In order for the application to be recommended for funding, applicants must score at least 80 points out of the possible 106 points, and all Sections of the Evaluation Rubric must be addressed. If scores fall below 80 points, and/or sections of the Evaluation Rubric are not addressed, applicants will be required to attend an application interview. If the applicant does not show up for the applicant interview, the application will be denied.

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. Should additional funds remain, applications that score below 80 points may be asked to submit revisions that would bring the application up to a fundable level.

Table 3. Great Schools for Nevada CSP Grant Scoring Rubric

Scoring Rubric	
Strong Evidence	<ul style="list-style-type: none"> ● The application narrative reflects a thorough understanding of the evaluation criteria. ● There is sufficient detail enabling the proposal to be understood without requiring further proposal development. ● The proposed school model and project goals are reasonable and measurable. ● The application narrative describes projects that are fully consistent with all requirements of state and federal law. ● The application narrative presents a clear picture of how the school expects to operate. ● The narrative provides research or evidence-based practices to justify and explain the school model. ● The narrative presents outcomes or evidence of impact for each evaluation criteria.
Moderate Evidence	<ul style="list-style-type: none"> ● The application narrative reflects some understanding of the evaluation criteria. ● There are details enabling the proposal to be understood, however additional explanation is required. ● The proposed school model and project goals are reasonable yet may not be measurable. ● There are minor inconsistencies where sections of the narrative may not be consistent with state and federal law. ● The application narrative presents a picture of how the school expects to operate but may require further details. ● The narrative provides explanation of practices that

	<p>explain the school model.</p> <ul style="list-style-type: none"> • The narrative describes outcomes or evidence of impact for some evaluation criteria.
Limited Evidence	<ul style="list-style-type: none"> • The application narrative for several sections are undeveloped or incomplete; there are sections of the evaluation rubric that are not addressed, and/or less than half of the required criteria are present. • There are major contradictions and/or inconsistencies with other sections of the narrative. • There are project goals that violate or conflict with requirements of state and federal law. • The application narrative does not present a coherent narrative of how the school expects to operate. • The school model is not grounded in research or evidence-based practices.
No Evidence (0)	<p>Zeros in the application narrative will only be given if there is no evidence to support the evaluation criteria of that section.</p>

Table 4. Points Possible on Application

Application Points Possible		
Rubric Section	Points Awarded	Points Possible
A. SMART Grant Project Goals		10
B. Equity Centered Educational Philosophy, Instructional Practices, and Curriculum		12
C. Effectively Serving All Students		12
D. Student Academic Achievement & Wellness Standards		12
E. Student Demand and Community/Local Support		16
F. Staffing and Professional Development Plan		8

G. School Leadership and Management		8
H. Board Capacity and Governance Structure		12
I. Financial Management and Facilities Plan		10
Total Standard Points		/100
J. Priority Points		
Priority Points: 2 Additional Points may be awarded for school has a plan for delivering a pre-K program or has a unique model and holds a new charter in Nevada.		
Priority Points: 2 Additional Points may be awarded for schools that have plans to mitigate COVID-19 learning loss and/or learning acceleration.		2
Priority Points: 2 Additional Points may be awarded for schools that have evidence-based plans to successfully serve an at-risk student population and plans to serve an at-risk student population that is greater than or equal to the average at-risk student population served by the district in which the school is located.		2
Priority Points		/ 6
Total Points		/ 106

Evaluation Rubric

A. SMART Grant Project Goals

Identify at least three but no more than five grant project goals and justify each goal in terms of its value in supporting the planning and implementation of your proposed school. Each grant project goal must have SMART elements, that articulate trackable measures and outline goal success. All application sections must be related to or in service of meeting the stated grant project goals. All grant spending, including future revisions to your budget, must fit clearly within one of your stated project goals.

Evaluation Criteria	Limited Evidence 0 - 1	Moderate Evidence 2 - 3	Strong Evidence 4 - 5
<p>1) 3-5 grant project goals that are SMART and justified to support the overall mission and goals of the school</p>	<p>There are less than 3 or more than 5 project goals and/or contain few elements of SMART goals.</p> <p>Few project goals align with the mission and vision for the school and have little justification in how that goal supports the school in meeting their academic model.</p>	<p>There are 3-5 project goals and most contain the majority of elements of SMART goals or at least half contain all elements of SMART goals.</p> <p>Some project goals align with the mission and vision for the school and have justification in how that goal supports the school in meeting their academic model.</p>	<p>There are 3-5 project goals, and all contain all elements of SMART goals.</p> <p>The majority of project goals align with the mission and vision for the school and have justification in how that goal supports the school in meeting their academic model.</p>

