

## Opportunity 180



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

“Great Schools for Nevada Competitive Subgrant  
Application 2024”

RFA Number: RFA2024001

*Application is by invitation only based on pre-determined eligibility*

Applications Due By:  
**June 20, 2024 at 11:59 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 the 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. The program's purpose is to "expand opportunities for all students, particularly traditionally underserved students, to attend charter schools and meet challenging State academic standards; provide financial assistance for the planning, program design, and initial implementation of public charter schools; increase the number of high-quality charter schools available to students across the United States; evaluate the impact of charter schools on student achievement, families, and communities; share best practices between charter schools and other public schools; encourage States to provide facilities support to charter schools; and support efforts to strengthen the charter school authorizing process."

A consortium of partners has come together around Great Schools for Nevada, 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, Opportunity 180 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).

In October 2020, Opportunity 180 was awarded a competitive five-year CSP grant to administer the Great Schools for Nevada Federal CSP subgrant program that 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 five years.
- 2) Position Nevada's Authorizers 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.

CSP grants awarded by Opportunity 180 through its Great Schools for Nevada CSP Grant program are federally funded under the US Department of Education CSP State Entities Grant (CFDA number 84.282A) and are subject to the availability of funds through the CSP. Additional federal guidance and related documents can be found at:

<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/state-entities/funding-and-legislation/>

In carrying out these objectives, Opportunity 180 will provide subgrants to qualified charter school developers to provide financial support for the initial implementation of opening, expanding, or replicating a public charter school. Opportunity 180 will be hosting one subgrant cycle each year. The information included in this RFA applies specifically to the subgrant, cycle 5.

## B. Key Information and Dates

In the key information and date table below potential applicants can find a summary of information to assist in preparing a subgrant application. It is the responsibility of the applicant to check the website for amendments to the RFA including changes to any of the dates listed below. Applicants shall not contact any person from Great Schools for Nevada regarding this RFA except for the contract administrator as listed in Table 1.

Table 1. Key Information and Dates

Activity	Information
Request for Applications	Great Schools for Nevada Competitive Subgrant Application 2024
RFA Number	RFA2024001
RFA Issuing Office	Opportunity 180
Contract Administrator	Jana Wilcox Lavin <a href="mailto:jana@opportunity180.org">jana@opportunity180.org</a>
Proposal Submission Portal	Survey Monkey Apply
Cycle 5	
Great Schools for Nevada CSP upcoming subgrant application announced	January 4, 2024
CSP Application Office Hours	Bi-weekly beginning April 12 - June 10, 2024 at 3pm
Intent to Submit and Eligibility Forms Due	May 10, 2024
Great Schools for Nevada CSP subgrant RFA application released and invitations sent	May 20, 2024
Mandatory Pre-Application Budget Technical Assistance  Applicants invited to apply are also required to attend this training in preparation for submitting an official budget proposal to the CSP Management Team.	May 28, 2024 at 4:00 PM PST
Questions Due Date and Time	June 19, 2024 by 5:00 PM PST
Subgrant Application Due Date and Time	June 20, 2024 by 11:59 PM PST
Capacity Interviews	August 12 - August 16, 2024

Subgrant Awards Announced	August 26, 2024
CSP Subgrantee Awardee Introduction Call	August 27, 2024
Funds Release Meetings	September 2 - September 6, 2024
First Reimbursement Due	October 10, 2024
First Reimbursement Dispersed	November 15, 2024

### C. Size and Duration of Subgrants

Subgrants will be offered to carry out one of the following eligible subgrant activities (per ESEA § 4303(b)(1) requirements):

- a) open and prepare for the operation of new charter schools;
- b) open and prepare for the operation of replicated high-quality charter schools; or
- c) expand high-quality charter schools.

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 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 earn up to \$1,500,000. The base award is \$1,000,000. Subgrantees are eligible to earn an additional \$500,000 escalator based on satisfaction of the criteria set forth in Table 2 below.

Table 2. Subgrant Award Amount Breakdown

Target	Amount	Timing
Base Award	\$1,000,000	Upon approval of charter application
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 <b>OR</b> 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).	\$500,000	Upon approval of charter application

### D. 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.

## E. Additional Definitions

1. **New Charter School-** For the purposes of this federal CSP Subgrant, Opportunity 180 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).

## F. Eligibility

Only brick-and-mortar schools meeting the federal definition of developers and charter schools are eligible to apply. Applicants must have received authorization from a Nevada authorizer to open, expand, or replicate a high-quality charter school in order to receive funding from a sub-grant.

Furthermore, to be eligible to receive an award, 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 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).

## G. 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 purposes 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 indicates “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.” 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.

While there are short-term exceptions to operational expenses, key considerations to determine eligibility and best investment of funds include:

1. Is the expense required to operate the school?
  - a. If YES, the expense is not allowable.
  - b. If NO, move to Question #2.
2. Is the expense required for operations after the grant has ended?
  - a. If YES, the expense is not allowable.
  - b. If NO, move to Question #3.
3. Does the expenditure directly support the proposed objective?
  - a. If YES, the expense is allowable.
  - b. If NO, additional investment opportunities should be considered.



