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**New Mexico Public Education Department**

**New Mexico Charter Schools Program**

**Competitive Subgrant Application 2020**

**Phase II: Expansion Schools**

**\*\*Only complete this application if you have been notified by the**

**CSP program manager that you are eligible for Phase II.\*\***

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# I. Information and Instructions

## Directions

Complete this application **ONLY** if you have been notified by the CSP program manager that you are eligible for the Phase II application.

Complete the school and contact information.

Read the program requirements and assurances carefully, and sign the assurances. Applications will not be accepted without completed assurances.

Review the scoring rubric. Awards will be made only to those applicants with at least 80% of the points possible, no responses scored “Falls Far Below the Criteria”, and no more than three responses in any one section scored “Approaches the Criteria” or below.

Complete the Planned Activities section. Answer N/A for any section that does not apply. The points for all sections identified as N/A in sections in B(2)—B(8) and section C will be reallocated equally to the remainder of those sections.

Complete the budget and financial information section, which includes attaching Appendix A, a detailed budget plan.

Complete the Competitive Priority Preference section. Scores in this section will not count against any applicant, but give schools that serve traditionally underserved populations or whose applications align with the vision and mission of the PED an opportunity to earn bonus points.

Contact the CSP program manager, Dr. Brigette Russell, at Brigette.Russell2@state.nm.us or (505) 470-1574 with any questions about the application.

## School and Contact Information

Complete the school and contact information below:

**School Information**:

Name of Charter School:

School Address:

School City/Zip Code:

School District within which the proposed school will be located:

Grades to be served:

Requested Enrollment Cap:

**Contact Information:**

Primary Contact Person:

Office Phone:

Mobile Phone:

Email:

Secondary Contact Person:

Office Phone:

Mobile Phone:

Email:

Founder (if different from above):

Office Phone:

Mobile Phone:

Email:

## Scoring

Each section of the application identifies the elements that must be present for a response to be evaluated as “Meets the Criteria”; the rubric below governs general scoring practices.

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| **Scoring Rubric** |
| **Meets the Criteria****100% of points possible** | * All required elements present
* Sufficient detail present, enabling the proposal to be implemented without requiring further proposal development
* The proposal is reasonable and realistic
* Fully consistent with Phase I application
* Fully consistent with all requirements of law
* Coherent and easily understood
 |
| **Approaches the Criteria****75% of points possible** | * The majority of required elements are present, but not all
* Insufficient detail; further proposal development will be required before the applicant can fully implement the concept
* Minor inconsistencies with other sections
* May raise questions about reasonableness or viability of the proposal
 |
| **Falls Below the Criteria****50% of points possible** | * Raises serious questions about reasonableness or viability of the proposal
* May raise questions about legal compliance, but does not demonstrate non-compliance
* Multiple inconsistencies with other sections
* Lacking in detail; significant further development will be required before the applicant can begin to implement the concept
 |
| **Falls Far Below the Criteria****0 points** | * Less than half of the required elements are present
* Contradicts other sections, or substantially inconsistent with other sections or Phase I application
* Insufficient detail to understand the proposal
* Copying responses from a prior applicant’s application
* Copying statutory, regulatory, or policy/guidance language
* Plagiarizing information from other publicly available material
* Includes statements that violate or conflict with the requirements of law
* Incoherent or cannot be understood
* Unreasonable or unrealistic
 |

Minimum Scoring Expectations:

* No response is evaluated as “Falls Far Below the Criteria”;
* No more than three responses in any one section of the application may be evaluated as “Approaches the Criteria” or below; and
* The applicant must earn at least 80% of the available points.

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| **Points Possible on Application** |
| **Section** | **Question** | **Points** |
| III.A. | Purpose of the subgrant request | 4 |
| III.B.(1) | Project management calendar of all planned subgrant activities | 12 |
| III.B.(2) | Hiring and compensating school leaders, teachers, instructional support staff | 4 |
| III.B.(3) | Professional development | 4 |
| III.B.(4) | Supplies, equipment, and educational materials | 4 |
| III.B.(5) | Necessary renovations | 4 |
| III.B.(6) | Start-up transportation costs | 4 |
| III.B.(7) | Community engagement | 4 |
| III.B.(8) | Other activities | 4 |
| III.C.(1) | Partnerships | 4 |
| III.C.(2) | Parent and community input | 12 |
| III.D. | Transportation | 4 |
| IV.A. | School size and grant award amount requested (not scored) | 0 |
| IV.B.(1) | Budget spreadsheet | 12 |
| IV.B.(1) | Budget narrative | 12 |
| IV.C. | Financial sustainability | 12 |
| **Total mandatory response points possible** | **100** |
| V.A. | District partnerships to turn around failing schools | 5 |
| V.B.(1) | Diverse models | 5 |
| V.B.(2) | Rural communities served | 5 |
| V.C. | Culturally and linguistically diverse populations served | 5 |
| **Total bonus points possible** | **20** |