<p>2) Measures are focused on academic achievement and social emotional learning which are appropriate and rigorous for underserved students.</p> <p>*Academic and Demographic Needs Assessment</p>	<p>At least one goal is measured via academic achievement measures that are targeted at higher than district average (Math and/or ELA or ACT) for similar student populations.</p> <p>There are no measures focused on students' social emotional learning and if there is a measure with this focus, it lacks justification to demonstrate that it is appropriate and rigorous for underserved students.</p> <p>At least one grant project goal targets measures that are focused on improving outcomes for underserved students.</p>	<p>Some goals are measured via academic achievement measures that are targeted at higher than district average (Math and/or ELA or ACT) for similar student populations.</p> <p>There is at least one measure focused on students social emotional learning and the measure includes justification to demonstrate that it is appropriate and rigorous for underserved students.</p> <p>At least one grant project goal addresses Nevada's academic needs as defined in the Academic and Demographic Needs Assessment* and if serving high school, at least one grant goal addresses dropout prevention, dropout recovery or comprehensive career counseling services.</p>	<p>The majority of goals are measured via academic achievement measures that are targeted at higher than district average (Math and/or ELA or ACT) for similar student populations.</p> <p>There are several goals focused on students social emotional learning and includes justification to demonstrate it is appropriate and rigorous for underserved students.</p> <p>There are several grant project goals which addresses Nevada's academic needs as defined in the Academic and Demographic Needs Assessment* and if serving high school, several grant goals address dropout prevention, dropout recovery or comprehensive career counseling services.</p>
<p>Total points for this section</p>			<p>/10</p>

B. Student Demand and Community/Local Support

Schools funded under the CSP subgrant must ensure they are in tune with their communities' needs and priorities. In this section, schools will document their vitality and long-term sustainability through demonstrating their dedication to developing and maintaining community partnerships and connections.

Evaluation Criteria	Limited Evidence 0 - 1	Moderate Evidence 3 - 5	Strong Evidence 6 - 7
<p>1) Demonstrates community need and demand for the school and its particular educational model.</p> <p>*Academic and Demographic Needs Assessment</p>	<p>There is little to no explanation of how the academic model meets the identified needs of the community, or the explanation is vague.</p> <p>The applicant targets little to no proven strategies for recruiting some at-risk student populations mentioned in Academic and Demographic Needs Assessment*.</p> <p>There is little to no explanation of the plan/strategy to secure interest and engagement of students, community members, families, local partners, and other community and political support.</p>	<p>There is a clear explanation of how the academic model meets the identified community needs but does not include input or feedback from families and community members. Community involvement might be implied, but it is not explicit.</p> <p>The applicant targets proven strategies for recruiting some at-risk student populations mentioned in Academic and Demographic Needs Assessment*.</p> <p>There is a clear explanation of the plan/strategy to secure interest and engagement from most of the following: stakeholders, students, community members,</p>	<p>There is a clear explanation of how the academic model meets the identified community needs, including input and feedback from families and community members.</p> <p>The applicant targets proven strategies for recruiting mostly at-risk student populations mentioned in Academic and Demographic Needs Assessment*.</p> <p>There is a clear explanation of the plan/strategy to secure interest and engagement from all of the following: stakeholders, students, community members, families, local partners, and other community and political support.</p>

		families, local partners, and other community and political support.	
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<p>2) Demonstrates significant planning and effort to meaningfully engage and solicit input from current and prospective families and community members on the implementation and operation of the school.</p>	<p>There is little to no description of the current level of parent engagement in the new school or expansion project.</p> <p>There is little to no description of current and proposed future family/community engagement is surface level and mostly one way communication.</p> <p>Identifies few community partnerships and/or they are not relevant to the needs of the community they intend to serve.</p>	<p>There is a clear description of effective parent, family, and community engagement strategies that will be utilized by the school once open.</p> <p>The description of current and proposed future family/community engagement is intentional and mostly two-way communication.</p> <p>Identifies specific community partnerships and demonstrates how they are relevant to the needs of the target population. Some (3-4) of these partnerships have been secured or a plan is underway to secure.</p>	<p>There is a clear description of effective parent, family, and community engagement strategies that will be utilized by the school once open and families will be involved in or provide feedback on decisions about the school and how the school communicates with them.</p> <p>The description of current and proposed future family/community engagement is intentional and moves beyond two-way communication. (parent advisory group, quarter focus groups, parents advocacy group)</p> <p>Identifies specific community partnerships and demonstrates how they are relevant to the needs of the target population. Most (5+) of these partnerships have been secured or a plan is underway to secure.</p>
Total Points			/14

C. Equity in Educational Philosophy, School Model, Curriculum

Fully describe and justify the relevance of the school model in context of the academic program in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school's performance objectives. Be sure to include key design elements, references supporting its validity and alignment to state and federal requirements, and rationale for why this education model was chosen and how it will produce strong outcomes for the unique community and at-risk student populations the school will serve.