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, during the eligible applicant’s planning period specified in the application for subgrant funds that is required under this section, 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 community engagement activities, which may include paying the cost of student and staff recruitment.
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:

- [Section 4303\(h\) Local Uses of Funds](#)
- [U.S. Department of Education \(ED\) Charter Schools Program \(CSP\) Nonregulatory Guidance](#)
- [Office of Management and Budget \(OMB\) Circular A-21, Cost Principles for Educational Institutions](#)
- [Uniform Guidance](#)
- [CSP ESSA Flexibilities FAQ document](#)

## H. Application

1. Submit applications in accordance with the timeline included in section I. B., Table 1 using the application package. Great Schools for Nevada will provide a pre-application conference and technical assistance webinar for prospective applicants. All applicants are encouraged to attend, see Key Information Chart in section I.B. for dates and times.
2. Each Developer, Replicator, or Expander planning to apply for a subgrant must have completed the Intent to Submit and Eligibility form. See Key Information Table in section I. B. for timing. Great Schools for Nevada will use these forms to ensure you are eligible

for a subgrant and invite you to apply. An Intent to Submit and Eligibility Form is required in order to submit an application.

3. All pages of the narrative must be standard letter size, 8½ x 11” using 12-point font in Calibri or Times New Roman, double-spaced, one-inch margins. Upload applications to the portal in PDF format.

**I. Application Processing and Scoring**

1. To ensure sub grants are awarded to the most capable applicants, each proposal for a CSP subgrant will be reviewed by an external Peer Review panel. The Nevada Peer Review Panel will consist of teams of two reviewers, 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 scoring rubric for evaluating subgrant responses is shown in Table 3.

**Table 3. Great Schools for Nevada CSP Grant Scoring Rubric**

<b>Scoring Rubric</b>	
<b>Strong Evidence</b>	<ul style="list-style-type: none"> <li>● Response reflects a thorough understanding of key issues</li> <li>● All required elements present</li> <li>● Sufficient detail present, enabling the proposal to be implemented without requiring further proposal development</li> <li>● The proposal is reasonable and realistic</li> <li>● Fully consistent with all requirements of law</li> <li>● Presents a clear, realistic picture of how the school expects to operate</li> </ul>
<b>Moderate Evidence</b>	<ul style="list-style-type: none"> <li>● Response meets the criteria in many respects but lacks detail; further proposal development will be required before the applicant can fully implement the concept</li> <li>● The majority of required elements are present, but not all</li> <li>● Minor inconsistencies with other sections</li> <li>● May raise questions about reasonableness or viability of the proposal</li> </ul>
<b>Limited or No Evidence</b>	<ul style="list-style-type: none"> <li>● Response is undeveloped or incomplete</li> <li>● Less than half of the required elements are present</li> <li>● Contradicts other sections, or substantially inconsistent with other sections</li> <li>● Insufficient detail to understand the proposal</li> <li>● Includes statements that violate or conflict with the requirements of law</li> <li>● Incoherent or cannot be understood</li> <li>● Unreasonable or unrealistic</li> </ul>

3. Each section of the application identifies the elements that must be present and the points possible in Table 4. To be eligible to receive a subgrant applicants must earn at least 75% of the possible points.

**Table 4. Points Possible on Application**

<b>Application Total Points</b>		
<b>Rubric Section</b>	<b>Points Awarded</b>	<b>Points Possible</b>
<b>A. Grant Project Goals</b>		<b>10</b>
<b>B. Educational Philosophy, Instructional Practices, and Curriculum</b>		<b>20</b>
<b>C. Teaching and Learning</b>		<b>6</b>
<b>D. Student Academic Achievement Standards</b>		<b>9</b>
<b>E. Student Demand and Community/Local Support</b>		<b>10</b>
<b>F. Effectively Serving All Students</b>		<b>12</b>
<b>G. Staffing and Professional Development Plan</b>		<b>4</b>
<b>H. Financial Management and Monitoring Plan</b>		<b>7</b>
<b>I. Board Capacity and Governance Structure</b>		<b>12</b>
<b>J. School Leadership and Management</b>		<b>10</b>
<b>Standard Points Awarded</b>		<b>/100</b>
<b>Priority Points: 2 Additional Points</b> may be awarded for schools that demonstrate success or evidence-based plans to successfully 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.		<b>2</b>
<b>Priority Points: 2 Additional Points</b> may be awarded for schools that demonstrate school turnaround success or evidence-based plans to engage in a transformational partnership to improve struggling charter schools		<b>2</b>
<b>Priority Points: 2 Additional Points</b> may be awarded for schools that launch in a geographical area of greatest need (a		<b>2</b>

QOZ or a high-poverty neighborhood with high concentrations of overcrowded and underperforming schools)		
<b>Total Points Awarded</b>		<b>/106</b>

**J. Technical Assistance**

Subgrantees will be required to attend technical assistance 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. Opportunity 180 will host mandatory grant management webinars for subgrant recipients after the awards announcement. Grant funds will be made soon after completion of mandatory grant management webinars.
2. Technical assistance for subgrantees will include capacity building activities focused on both programmatic and fiscal grant-related operations. Subgrantees will also receive access to ongoing professional development technical assistance that is tailored to the needs of each school’s community and team. Additional technical assistance areas 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 Opportunity 180 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.