**Note**: Sections III.B.(2)(8) and III.C. may not apply to all applicants. Applicants may respond N/A and these points will be redistributed to other sections.

## Program Requirements

**Description of Quality Controls**

In order to be eligible for CSP subgrant funding, a school must complete an application that describes the quality controls agreed to between the applicant and the authorized public chartering agency.

Pursuant to state program requirements and the Charter Schools Act the following is a description of those quality controls that shall be agreed to:

* execution of a contract that meets the requirements of Section 22-8B-9 NMSA 1978 by the school and the authorized public chartering agency,
* participation by the school in all required annual state assessments,
* participation by the school in the state accountability system which measures a school’s performance and the school’s impact on student achievement and will be used as one of the most important factors for renewal or revocation of a school’s charter, and
* participation by the school in the state teacher evaluation processes,
* completion of annual site visits to evaluate legal and contractual compliance by the authorized public chartering agency and/or the PED on behalf of or in conjunction with the authorized public chartering agency,
* evaluation of the school by the authorized public chartering agency on an annual basis pursuant to a performance framework that clearly sets forth the academic, operational, and fiscal performance expectations and meets the requirements of Section 22-8B-9.1 NMSA 1978,
* completion by the school of an annual external financial audit as required by the Audit Act and Section 22-8B-4 NMSA 1978,
* completion by authorized public chartering agency of appropriate inquiries and investigations, and
* compliance with appropriate corrective actions or sanctions exercised by the public chartering agency upon a determination that the school’s performance or legal compliance appears unsatisfactory.

Pursuant to these quality controls and the Charter Schools Act (Section 22-8B-12 NMSA 1978) the authorized public chartering agency reserves the right to revoke or not renew the school’s charter based on financial, structural, or operational factors involving the management of the school.

CSP program monitoring will ensure there is a copy of the quality controls in each awardee’s file.

**Description of Autonomy and Flexibility**

In order to be eligible for CSP subgrant funding, a school must complete an application that describes how the autonomy and flexibility granted to a charter school is consistent with the definition of a charter school in section 4310 of the ESEA. Pursuant to state program requirements and the Charter Schools Act the following is a description of the autonomy and flexibility granted to a charter school and how that is consistent with the definition of a charter school in section 4310 of the ESEA:

In accordance with the Charter Schools Act, charter schools are exempted from locally imposed school district requirements and are exempted from rules and provisions of the Public School Code pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties and driver education, and may be exempted from rules and provisions of the Public School Code pertaining to graduation requirements. High-quality charter schools are also eligible to request additional flexibilities from the Secretary of Public Education.

While charters schools are, or may be, exempted from state or local rules that inhibit the flexible operation and management of public schools, charter schools are not exempt from the following requirements and shall:

* be developed as a public school and be operated under public supervision and direction;
* operate in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
* provide a program of elementary or secondary education, or both;
* be nonsectarian in its programs, admissions policies, employment practices, and all other operations, and not be affiliated with a sectarian school or religious institution;
* not charge tuition;
* comply with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 *et seq.*), section 444 of GEPA (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;
* operate as a school to which parents choose to send their children, and admit students on the basis of a lottery, consistent with section 4303(c)(3)(A) of the ESEA, if more students apply for admission than can be accommodated;
* comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State;
* meet all applicable Federal, State, and local health and safety requirements;
* operate in accordance with State law;
* have 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
* serve students in early childhood educational programs, primary educational programs, secondary educational programs and/or secondary students participating in postsecondary educational programs.