Evaluation Criteria	Limited Evidence 0 - 1	Moderate Evidence 3 - 5	Strong Evidence 6 - 7
<p>1) Explains key design elements for the educational model, and how it is aligned with the school's mission/vision (across instruction, behavior, enrichment, electives), and alignment with community need.</p>	<p>School model lacks coherence or is not aligned to school mission/vision and community need (across instruction, behavior, enrichment, electives).</p> <p>Does not provide research-based evidence or student data to demonstrate success of model for the community they intend to serve.</p> <p>There is little to no mention of how instructional practices support the educational philosophy of the school.</p> <p>There is little to no mention of how decisions are made, evaluated, and adjusted regarding instructional materials.</p>	<p>There is some coherence in the school model, and there is some alignment to mission/vision and community need, however the connection between the school model and how it is aligned with school mission/vision (across instruction, behavior, enrichment, electives) needs more clarity.</p> <p>Provides some or incomplete research-based evidence or student data to demonstrate success of model for the community they intend to serve.</p> <p>There are incomplete criteria or incomplete description for how decisions are made, evaluated, and adjusted regarding</p>	<p>School model is coherent and fully aligned with school mission/vision and community needs (across instruction, behavior, enrichment, electives).</p> <p>There is a clear and well explained research evidence or student data that demonstrates success of the school model for the community they intend to serve.</p> <p>Criteria for how decisions are made, evaluated, and adjusted regarding instructional materials is clear.</p> <p>There is evidence or description how the instructional design utilizes the autonomies and flexibilities granted to charter schools.</p>

		instructional materials.	
2) Justifies the core academic curriculum for each content area (including English Language Arts, math, science, social studies, and the arts).	<p>There is an articulation of curriculum materials for some but not all content areas.</p> <p>There is little to no evidence the curriculum for each content area is research based.</p> <p>Math and ELA curriculum is not aligned with common core standards (not rated as meets expectations in most shifts on edreports).</p>	<p>Clear articulation of the curriculum materials for each content area.</p> <p>Demonstrates curriculum for most content areas is research based.</p> <p>Demonstrates that Math and ELA curriculum is aligned with common core standards (rated meets expectations in most shifts on edreports).</p>	<p>Clear articulation of curriculum materials and how the curriculum supports the school model.</p> <p>Demonstrates curriculum for all content area is high quality and research based.</p> <p>Demonstrates that Math and ELA curriculum is aligned with common core standards (rated meets expectations in all shifts on edreports).</p>
Total Points for this section			/14

D. Effectively Serving All Students

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 to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, immigrant, and other at-risk students) and gifted and talented. This should also include your differentiation and intervention structures for all students.

Evaluation Criteria	Limited Evidence 0-2	Moderate Evidence 3-4	Strong Evidence 5-6
<p>1) Describes the school’s plan for an effective continuum of services including MTSS/RTI for educationally disadvantaged students (ELL, SPED, economically disadvantaged, GATE)</p>	<p>There is no plan, or the plan does not identify differentiation and intervention and assessment.</p> <p>There is little to no mention of staff training that prepares staff to implement plan equitably.</p> <p>There is unclear or no evidence that the plan will be executed in compliance with applicable state and federal laws for serving students with disabilities.</p>	<p>The plan is quality (identifies some differentiation and intervention structures like MTSS/RTI) that are driven by equitable instruction and assessment.</p> <p>The plan includes staff training that prepares staff to implement plan equitably but there is not a monitoring process to ensure plan is being executed equitably.</p> <p>There is clear evidence that the plan will be executed in compliance with applicable state and federal laws for serving students with disabilities.</p>	<p>The plan is high quality (identifies a range of differentiation and intervention structures like MTSS/RTI) that are driven by equitable instruction and assessment.</p> <p>The plan includes staff training that prepares staff to implement plan equitably and there is a monitoring process to ensure plan is being executed equitably.</p> <p>Compliance with all relevant federal and state laws are acknowledge and addressed in the plan.</p> <p>The plan outlines how Parent(s)/guardian(s) of students are informed of the support their students need.</p>
<p>2) The school describes their plan to meet the nutritional and transportation needs of its current and/or projected student</p>	<p>There is no nutrition and/or transportation plan.</p> <p>Or</p>	<p>The nutrition plan meets the needs of the schools current and/or projected student population with a specific focus on at-risk student</p>	<p>Everything that is in moderate evidence and:</p> <p>The nutrition outlines the criteria it will use to select meal providers and how it will ensure student</p>