*Monitoring*

The technical assistance team will conduct rigorous monitoring of each subgrantee for the purposes of risk assessment, compliance, and identification of areas for improvement to support subgrantees to progress toward becoming high-quality charter schools. Further, the technical assistance team will be responsible for evaluating subgrantees to ensure that they adhere to federal rules and regulations.

Opportunity 180 will conduct at least quarterly reviews, which will include a full review of all available data concerning academic, operational, and fiscal performance. An annual site visit will also be conducted by Opportunity 180.

Specifically, some of the monitoring activities to be performed by Opportunity 180 include the following:

1. Tracking subgrantee reports on completion of technical assistance activities
2. Reviewing and approving Great Schools for Nevada CSP grant budgets of each subgrantee
3. Conducting a mid-year fiscal desk review of each subgrantee
4. Reviewing Request for Funds submissions prior to reimbursement, ensuring timely drawdown of funds
5. Conducting site visits for schools in years one or two of implementation
6. Collecting final grant reports for schools exiting the program

The technical assistance team will also implement a plan and procedure to identify and notify subgrantees of compliance issues related to their CSP subgrant in order to impose any necessary conditions and corrective actions in a timely fashion, and to tailor technical assistance to the specific needs of subgrantees.

The following table provides an overview the risk condition assignment and standard monitoring and reporting activities to be conducted by Opportunity 180 during each respective phase of a subgrant:

Table 5. Monitoring and Reporting Risk Schedule

Low-Risk	Moderate Risk	High Risk
<b>Conditions for Risk Assignment</b>		
<p>Has an existing track record of success, particularly in serving at-risk student populations.</p> <p>Is in good academic, and operational standing with the authorizer.</p> <p>Financial plan demonstrates long term, sustainable plan for delivering full program; After year 1 audits with no findings and no concerns identified by authorizer on financial standards.</p>	<p>First year subgrantee.</p> <p>No existing track record of success but has strong plans and evidence-based strategies in place to lead a quality school.</p> <p>Is in good academic and operational standing with the authorizer.</p> <p>Financial plan that shows narrow cash flow margins; After year 1 audit with no findings and either or non-material changes to financial practices noted in management letter or a concern identified by authorizer on financial standards.</p>	<p>No existing track record of success.</p> <p>Not in good academic, financial, or operational standing with the authorizer.</p> <p>Receives a Notice of Concern from the authorizer.</p> <p>Financial plan that shows narrow cash flow margins; After year 1 audit with findings and or multiple concerns identified by authorizer on financial standards.</p>
<b>Frequency of Monitoring Activities</b>		
<p>Annual Site Visits and Data</p> <p>Assessment to ensure continued success.</p>	<p>Biannual Site Visits</p> <p>Annual Data Assessment with mid-year check-in.</p>	<p>Quarterly site visits and progress reports</p> <p>Schools that receive a Notice of Concern from the authorizer will</p>

		receive intervention TA to improve academic achievement. If the school fails to improve within 3-years, all remaining CSP funds will be revoked as the school enters the closure process with its authorizer.
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## II. GRANT APPLICATION COMPONENTS

Applicants must submit the following information per the Key Information Chart in section I. B. and complete the application in accordance with the instructions. After creating an online profile in Opportunity 180's online application portal, there will be a list of tasks and supporting documents in addition to the application with project narrative.

### A. Cover Page and Checklists

The Cover Page and Certification and Assurances should be completed fully and must include original signatures.

### B. Application Narrative

The narrative must address, in sequence, each section of part II identified in the CSP Grant Selection Criteria and Evaluation Rubric. State each part, section number, and title in bold. The application narrative includes the following sections:

- A. Grant Project Goals
- B. Educational Philosophy, Instructional Practices, and Curriculum
- C. Teaching and Learning
- D. Student Academic Achievement Standards
- E. Student Demand and Community/Local Support
- F. Effectively Serving All Students
- G. Staffing and Professional Development Plan
- H. Financial Management and Monitoring Plan
- I. Board Capacity and Governance Structure
- J. Leadership Team and Management
- K. Priority Points

### C. 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 narrative description must be included, describing each expense, how the expense was calculated, and demonstrate how the expense is justified. The budget should be submitted using the excel spreadsheet provided in the portal (required Appendix A). A separate one-page budget narrative (Appendix B) is also required.

#### *General Budget Guidelines and Restrictions*

An expenditure that is not specifically authorized by statute must be necessary, reasonable, and allowable to the grant in order to be allowable under the CSP (2 CFR 200.403(a)). In particular, recipient schools should refer to the following provisions:

- A. Reasonable cost: A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. In determining reasonableness of a given cost, consideration must be given to, among other things, whether the cost is of a type generally recognized as ordinary and necessary for the operation of the non-Federal entity or the proper and efficient performance of the Federal award, and market prices for comparable goods or services for the geographic area. (2 CFR 200.404)
- B. Allowable cost: A cost is allowable if the goods and services involved are chargeable or assignable to the grant in accordance with the relative benefits received. (2 CFR 200.405(a)) Be necessary and reasonable for the proper and efficient performance and administration of the grant program.
- C. Be authorized and not prohibited under state or local laws or regulations.
- D. Be consistent with policies, regulations, and procedures that apply uniformly to both federal awards and other activities of the recipient school.
- E. Be determined in accordance with generally accepted accounting principles, except as otherwise provided for in the federal circular,
- F. Not included as a cost or used to meet cost sharing or matching requirements of any other federal award in either the current or a prior period. Be net of all applicable credits.
- G. Be adequately documented.