**Program Eligibility**

Entities eligible to apply for the CSP Expansion Subgrant are those entities that:

* are operating a high quality charter school in New Mexico, which is defined as a school that has earned grades of B or better in each of the last three years, does not meet TSI/CSI criteria, and has had no *significant* adverse audit findings or organizational non-compliance over the past three years;
* intend to substantially expand the number of students served by the school by increasing the enrollment cap or increasing the grade levels served; and
* have applied, through an amendment request or another process established by the authorized public chartering authority, to expand their charter school and provided adequate and timely notice to that authorized public chartering authority of the request.

An eligible applicant may *not* receive more than one subgrant under this program for each individual charter school for a 5-year period, *unless* the eligible applicant demonstrates to the Public Education Department that such individual charter school has at least 3 years of improved educational results for students enrolled in the charter school.

# II. Assurances

1. I, the undersigned, agree that the school and I will abide by the quality controls agreed to between the school and the authorized public chartering agency with which the school contracts to operate, as enumerated in Section I of this application.
2. I understand and agree that the school’s performance on the State’s accountability system will be one of the most important factors for renewal or revocation of the school’s charter.
	* I understand that the state’s accountability system measures the school’s impact on student achievement through its student academic growth measures and these measures will be among the most important factors for renewal or revocation of the school’s charter.
3. I understand that PED and the authorized chartering agency with which the school contracts to operate reserve the right to revoke or not renew the school’s charter based on financial, structural, or operational factors involving the management of the school.
4. I acknowledge the definition of a charter school and agree to abide by the requirements of that definition which are laid in Section I of this application
5. I agree to participate in best practices and technical assistance activities and comply with all monitoring and corrective action requirements as required by the grant terms.
6. I assure that I meet the eligibility requirements for subgrant funding listed in this application.
7. I understand and agree to comply with the following allowable uses of subgrant funding, described in ESEA 4303(b)(1), which shall include one or more of the following activities:
8. Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with providing professional development and hiring and compensating, during the eligible applicant’s planning period specified in the application for subgrant funds, teachers, school leaders, or specialized instructional support personnel.
9. Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
10. Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).
11. Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
12. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
13. When such costs cannot be met from other sources, providing for other appropriate, non-sustained costs related to opening and preparing for the operation of replicated high-quality charter schools; or expanding high-quality charter schools.

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

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

# III. Planned Activities

## A. Purpose of the Subgrant Request

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| A. Detail the purposes of the subgrant request. Include a clear identification of the overarching purpose of the request (indicate only one of the activities allowed under section 4303(b)(1) of the ESEA) and the reasons the school is pursuing this purpose. Specifically identify the requested term of the subgrant, including start and ending date, and the periods of the phases of the subgrant including the planning and program development period (if any) and the implementation period.  |

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| **Points Possible** | **A complete response must:** |
| 4 | * Identify one of the activities allowed under section 4303 (b)(1) of the ESEA as the purpose of the subgrant request
* Articulate an understandable and justified rationale for seeking to engage in the identified activity that includes:
	+ A clear need within the local community for the proposed school or expansion
	+ A commitment to improve student achievement as measured by state mandated assessments and the state accountability system
	+ A commitment to improve the overall public education system in New Mexico and the outcomes of public education in New Mexico
* Identify the requested term of the subgrant (to extend no later than September 30, 2022).
	+ Specify what part of the term, if any, will constitute a planning and program development period
	+ Specify what part of the term will constitute the program implementation period
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| **Applicant Response** |
| Enter applicant response here. |

B. Calendar of Activities.

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| B.(1) Provide a detailed project management calendar of all the subgrant activities to be carried out throughout the grant term. If the applicant has requested a Planning and Program Development Period, identify specific activities to be carried out only during that time period. Identify expected work product from each activity, specific action steps to be carried out, responsible parties, and deadlines. If including activities necessary for successful start-up, but are not to be funded out of subgrant funds, specifically identify those activities and their funding source. |

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| **Points Possible** | **A complete response must:** |
| 12 | * Provide a project management calendar for the entire term of the subgrant
* Include only activities that are allowed under section 4303(h) of the ESEA
	+ Preparing teachers, school leaders, and specialized instructional support personnel
		- providing professional development
		- hiring and compensating school leaders or specialized instructional support personnel – allowed ***only*** during planning period
	+ Acquiring and/or developing supplies, training, equipment (including technology), and educational materials
	+ Carrying out ***necessary*** renovations
	+ Minor facilities repairs (excluding construction)
	+ Providing transportation -***only***one-time, startup costs allowed
	+ Carrying out community engagement activities (staff and student recruitment)
	+ Other appropriate, non-sustained costs
* With specificity and detail, identify all action steps necessary to accomplish each activity
	+ Identify the responsible party(ies) for each action step
	+ Identify the work product that is to be created through each action step and the deadline associated with that work product
* Specifically denote activities that are to be carried out only during the planning and program development term
* Specifically denote activities that are necessary for successful start-up or expansion, but are not to be funded out of subgrant funds, identify the funding source for those activities
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| **Applicant Response** |
| Enter applicant response here. |