<p>population with a specific focus on at-risk student populations</p>	<p>There is no evidence that the nutrition and/or transportation plan meet the needs of the schools current and/or projected student population with a specific focus on at-risk student populations.</p>	<p>populations and identifies federal, state, and local funding sources to sustain the program.</p> <p>The transportation plan meets the needs of the schools current and/or projected student population by justifying if and how it plans to provide transportation services.</p>	<p>population food needs will be met.</p> <p>The transportation plan addresses provisions for participation in extracurricular activities.</p>
<p>Total points for this section</p>			<p>/12</p>

E. Student Achievement & Standards

As an independently governed public school, charter schools need to ensure plans, systems, and tools for strong oversight and monitoring in the areas of academic performance. Be sure to include key design elements of instruction, assessment of learning, and student outcomes, describing rationale for why this strategy was chosen and how it will produce high attainment of academic achievement, for the unique community and student population the school will serve. Justify that your school has adequate oversight to ensure quality implementation, operation, and accountability to student performance goals.

Evaluation Criteria	Limited Evidence 0-2	Moderate Evidence 3-4	Strong Evidence 5-6
<p>1) Evidence based system and plan for monitoring progress toward student outcomes aligned to the academic model</p>	<p>Lacks clarity on their system for monitoring student performance and does not include interim, summative, and/or formative assessments</p> <p>Does not outline what data or information is (or will be) collected, how it will be analyzed, or by whom.</p> <p>Does not mention monitoring student social emotional needs</p>	<p>Describes a clear system for monitoring student performance and includes interim, summative, and formative assessments</p> <p>Outlines what data or information is (or will be) collected, how it will be analyzed, and by whom.</p> <p>Describes a clear system for monitoring student social emotional needs</p> <p>There is a clear explanation of how data is (or will be) used to inform policy, management, and coaching decision</p>	<p>Describes a clear and evidence-based system for monitoring student performance and includes interim, summative, and formative assessments</p> <p>Outlines what data or information is (or will be) collected, how it will be analyzed, and by whom and is aligned to best practices for data monitoring</p> <p>Describes a clear evidence-based system that is (or will be) in place for monitoring and assessing student social emotional needs</p> <p>There is a clear explanation of how assessment plan is used to inform policy, management and coaching decision and the timeline for revisiting and adjusting these decisions</p>

<p>2) Demonstrates that a culture of data-driven instruction exists or will exist.</p>	<p>Attempts to provide a yearly data plan, but is missing details of interim, summative, and/or formative assessments.</p> <p>Explains what formative assessments they will use but does not have a structure for how they will be used.</p> <p>Data cycles exist but are not based on high quality interims and/or do not include most of the parts that ensure strong data cycles.</p>	<p>Provides a yearly data plan with interim, summative, and formative assessments.</p> <p>Has some structure for formative assessments and how they will be used but it is unclear how they drive instruction and/or performance on interim and summative</p> <p>Interim data cycle exists but is not clear or does not include some of the parts that ensure strong data cycles.</p>	<p>Strong yearly Data plan with between 4 - 6 interim data cycles per year grounded in high quality interim assessments, 1-2 summative assessments and formative assessments as needed in the model.</p> <p>Clear articulation of how formative assessments drive instruction and connect to performance on interim and summative.</p> <p>Strong interim data cycles planned that include all of the following: plan, teach, assess, analyze, reteach/reassess then reflect.</p>
Total Points			/12

F. Staffing and Professional Development Plan

Describe the approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. Further, describe the process in which all staff will be assessed and supported in their ongoing professional development.

Evaluation Criteria	Limited Evidence 0-1	Moderate Evidence 2-3	Strong Evidence 3-4
<p>1) Provides a summary of the school's approach to staffing aligned to the school model</p>	<p>There is little to no mention of a staff recruitment plan that is sufficiently sound to achieve the school's opening and/or growth plan.</p> <p>There is little to no description of how the staffing plan aligns to the school's academic model, and commitment to meet the needs of the intended student population.</p>	<p>The staff recruitment plan is sufficiently sound to achieve the school's opening staff targets.</p> <p>The staffing plan aligns to the school's academic model and commitment to meet the needs of the intended student population (including disadvantaged student populations), though the description might be vague or implied.</p>	<p>There is a strong staff recruitment plan with demonstrated ability to achieve the school's opening staff targets, and there is a growth plan to attract, recruit, develop, and retain top instructional talent.</p> <p>The staffing plan strongly aligns to the school's academic model and commitment to meet the needs of the intended student population (including disadvantaged student populations) and is explicitly described.</p>