#### *Allowable Costs*

These costs may include, but are not necessarily limited to, the following:

- A. Personnel expenses, including fringe benefits, incurred either before or after the school's opening, provided that these expenses are associated with initial implementation activities (i.e., as opposed to ongoing operations), such as program and curriculum development and integration, and teacher and staff recruiting.
- B. 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, during the eligible applicant's planning period specified in the application for subgrant funds that is required under this section, one or more of the following:
    - i. Teachers.

- ii. School leaders.
- iii. Specialized instructional support personnel.
- C. Professional development activities related to the school opening or expansion (as opposed to regular, ongoing professional development) including staff training, instruction and curriculum development, and organizational development.
- D. Travel costs for school leaders, staff, and school board to attend conferences and training, including visits to other charter schools.
- E. Costs associated with creating and implementing office functions, such as accounting systems, attendance and registration systems, and human resources policies.
- F. Instructional, staff and administrative computer hardware and software, computer lab equipment, and other instructional equipment.
- G. Furniture and fixtures, classroom equipment, lab equipment, school library/media center equipment.
- H. Textbooks, curriculum, library/classroom books, and reference materials (includes electronic media).
- I. Playground structures and equipment.
- J. Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.
- K. Communications and promotional materials.
- L. Outreach and recruitment.
- M. First year dues and fees.

This is not a comprehensive list of allowable items but is intended to show typical items that can be covered with grant funds.

#### *Unallowable Costs*

- A. Facility construction, renovation or other or capital improvement costs, except as described above in the allowable activities section.
- B. Any recurring costs, such as lease payments, or utilities incurred after the first 18 months of the award.
- C. Utilities and other facility operating expenses on or after the first day of school.
- D. Grant oversight expenses.
- E. Non-educational/non-informative promotional/novelty items for advertising, events, or recruiting.
- F. Gift certificates, alcoholic beverages, school apparel for staff or students, fines and penalties, lobbying. Student activities.
- G. Professional dues or memberships.
- H. Employee hiring/recruitment expenses such as a placement firm or travel for prospective employees.
- I. Salaries or related fringe benefits after the school opens for essential staff.
- J. Costs of continuing education credits for professional development coursework.
- K. 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).



- L. 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.
- M. 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.

*References and Additional Guidance*

Additional information and guidance on budgeting, budget revision, and allowable expenses will be provided during technical assistance meetings, calls and site visits. Please see the resources for federal guidance identified above on p. 8.

*Budget Checklist*

The following checklist is used to evaluate the budget. Please ensure that the grant and/or budget narrative includes information that allows the reviewer to determine whether or not the school is compliant with these requirements.

Budget Checklist	Yes	Not Applicable
Budget conforms to General Guidelines and Restrictions, meets all allowable and unallowable cost restrictions, and accounts for the entire grant award.		
Budget supplements, not supplants, State and local funding, and budget is focused solely on the purpose and goals of this CSP subgrant proposal.		
Costs provided for budgeted line items are specific (including cost per unit and number of units), not vague or estimated.		
Budget does not include construction or extended salaries.		
Budget does not include recurring costs once designated revenue is available for those items.		
Budget does not include items that will be utilized by grade levels or student groups not intended to be covered by the grant, or existing students outside the scope of an expansion project.		
Three year operational budget submitted with the CSP Grant Application Package demonstrates that the applicant will maintain financial sustainability after the end of the subgrant period.		

## D. Required Appendices

The following are required as part of the grant application package:

- A. School Project Budget
- B. 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. ESP/Vendor/Partner Contracts (or drafts) that include a description of roles and responsibilities for each party.
- H. Lease/ Real Estate agreement (or drafts)
- I. Academic data exceeding the state targets (replication or expansion)
- J. Annual Secretary of State Filing (3 years) (replication or expansion)
- K. Board and School Leader Bios/Resumes

## Appendix 1. 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 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.

Application Outline



Opportunity 180

Great Schools for Nevada Charter Schools Program Competitive Subgrant  
Application 2024

Application Package

- **Table of Contents**

Part I: Cover Page and Checklists (No Points)

- A. School Project Cover Page, signed
- B. Certification and Assurances, signed

Part II: Narrative (106 Points)

Part II: Rubric

Part III: Appendices (No Points)

- A. School Project Budget
- B. 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. ESP/Vendor/Partner Contracts (or drafts) that include a description of roles and responsibilities for each party.
- H. Lease/ Real Estate agreement (or drafts)
- I. Academic data exceeding the state targets (replication or expansion)
- J. Annual Secretary of State Filing (3 years) (replication or expansion)
- K. Board and School Leader Bios/Resumes

- **Part I: Cover Page & Checklists (No Points)**

**A. School Project Cover Page, signed**

School Name:	
Contact Person for Grant:	Title:
Application to: Start Up   Expand   Replicate	Expected Date School Will Open, Expand, Replicate:
Charter Award Date:	Charter Expiration Date:
DUNS #:	
Proposed Charter Address:	
Applicant Address (if different than proposed):	
Applicant Telephone:	Applicant Email:
<b>Fiscal Contact</b>	
Fiscal Manager:	Title:
Telephone:	Email:

<b>Charter School Board Contact Information</b>	
Board President:	Email:
Address:	
<b>Authorizer Contact Information</b>	
Authorizing Agency:	Authorizing agency contact person:
Telephone:	Email:
Address:	

**ESEA § 4310 (6)** requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant charter school has notified them of application submission. The signature by the designated official from the charter school authorizer signifies that this requirement has been met.