NOTE: Points for subsections B(2)—B(8) total 28. For any prompts that are not applicable, the applicant should identify “N/A” in the response. The points for all prompts identified as “N/A” will be equally reallocated to all applicable prompts in B(2)—B(8).

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| B. (2)*If the applicant is seeking a Planning and Program Development term and plans to use grant funds to hire and compensate school leaders and/or specialized instructional support personnel during this time*, describe the recruitment and selection process that will be utilized to hire any teachers, school leaders, or specialized instructional support personnel during the planning period. |

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| **Points Possible** | **A complete response must:** |
| 4 | * Describe a recruitment and selection process for hiring allowable and necessary staff during the planning term of the subgrant include criteria, tools, action steps, timelines, responsible parties
* Describe how the staffing plan and process will ensure the school is able to hire *qualified, high-quality* staff that are aligned with the response in Question III.A. to implement the proposed program within the grant term
* Describe how the recruitment and selection process is aligned with the subgrant budget
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| **Applicant Response** |
| Enter applicant response here. |

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| B.(3) *If the applicant plans to use grant funds to prepare teachers, school leaders, and specialized instructional support personnel,* describe in detail all professional development activities that will be carried out under the subgrant. Describe the purpose of these activities and provide a justification for why these activities are necessary for the successful implementation of the proposed program. Identify the costs that will be paid out of subgrant funds for these purposes. Explain why these activities are different from other professional development activities and costs that will not be paid out of subgrant funds. Explain the process the school will use to procure and purchase professional services, including vetting processes and criteria that will be used to evaluate the quality of potential service providers. |

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| **Points Possible** | **A complete response must:** |
| 4 | * Describe in detail the professional development activities that will be carried out under the subgrant for the purposes of preparing teachers, school leaders, and specialized instructional support personnel
* Provide a sufficient justification for why these activities are necessary for the successful implementation of the proposed program
* Identify only reasonable and allowable costs that will be paid out of subgrant funds for these purposes
* Explain how these activities are different from other professional development activities and costs that will not be paid out of subgrant funds during the same time
* Explain in detail a process the school will use to ensure that it procures and purchases only high quality professional services
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| **Applicant Response** |
| Enter applicant response here. |

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| B.(4)*If the applicant plans to use subgrant funds to acquire or develop supplies, equipment and educational materials,* describe in detail those supplies, equipment and educational materials including types and amounts. Explain the planed use for each and why each is necessary for the successful implementation of the proposed program. Explain the process the school will use to procure and purchase items—including vetting processes and criteria that will be used to evaluate the quality of potential educational materials. Explain which materials will be developed and describe in detail the process (action steps) the school will use to develop these materials, the criteria that will be used to evaluate the developed materials, and the responsible parties and deadlines for each action. |

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| **Points Possible** | **A complete response must:** |
| 4 | * Describe in detail all the supplies, equipment and educational materials the school plans to acquire or develop with the subgrant funds; and include only allowable expenses
* Provide a sufficient justification for why those supplies, equipment and educational materials are necessary for the successful implementation of the proposed program
* Explain in detail a process the school will use to ensure it procures and purchases only high quality supplies, equipment and educational materials and that educational materials align to NM Common Core State Standards and other required state standards
* For materials that will be developed (not acquired) describe in detail the process (action steps) the school will use to develop quality educational materials, the criteria that will be used to evaluate the developed materials to ensure quality and alignment, and the responsible parties and deadlines for each action.
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| **Applicant Response** |
| Enter applicant response here. |

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| B.(5)*If the applicant plans to use grant funding to carry out necessary renovations to ensure a new school building complies with applicable statutes and regulations and/or minor repairs excluding construction*, describe in detail the necessary renovations and/or minor facility repairs that will be carried out. Explain the justification for these activities; for renovations ensure justification establishes that they are necessary to ensure that a new school building complies with applicable statutes and regulations. Explain the process the school will use to procure and purchase services and/or materials—including vetting processes and criteria that will be used to evaluate the quality of potential service providers. |