<p>2) Provides a summary of the school's plan for all staff development, evaluation, and retention.</p>	<p>There is little to no mention of a school's plan for teacher/instructional assessment.</p> <p>There is little to no mention of professional development, or if there is mention, there is little to no mention of how the professional development of staff ensures the education model is implemented with fidelity.</p>	<p>The school's plan articulates a teacher/instructional assessment with a plan for supporting instructional practice growth.</p> <p>There is a sound professional development approach that ensures the education model is implemented with fidelity.</p>	<p>The plan includes all elements from the moderate column <i>and includes details</i> of how the professional development plan includes clear coaching and feedback cycles.</p> <p>There are details that explain how the school's performance management plan is supportive and encourages innovation and continuous improvement.</p>
<p>Totals for this section</p>			<p>/8</p>

G. School Leadership Team and Management

This section should describe the intended leadership structure of your school and demonstrate a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.

Evaluation Criteria	Limited Evidence 0-3	Moderate Evidence 4-6	Strong Evidence 7-8
<p>1) The leadership and administrative roles at the school are well-defined, and comprehensively cover the broad set of responsibilities required of charter school leadership.</p>	<p>Presents a proposed organizational chart and management plan for the school that includes clear division of roles and management responsibilities.</p> <p>Includes the description of the relationship to any Educational Management, Charter Management Organization or Education Service Providers if applicable.</p> <p>There is a description that explains how the school has designed its leadership team to ensure sufficient expertise in managing a charter school, with specific administrative operations, finance, and academic department leadership roles outlined.</p>	<p>In addition to the previous column, the applicant articulates a comprehensive process that will be used by the board to evaluate the performance of the school leadership, including identification of appropriate protocol for recognizing performance strengths and addressing performance concerns.</p> <p>There is a clear description on how the school's proposed leadership team collaborates and develops school decisions with transparency, including ways that staff, parents, students, and community stakeholders can provide input.</p>	<p>In addition to the previous column, the applicant school explains how to mitigate key risk factors in recruiting skilled leadership and describes strategies to navigate them.</p> <p>There is a description of a succession plan if a school leader in a key position is no longer able to serve their role. Including an organizational chart that can clearly define succession in the event that a school leader suddenly leaves their position.</p>
Totals for this section			/8

H. Board Capacity and Governance Structure

A competent, trained governing board is essential to the success of a public charter school. In this section the school will demonstrate how it has developed a strong governing board with a diverse set of skills. Board members should understand their roles and responsibilities and have in place a transition plan and ongoing professional development to maintain board strength going forward.

Evaluation Criteria	Limited Evidence 0-1	Moderate Evidence 2-3	Strong Evidence 4-5
<p>1) Composition of a strong governing board with a diverse set of skills and a plan for ongoing board training/development</p>	<p>There is little to no explanation of how the governing body will contribute to a wide range of relevant knowledge, skills, and commitment needed.</p> <p>There is little to no plan for training board members; or there is a plan, but it does not meet the following criteria:</p> <ul style="list-style-type: none"> • account for trainings provided by experienced, third parties • Describe on-boarding for new board members • Aligned to self-evaluation to identify strengths and continuous areas for improvement 	<p>Demonstrates the membership of the governing body will contribute to a wide range of relevant knowledge, skills, and commitment needed to oversee a successful charter including members that are qualified in some of the following areas:</p> <ul style="list-style-type: none"> • Education • Finance • Accounting • Legal • Community experience and expertise <p>Outlines a plan for regular trainings provided by experienced, third-party parties, describes on-boarding for new board members and is aligned to self-evaluations that help identify strengths and areas for continuous improvement.</p>	<p>Demonstrates the membership of the governing body will contribute to a wide range of relevant knowledge, skills, and commitment needed to oversee a successful charter including members that are qualified in most or all of the following or a solid plan to recruit any needed area of expertise is provided:</p> <ul style="list-style-type: none"> • Education • Finance • Accounting • Legal • Community experience and expertise <p>Outlines a plan for regular training provided by experienced, third parties, that describes on-boarding for new board members and is aligned to self-evaluations that help identify strengths and areas for continuous improvement. This training is included in the operational budget</p>