\_\_\_\_\_

Authorizer Official Printed Name Title

\_\_\_\_\_

Signature Date

**Grade Levels to be Served**

Year of Grant Implementation	Grade Levels	Projected Student Enrollment
First Year		
Second Year		
Third Year		
Maximum		

**Student Demographics**  
*indicate if actual or expected percentage of total student population*

	Actual	Expected
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Free/Reduced Price Lunch:	Special Education:	English Learners:
Black:	Native Hawaiian or Other Pacific Islander:	Hispanic:
American Indian:	Multiracial:	Asian:
White:	Male:	Female:

**Management Organization Information**

Will the school work with a charter or educational management organization?  
 Yes                      No

If no, skip to the next page.

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If yes, name the management organization:  
 Employer Identification Number (EIN):



Is the management organization:	For Profit	Not for Profit
Employees of the school will be:	Employed by the school	Employed by the management organization
<p>Note about management organizations:</p> <p>Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school’s relationship with a management organization, the charter school and board retain responsibility for all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization.</p> <p>Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.</p>		
<p>If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of arm’s length requirements. In order to be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:</p> <ul style="list-style-type: none"> <li>a) Whether the charter school’s governing board is selected by, or includes members who are employees of the CMO or EMO;</li> <li>b) Whether the charter school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO;</li> <li>c) Whether the contract between the charter school and the CMO or EMO was negotiated at “arms-length,” clearly describes each party’s rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities)</li> <li>d) Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and</li> <li>e) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.</li> </ul> <p>As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal <a href="#">CSP Nonregulatory Guidance</a>.</p>		

## B. Program Assurances, signed

Initial beside each assurance and sign and date below.

- \_\_\_ 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) The applicant school certifies that they understand an approved charter application and a signed charter contract are required in order to be eligible for an award.
  
- \_\_\_ 3) The applicant school operates (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 (including hair texture, hair type or hairstyle), creed, gender, sexual orientation, religion, ancestry, national origin, color, disability, or age.
  
- \_\_\_ 4) Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, Opportunity 180, and NVDOE, including on-site and desktop monitoring conducted by Opportunity 180, annual independent audits required by the state that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.
  
- \_\_\_ 5) The applicant school assures that they have provided their authorizer with "adequate and timely notice" of this grant application (as required by ESEA §4310 (6)(B)).

- \_\_\_ 6) The applicant school per ESEA §4303 (f)(1)(C)(i)(II), certifies that the Charter Contract from the authorizer articulates that student achievement and growth, as measured by the state’s School Performance Framework, is one of the most important factors for renewal or revocation of the school’s charter contract, and that the authorizer reserves the right to revoke or not renew a school’s charter based on financial, structural, or operational factors involving the management of the school, or if not included agree to amend the Charter Contract accordingly to include these before award monies are distributed.
- \_\_\_ 7) The applicant school certifies that a high degree of autonomy is built into its charter contract, consistent with the requirements of ESEA § 4310 (2) and ESEA § 4303 (f)(2)(A), including the school’s autonomy over budget, operations, and personnel decisions, and that they have sought, or will seek, all the appropriate automatic and non-automatic state waivers, and any necessary district waivers, to support the level of autonomy negotiated in their charter contract.
- \_\_\_ 8) The applicant school shall include important information on the website of the school, as required by ESEA § 4303 (f)(2)(G), to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to also provide annual performance, including the State Report card, and enrollment data for the student body and subgroups of students on its website.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

- **Part II: Narrative (106 Points)**

The rubric in Part II has criteria that will be used 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, 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 required parts must be addressed.

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.

- **Part II: Rubric**

<b>A. Grant Project Goals</b> Identify 3-5 grant project goals and justify each goal in terms of its value in supporting the planning and implementation of our proposed school. All grant spending, including future revisions to your budget, must fit clearly within one of your stated project goals.			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
1) Each grant project goal is a quality goal and the set of goals fulfill minimum content requirements, to include: <ul style="list-style-type: none"> <li>● If serving high school grades, at least one grant project goal addresses dropout prevention, dropout recovery or comprehensive career counseling services.</li> <li>● At least one grant project goal addresses either Nevada’s academic or demographic needs as defined in the Academic and Demographic Needs Assessment.</li> <li>● A minimum of three project goals are clearly articulate with trackable measures and outcomes for each goal.</li> </ul>	0	3	5
1) There is clear alignment among grant project goals, and the overall mission and goals of the school. <ul style="list-style-type: none"> <li>● Each grant project goals aligns with the mission and vision for the school.</li> <li>● Each grant project goal has a justified purpose that supports the school in reaching performance goals.</li> <li>● All grant measures and metrics are appropriately rigorous for targeted student populations.</li> </ul>	0	3	5

	<b>Total Points</b>	<b>/10</b>
<b>Reviewer Comments- Grant Project Goals:</b>		

## B. Educational Philosophy, Instructional Practices, and Curriculum

Fully describe and justify the design 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 student population the school will be located within.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>1) Explains key design elements for the educational model.</p> <ul style="list-style-type: none"> <li>Identifies well-articulated instructional methods, school culture and classroom design, behavioral expectations, enrichment program, electives, and other relevant factors that will impact classroom instruction.</li> <li>Explains how these practices complement curriculum decisions and design.</li> <li>Research-based, and widely accepted, best practices support the educational philosophy of the school and its outlined goals and student outcomes.</li> </ul>	0	3	6
<p>2) Justifies the core academic curriculum for each content area (including English Language Arts, math, science, social studies, and the arts).</p> <ul style="list-style-type: none"> <li>Identifies key curriculum materials or the school's approach to curriculum development.</li> <li>Justifies the choice by explaining how the plan for each content area meets or exceeds state and federal requirements in ELA and math (such as alignment with the Nevada Academic Content Standards).</li> </ul>	0	3	6

<p>3) Justifies curricular choices through the use of published research or data-based anecdotal evidence about previous implementation within a similar student demographic</p> <ul style="list-style-type: none"> <li>● Identifies correlations between research and projected school demographic information.</li> <li>● Clear alignment between the curriculum and pedagogy is demonstrated.</li> </ul>	0	2	4
<p>4) Justifies how key elements have been chosen to utilize autonomies and flexibilities granted to charter schools under state statute to create programs that meets the unique needs of the school's anticipated demographics.</p>	0	2	4
<b>Total Points</b>			<b>/20</b>
<b>Reviewer Comments- Educational Philosophy, Instructional Practices, and Curriculum:</b>			



### C. Teaching and Learning

Fully describe and justify the design of the instructional strategy 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 strategy was chosen and how it will produce strong outcomes for the unique community and student population the school will serve.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>1) Explains how teachers will use a range of data and varied instructional strategies to support individual learners.</p> <ul style="list-style-type: none"> <li>• Instructional practices and types of tools and curriculum presented are detailed, realistic, and consistent with the proposed educational program.</li> <li>• Explains how the school will use classroom and/or standardized assessments to determine the needs of individual students and to drive and differentiate instruction.</li> <li>• Identifies the range of differentiation and intervention structures (RTI and Multi-Tiered System of Supports), tools, and approaches in your design and explains how teachers will use these systems to respond to the needs of individual students.</li> </ul>	0	4	6
<b>Total Points</b>			<b>/6</b>
<b>Reviewer Comments- Teaching and Learning:</b>			

**D. Student Academic 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. In this section, persuade the reader that your school will have rigorous goals and adequate oversight to ensure quality implementation, operation, and accountability.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>1) A broad and thorough Performance Management plan exists for monitoring and reporting progress toward performance goals that ensures successful student outcomes.</p> <ul style="list-style-type: none"> <li>● Identifies sound assessment practices that effectively monitor student and teacher performance.</li> <li>● Identifies what data or information is (or will be) collected, how it will be analyzed, and by whom.</li> <li>● Interim benchmarks have been identified to ensure progress toward performance goals for all student subgroups, and a plan is presented to adjust these benchmarks annually.</li> <li>● Describes how this data is (or will be) utilized to inform policy and management decisions.</li> </ul>	0	4	6
<p>2) A culture of data-driven instruction exists.</p> <ul style="list-style-type: none"> <li>● A portfolio inclusive of formative, interim and summative assessment tools are consistently used and well understood by all staff.</li> <li>● A system for data analysis and reflection to inform instruction is in place.</li> </ul>	0	2	3
<b>Total Points</b>			<b>/9</b>

**Reviewer Comments- Student Academic Achievement Standards:**

### E. 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.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>1) Demonstrates community need and demand for the school and its particular educational model.</p> <ul style="list-style-type: none"> <li>• There is a sound strategy in place for marketing, branding, and community outreach to achieve promised student enrollment.</li> <li>• Includes specific strategies for recruiting educationally disadvantaged, at-risk, diverse, and underserved families. In accordance with the Lottery Policy in Appendix 1, describe the school's lottery policy if applicable.</li> <li>• Sufficient funds are dedicated in budget to marketing, recruitment, and outreach.</li> <li>• Based on the results of outreach efforts to date, provide a projection for each category of educationally disadvantaged students to be served. The combined percentage of projected non-white, English Language Learner, economically disadvantaged (low-income), and Special Education (Individuals with Disabilities) students is no less than 5% below the combined percentage for traditional public schools within the school's enrollment catchment.</li> <li>• The enrollment goals for each year through final expansion are reasonable and supported by credible data.</li> </ul>	0	4	6

<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> <ul style="list-style-type: none"> <li>• Describes the current level of parent engagement in the new school or expansion project.</li> <li>• Includes a description of effective parent, family, and community engagement strategies that are utilized by the school.</li> <li>• Documents a sound strategy is in place to secure interest and engagement of community members, local partners, and other community and political support for the school.</li> <li>• Describe the roles parents and community members may play in the school’s decision-making and life on an ongoing basis.</li> </ul>	0	3	4
<b>Total Points</b>			<b>/10</b>
<b>Reviewer Comments- Student Demand and Community/Local Support:</b>			