<p>2) The board has established clear policies and procedures to govern the school and determine selection, replacement, and removal of board members</p>	<p>There is a basic outline of board roles and responsibilities.</p> <p>There is no process or an unclear explanation of the process for resolving student/parent objections and no process or unclear process for removal and replacement of governing body members.</p> <p>Board does not articulate expectations for the school leader to report and be accountable for.</p>	<p>There is mention of board roles and responsibilities and a school leader annual review policy.</p> <p>Describes a process for resolving student/parent objections but it is not inclusive and is not clear on the process for removal and replacement of governing body members if needed.</p> <p>Board articulates some expectations of the school leader to report and be accountable for, an ambitious set of criteria including academic, finance, operational, legal compliance, and family engagement</p> <p>If applicable, there is clear evaluation criteria for an EMO/CMO.</p>	<p>There is a detailed outline of board roles and responsibilities with clear delineation of authority and working relationships between the governing body and school staff including a school leader annual review policy.</p> <p>Describes an inclusive process for resolving student/parent objections and a clear process for removal and replacement of governing body members if needed.</p> <p>Board articulates clear expectations of the school leader to report and be accountable for, an ambitious set of criteria including academic, finance, operational, legal compliance, and family engagement.</p> <p>If applicable, there is clear evaluation criteria for an EMO/CMO.</p>
Total for this section			/10

I. Financial Management and Facilities Plan

As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. Charters are also fully responsible for securing adequate facilities. In this section, explain your school's plan to be compliant, strategic, and responsible with finances and business services and their plan and progress towards securing a facility

Evaluation Criteria	Limited Evidence 0-1	Moderate Evidence 2-3	Strong Evidence 4-5
<p>1) Demonstration of strong budgeting and financial management as well as fiscal responsibility</p>	<p>The CSP budget does not align to the grant project goals and there is no or very unclear budget narrative.</p> <p>Few of the following criteria are met in the 3-year operating budget:</p> <ul style="list-style-type: none"> • Financial viability and sustainability (the current ratio is at between 1.0 and 1.1 and debt to asset ratio is less than 0.9) • Autonomy through conservative and sound financial assumptions (projections are based on conservative, accurate, and legally compliant assumptions) • Alignment to school model/mission 	<p>The CSP budget rarely aligns to the grant project goals which rarely align with what is presented in the budget narrative.</p> <p>Some of the following criteria are met in the 3-year operating budget:</p> <ul style="list-style-type: none"> • Financial viability and sustainability (the current ratio is at between 1.0 and 1.1 and debt to asset ratio is less than 0.9) • Autonomy through conservative and sound financial assumptions (projections are based on conservative, accurate, and legally compliant assumptions) • Alignment to school model/mission <p>There is little or unclear explanation if the charter school is</p>	<p>The CSP budget aligns (or mostly aligns) to the grant project goals which align (or mostly align) with what is presented in the budget narrative.</p> <p>The following criteria are met in the 3-year operating budget:</p> <ul style="list-style-type: none"> • Financial viability and sustainability (the current ratio is at between 1.0 and 1.1 and debt to asset ratio is less than 0.9) • Autonomy through conservative and sound financial assumptions (projections are based on conservative, accurate, and legally compliant assumptions) • Alignment to school model/mission <p>Clear explanation if the charter school is seeking or has received additional grant funding or federal ESSER dollars for implementation or</p>

		<p>seeking or has received additional grant funding or federal ESSER dollars for implementation or operational cost through any other sources outside of CSP grant.</p> <p>If applicable, there are no material findings in the most recent audited financial statements of CMO/EMO.</p>	<p>operational cost through any other sources outside of CSP grant.</p> <p>If applicable, there are no material findings in the most recent audited financial statements of CMO/EMO.</p> <p>The applicant's SPCSA financial workbook is approved, and there are no conditions for improvement related to financial health of the school upon charter approval.</p>
2) Ensures a viable, well-conceived facilities plan.	<p>There is little to no mention of a facility plan, and/or the description is vague and does not include one or more of the following: a timeline for acquiring, developing, several sites possible for the facility, and/or a facilities partner to support in the search for possible facilities.</p>	<p>There is a clear facilities plan, and the description includes all of the following: a timeline for acquiring, developing, several sites possible for the facility, and/or a facilities partner to support in the search for possible facilities.</p> <p>Facility costs are feasible and below 20% of the school's annual budget.</p> <p>There is a clear description of a viable facility that meets the needs of ALL students including those receiving special services and accommodates the academic model.</p>	<p>The description includes all of the elements from the moderate column and includes an adequate estimate/reflection of the costs associated with the updating the proposed facility.</p> <p>There is evidence in the facilities plan that the applicant has considered any state or municipal ordinance that requires schools to complete building updates to meet code for school-specific renovations. If there are state or municipal ordinances requiring renovations, or building updates for schools, there is a reference to the law or ordinance.</p>
Total for this section			/10

J. Priority Points

Applicants must make it clear they are striving for priority points by specifically addressing the priority points in a “priority points” section of their application narrative. It is possible to score 100% even when not applying with the intention of priority points or answering N/A to the evaluation criteria below. Points earned in this section can increase but not decrease an applicant’s score.