## F. 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, migrant and other at-risk students) and gifted and talented.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>1) Justify the design of the school's programs, interventions, and/or plans to support your educationally disadvantaged (ELL, Economically disadvantaged, etc.) and at-risk (rural, drop-out, etc.) student populations.</p> <ul style="list-style-type: none"> <li>● The needs of the school's current and/or prospective educationally disadvantaged students are well understood.</li> <li>● High expectations are in place for all students.</li> <li>● A comprehensive academic and behavioral intervention strategy is in place to identify and support students, including retention and discipline practices.</li> <li>● Staff is appropriately trained on effective intervention strategies and corresponding support tools.</li> </ul>	0	2	4
<p>2) Justify the design of the school's programs, interventions, and/or plans to support your students with disabilities.</p> <ul style="list-style-type: none"> <li>● The needs of the school's current and/or prospective students with disabilities are well understood.</li> </ul>	0	2	4

<ul style="list-style-type: none"> <li>● High expectations are in place for all students.</li> <li>● A comprehensive academic and behavioral strategy is in place to identify and support students.</li> <li>● Describes how the school has ensured (or will ensure) appropriately trained staff for special education students.</li> </ul>			
<p>3) The school identifies a plan that meets the nutritional needs of its educationally disadvantaged and at-risk students.</p> <ul style="list-style-type: none"> <li>● The school outlines if and how it plans to provide meals at the school.</li> <li>● The food service plan identifies federal, state and local funding sources to sustain the program.</li> <li>● The school food service plan is sound, compliant and adequately addresses the nutrition needs of the school's current and/or projected student population.</li> </ul>	0	1	2
<p>4) The school identifies a plan that meets the transportation needs of its current and/or projected student population.</p> <ul style="list-style-type: none"> <li>● The school outlines if and how it plans to provide transportation services to all or part of its student population.</li> <li>● The transportation plan addresses the needs of educationally disadvantaged students (including homeless, foster and students with disabilities), and addresses provision for participation in extracurricular activities.</li> </ul>	0	1	2

<b>Total Points</b>	<b>/12</b>
<b>Reviewer Comments- Effectively Serving All Students:</b>	

**G. 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 supported in their ongoing professional development.

<b>Selection Criteria</b>	<b>Limited or No Evidence</b>	<b>Moderate Evidence</b>	<b>Strong Evidence</b>
1) Provide a summary of the school’s approach to staffing. <ul style="list-style-type: none"> <li>● Outlines a feasible staffing structure that can reasonably deliver the educational model and associated support services.</li> <li>● Identifies steps that will be taken to ensure recruitment and selection of outstanding staff.</li> <li>● The staff recruitment plan is sufficiently sound to achieve the school’s opening and/or growth plan and a demonstrated ability to attract, recruit, develop, and retain top instructional talent.</li> </ul>	0	1	2

<p>2) Provide a summary of the school’s plan for all staff development, evaluation, and retention.</p> <ul style="list-style-type: none"> <li>• The school provides sufficient support to all staff to ensure the educational model will be implemented with fidelity across all grade levels.</li> <li>• The school demonstrates how it will utilize coaching and feedback to develop staff.</li> <li>• The school has a sound plan for supporting and encouraging innovation and continuous improvement within the classroom.</li> </ul>	0	1	2
<b>Total Points</b>			<b>/4</b>
<b>Reviewer Comments- Staffing and Professional Development Plan:</b>			

<b>H. Financial Management and Monitoring Plan</b>			
<p>As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. In this section, explain your school’s plan to be compliant, strategic, and responsible with finances and business services.</p>			
<b>Selection Criteria</b>	<b>Limited or No Evidence</b>	<b>Moderate Evidence</b>	<b>Strong Evidence</b>
<p>1) The applicant has demonstrated through a clear and comprehensive plan the operational and financial capability to manage the successful and sustainable implementation of the proposed activities.</p> <ul style="list-style-type: none"> <li>• The applicant provides a 3-year operating budget that demonstrates both financial viability, sustainability, and autonomy through conservative and sound financial</li> </ul>	0	2	3



<p>assumptions (revenue growth, inflation, compensation, positive cash flow, etc.).</p> <ul style="list-style-type: none"> <li>• The completed CSP Budget Template (appendix A) and the grant project goals and expenditures in that budget align with what is presented in the budget narrative.</li> <li>• A strong plan for implementation that includes key personnel and target dates for completion of activities and purchasing has been presented through the budget narrative and CSP Budget Template detail.</li> <li>• Budget explains if the applicant charter school is seeking or has received additional grant funding for implementation or operational costs through any other sources outside of the CSP grant.</li> </ul>			
<p>2) Ensures a viable, well-conceived facilities plan.</p> <ul style="list-style-type: none"> <li>• Identifies the facility plan and associated timeline for acquiring, developing, and/or remodeling, as well as equipping, the new school or expansion facility.</li> <li>• Identifies a specific location for the school that provides an adequate learning environment sufficient to carry out the school’s educational model and programmatic needs and is easily accessible to the intended student population. If a facility is not identified there is a viable plan for obtaining a</li> </ul>	0	1	2

<p>facility to ensure timely opening/expansion of the school.</p> <ul style="list-style-type: none"> <li>• The facilities plan demonstrates the school’s ability to meet the needs of students receiving special services.</li> <li>• Facility costs are feasible and below 20% of the school’s annual budget.</li> </ul>			
<p>3) The school’s budget contains sufficient resources to successfully carry out strategies and programs for educationally disadvantaged and at-risk students.</p> <ul style="list-style-type: none"> <li>• The budget narrative demonstrates investment in value-added activity to accelerate learning for educationally disadvantaged and at-risk students.</li> <li>• A plan is in place to mitigate risk associated with projected enrollment and underestimated financial resources necessary to adequately serve the population of students enrolled.</li> </ul>	0	1	2

<b>Total Points</b>	<b>17</b>
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**Reviewer Comments-Financial Management and Monitoring Plan:**

**I. 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.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>1) Justifies the composition and selection process for the governing board.</p> <ul style="list-style-type: none"> <li>Explain how the composition and selection process ensures adequate expertise (including education, law, real estate, strategy, finance, management, and external relations) to perform board responsibilities. Any gaps in skills are identified and a plan exists to address them through recruiting additional board members or through acquiring board training in specific areas.</li> </ul>	0	2	5
<p>2) The board has established clear policies and procedures that guide its oversight of the school.</p> <ul style="list-style-type: none"> <li>Outlines a comprehensive set of board roles and responsibilities, inclusive of ensuring compliance with Open Meetings and Open Records Law.</li> <li>Explains how the board ensures they remain at the governance level of leadership not the school management level of operations.</li> <li>Outlines how the board's policies and procedures ensure monitoring of performance and academic, financial, operational, and legal compliance, including annual review of policies and completion of a Conflict of Interest form.</li> </ul>	0	2	5

<p>3) Justifies how the board has invested in its own abilities and ongoing professional development.</p> <ul style="list-style-type: none"> <li>• The school has prioritized board training and ongoing professional development through a detailed plan and meaningful inclusion in its operating budget.</li> <li>• This plan includes regular self-evaluations that help identify areas for continuous improvement and ensures participation in ongoing development.</li> </ul>	0	1	2
<b>Total Points</b>			<b>/12</b>
<b>Reviewer Comments-Board Capacity and Governance Structure:</b>			

## J. 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.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<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> <ul style="list-style-type: none"> <li>● Presents a complete organizational and management plan for the school that includes clear division of roles and management responsibilities (including role of Educational Management, Charter Management Organization or Education Service Providers if applicable).</li> <li>● Articulates a comprehensive process that will be used by the board to evaluate the performance of the school leadership and/or ESP, including identification of appropriate protocol for addressing performance concerns.</li> </ul> <p>The school has designed its leadership team to ensure sufficient expertise to manage charter school specific compliance, operations, finance, and legal matters.</p>	0	4	6
<p>2) The school demonstrates sufficient leadership and governance capability to implement and sustain the new</p>	0	2	4

<p>school or expansion project(s) outlined in this application.</p> <ul style="list-style-type: none"> <li>• The school has sufficiently identified any material operational challenges and has developed an adequate response for each.</li> <li>• The school is aware of the key risk factors they face and have skilled leadership and soundly-developed strategies to navigate and mitigate them.</li> <li>• The school's leadership team demonstrates the ability to operate soundly, strategically and in ways that staff and stakeholders can understand and follow.</li> </ul>			
<b>Total Points</b>			<b>/10</b>
<b>Reviewer Comments-Leadership Team and Management:</b>			

### K. Priority Points

Applicants may answer N/A to the questions in this section without any penalty. It is possible to score 100% even when answering N/A to the questions below. Points earned in the Competitive Priority Preferences section can increase but not decrease an applicant's score.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>a. If applicable, describe how the school has demonstrated success or evidence-based plans to successfully 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.</p>	0	1	2
<p>b. If applicable, describe how the school has demonstrated school turnaround success or evidence-based plans to engage in a transformational partnership to improve struggling charter schools.</p>	0	1	2
<p>c. If applicable, describe the school's plan to launch in a geographical area of greatest need (a QOZ or a high-poverty neighborhood with high concentrations of overcrowded and underperforming schools). Provide sufficient evidence to support the school's justification for eligibility.</p>	0	1	2
<b>Total Priority Points</b>			<b>/6</b>
<b>Reviewer Comments-Priority Points:</b>			

### **Part III: Appendices (No Points)**

- a. School Project Budget
- b. Budget Narrative
- c. 3 Year Operational Budget
- d. Up to last 3 years of Audited Financial Statements (replication or expansion)
- d. Up to last 3 years of 990's (replication or expansion)
- e. 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
- f. ESP/Vendor/Partner Contracts (or drafts) that include a description of roles and responsibilities for each party.
- g. Lease/ Real Estate agreement (or drafts)
- h. Academic data exceeding the state targets (replication or expansion)
- i. Annual Secretary of State Filing (3 years) (replication or expansion)
- j. Board and School Leader Bios/Resumes