Evaluation Criteria	Limited or No Evidence 0-1	Strong Evidence 2
<p>1. If applicable, school has a plan for delivering a pre-K program, or has a unique model and holds a new charter in Nevada.</p>	<p>If applicable, there is a plan for delivering a pre-K program.</p> <p>and/or</p> <p>The school holds a new charter in Nevada.</p>	<p>If applicable, the plan for delivering a pre-K program is well developed and explains how the school will meet licensing and staffing requirements to effectively implement the model.</p> <p>and/or</p> <p>If applicable there is evidence the model is unique in that there are few to no models like it that currently exist and holds a new charter in Nevada.</p>
<p>2. If applicable, describe the school’s plan to mitigate COVID-19 and/or plan for learning acceleration.</p>	<p>There is limited evidence that school’s plan to mitigate COVID-19 and/or plan for learning acceleration fall within widely accepted or best practice standards.</p>	<p>The school plan demonstrates evidence to implement programs/processes that are evidenced-based or have a track record for success in learning acceleration.</p> <p>The school plan has clear accountability measures which track student performance based on academic achievement.</p>
<p>3) If applicable, describe how the school has demonstrated success or evidence-based plans to successfully serve an at-risk student population and plans to serve an at-risk student population that is greater than or equal to the average at-risk student</p>	<p>The school provides demographics comparing with the appropriate district zip codes demonstrating they plan to serve an at-risk student population that is greater than or equal to the average at-risk student population served by the district in which the school</p>	<p>The school provides demographics comparing with the appropriate district zip codes demonstrating they plan to serve an at-risk, student population that is greater than or equal to the average at-risk student population served by the district in which the school is located and provides evidence that</p>

population served by the district in which the school is located	located and provides some evidence that their model has intentional focus on serving at-risk students.	their model is effective at serving at-risk students.
Total Priority Points		/6

B. CSP School Budget Template and Grant Budget Narrative

The following documents are required as part of the grant application package. The CSP School Budget Template will outline expenses of the school’s CSP project, all line-item expenses must be justified by stating which project goal it serves. The CSP budget narrative is in addition to the CSP Budget Template as a more thorough explanation of line items, this is the narrative that creates context as to why a line item is needed, and what time frame large expenses will be incurred.

- A. [CSP School Budget Template](#)
- B. [CSP Budget Narrative Template](#)

C. Required Documents

The following are required as part of the grant application package, and will be uploaded into the online application portal:

- A. CSP School Project Budget
- B. Grant Budget Narrative
- C. 3 Year Operational Budget
- D. Up to last 3 years of Audited Financial Statements (replication or expansion)
- E. Up to last 3 years of 990’s (replication or expansion)
- F. Charter Certificate and/or Charter Contract, as agreed between the charter school and its authorizer (if not included please also attach the following):
 - a. Articles of Incorporation
 - b. Bylaws
 - c. 501(c)3 confirmation
 - d. Any conditions imposed by the authorizer
 - e. Includes financial, academic, operational performance measures
- G. Academic data exceeding the state targets (replication or expansion)
- H. Board and School Leader Bios/Resumes

Appendix

A. Federal Definitions

1. **CHARTER SCHOOL.** ESEA § 4310 (2) —The term “charter school” means a public school that— In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
 - a. 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;
 - b. 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;
 - c. Provides a program of elementary or secondary education, or both;
 - d. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
 - e. Does not charge tuition;
 - f. Complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act;
 - g. Is a school to which parents choose to send their children, and that:
 - i. admits students on the basis of a lottery [\[see Appendix 1\]](#), consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
 - ii. In the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
 - h. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;
 - i. Meets all applicable Federal, State, and local health and safety requirements;
 - j. Operates in accordance with State law;
 - k. 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
 - l. May serve students in early childhood education programs or postsecondary students.
2. **DEVELOPER.** ESEA § 4310 (5) —The term “developer” means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.
3. **EXPAND.** ESEA § 4310 (7) —The term “expand”, when used with respect to a high-quality

charter school, means to significantly increase enrollment or add one or more grades to the high-quality charter school.

4. **REPLICATE.** ESEA § 4310 (9)—The term “replicate”, when used with respect to a high-quality charter school, means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high quality charter school, under an existing charter or an additional charter, if permitted or required by State law.
5. **HIGH-QUALITY CHARTER SCHOOL.** ESEA § 4310 (8) —The term “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 a 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; and has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

B. Additional Definitions

1. **New Charter School-** For the purposes of this federal CSP Subgrant, Great Schools for Nevada CSP 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.
2. **Educational Service Providers-** Schools choosing to engage a for-profit or nonprofit educational service provider (ESP) or educational management organization (EMO) or charter management organization (CMO) 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, EMO or CMO does not qualify as an eligible applicant, nor may it hold or manage a subgrant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the ESP, EMO or CMO, is identified to administer the grant, as required per 34 CFR 74.40-48, 75.524-525, and 80.36 (procurements) and articulated in the federal CSP January 2014 Nonregulatory Guidance (see link in section a “Background and Purpose of the Grant” above). Contracts between schools and ESPs will be subject to review as part of the application and eligibility processes per ESEA § 4303 (f)(1)(C)(i)(I).

C. Lottery Policy

Great Schools for Nevada CSP applicants who choose to utilize a weighted lottery in order to ensure alignment with the state's needs assessment and compliance with the Great Schools for Nevada CSP grant requirements, must provide a copy of their weighted lottery policy in their sub-grant application. Relevant state and federal regulations are referenced below.

The weighted lottery policy must comply with NRS388a.459 and associated regulations. NRS 388A.459 states that a weighted lottery for enrollment is authorized in certain counties to improve diversity; certain counties with high enrollment in charter schools to establish uniform enrollment calendar and process for enrolling pupils.

[NRS 388A.459:](#)

- 1) In a county in which more than five charter schools are located and the total number of pupils

enrolled in the charter schools exceeds 25 percent of the combined enrollment of all public schools, including, without limitation, charter schools, the Department shall, in consultation with all sponsors of charter schools in the county, determine whether holding a weighted lottery for admission to charter schools would improve diversity in charter schools that do not have a preference for at-risk pupils. If the Department determines that a weighted lottery for admission to charter schools would improve diversity in such charter schools, the Department shall, to the extent authorized by federal law, adopt regulations authorizing charter schools to establish a weighted lottery.

- 2) In a county in which more than ten charter schools are located and the total number of pupils enrolled in charter schools exceeds 50 percent of the combined enrollment of all public schools, including, without limitation, charter schools, the Department shall, in consultation with all sponsors of charter schools in the county:
 - a. Adopt regulations establishing a uniform enrollment calendar and process for enrolling pupils applicable to all charter schools in the county. The regulations must establish a lottery for admission to each charter school in the county. If a charter school does not have a preference for at-risk pupils, the lottery must, to the extent authorized by federal law, be a weighted lottery.
 - b. Allow the board of trustees of the school district to provide input regarding the enrollment calendar, processes for enrolling pupils and lotteries established pursuant to paragraph (a).
- 3) As used in this section, "weighted lottery" means a lottery that gives additional weight to pupils who are identified as being part of a specified group of pupils. The term does not include the reservation of seats in the charter school for specified pupils or groups of pupils. (Added to NRS by 2015, 3256)

Approved Regulation R131-16

3. A charter school shall not use a weighted lottery for the purpose of creating a charter school exclusively to serve a particular subset of pupils. A charter school that uses a weighted lottery shall continue to implement a broad strategy of outreach, recruitment and retention for all pupils, including, without limitation, educationally disadvantaged pupils as described in paragraph (b) of subsection 1.
4. The adoption and use of a weighted lottery which is consistent with federal and state laws and regulations and any federal guidelines relating to charter schools shall not be construed as discrimination in violation of NRS 388A.453 or any other law or regulation relating to charter schools.

Approved Regulation of the Department of Education: LCB File R-131-16

(Section 12):

1. A charter school may develop and use a policy for a weighted lottery for admission that gives preference to one or more categories of pupils over others if the weighting is: a. Necessary to comply with Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d et seq.; Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681 et seq.; section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794; the Equal Protection Clause of the United --9-- Approved Regulation R131-16 States Constitution or any applicable federal or state law or to address the specific deficiency and category of pupils outlined in a court order issued to the charter school or its sponsor; or b. In favor of one of the following subgroups of educationally disadvantaged pupils: (1) Pupils who are economically disadvantaged; (2) Pupils with disabilities; (3) Migrant pupils; (4) Pupils with limited English proficiency; (5) Pupils who are neglected or delinquent; (6) Pupils who are homeless; and (7) Pupils whose most recent enrollment was in a public school which received an annual rating established as one of the two lowest ratings possible indicating underperformance at the elementary, middle or high school level pursuant to the statewide system of accountability for public schools.
2. A policy for a weighted lottery for admission developed pursuant to paragraph (b) of subsection 1 must identify the weight to be assigned to each category of pupils and justify the use of weights to:
 - a. Align to the specific vision and mission of the charter school to meet the needs of a category of pupils described in paragraph (b) of subsection 1; or
 - b. Address specific targets to meet or exceed the percentage of pupils in a category of pupils described in paragraph (b) of subsection 1 for the school district or geographic

area in which the charter school is located or, if the charter school accepts pupils from multiple school districts, for this State as a whole.