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| **Points Possible** | **A complete response must:** |
| 4 | * Describe in detail the necessary renovations that will be carried out to ensure a new school building complies with applicable statutes and regulations
* Describe minor facility repairs excluding construction that will be carried out
* Provide a sufficient justification for why these activities are necessary for the successful implementation of the proposed program; for renovations justification must establish that they are necessary to ensure that a new school building complies with applicable statutes and regulations
* Explain in detail a process the school will use to ensure it procures and purchases only high quality services and/or materials
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| **Applicant Response** |
| Enter applicant response here. |

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| B.(6) *If the applicant plans to use grant funds to cover one-time, startup costs associated with providing transportation to students to and from the charter school,* describe in detail the activities that will be funded using the subgrant. Explain the justification for these expenses being appropriately considered one-time costs. Explain the process the school will use to procure and purchase services and/or materials, including vetting processes and criteria that will be used to evaluate the quality of potential service providers. |

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| **Points Possible** | **A complete response must:** |
| 4 | * Describe how funds will be used to provide one-time, startup costs associated with providing transportation to students to and from the charter school
* Provide a sufficient justification for why these activities are necessary for the successful implementation of the proposed program and detail why these expenses are appropriately considered one-time costs
* Identify only reasonable costs that will be paid out of subgrant funds for these purposes
* Explain a process the school will use to ensure it procures and purchases only high quality services and/or materials
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| **Applicant Response** |
| Enter applicant response here. |

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| B.(7) *If the applicant plans to use grant funds to carry out community engagement activities*, describe in detail the activities that will be funded using the subgrant. Explain the process the school will use to procure and purchase services and/or materials, including vetting processes and criteria that will be used to evaluate the quality of potential service providers. |

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| **Points Possible** | **A complete response must:** |
| 4 | * Describe in detail community engagement activities, which may include paying the cost of student and staff recruitment
* Provide a sufficient justification for why these activities are necessary for the successful implementation of the proposed program
* Identify only reasonable costs that will be paid out of subgrant funds for these purposes
* Explain a process the school will use to ensure it procures and purchases only high quality services and/or materials
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| **Applicant Response** |
| Enter applicant response here. |

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| B.(8) *If the applicant plans to use grant funds to carry out other appropriate, non-sustained costs related to opening and preparing for the operation of a replicated high-quality charter school or expanding a high-quality charter school,* describe in detail how the funds will be used. Explain why such costs cannot be met from other sources, why these expenses are appropriately considered one-time costs, and why these activities are necessary for the successful implementation of the proposed program. Explain the process the school will use to procure and purchase services and/or materials, including vetting processes and criteria that will be used to evaluate the quality of potential service providers and/or materials. |

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| **Points Possible** | **A complete response must:** |
| 4 | * Describe in detail how the funds will be used for providing other appropriate, non-sustained costs
* Provide a sufficient justification for why these activities are necessary for the successful implementation of the proposed program, cannot be met from other sources, and are appropriately considered one-time costs
* Identify only reasonable costs that will be paid out of subgrant funds for these purposes
* Explain a process the school will use to ensure it procures and purchases only high quality services and/or materials
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| **Applicant Response** |
| Enter applicant response here. |

## C. Program Description.

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| C. (1) *If applicable,* describe the roles and responsibilities of partner organizations and charter management organizations, including the administrative and contractual roles and responsibilities of such partners. |

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| **Points Possible** | **A complete response must:** |
| 4 | * Identify all partner organizations and charter management organizations
* Describe, in detail, the relationships between these entities
* Describe all legal implications of the essential/required relationships including the legal benefits and responsibilities of each party
* Provide a copy of proposed or current, **signed, formal** agreements between the applicant and each third party relationship **OR** memoranda of understanding (MOU) between the applicant and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides
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| **Applicant Response** |
| Enter applicant response here. |

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| C. (2) Describe specific structures and actions that will enable to school to solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds. In addition, describe school structures that will support the use of effective parent, family, and community engagement strategies in the operation of each charter school that receives funding under this application.  |

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| **Points Possible** | **A complete response must:** |
| 12 | * Describe in detail specific structures and actions that will enable to school to solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funding
* Describe in detail specific school operation and governance structures that will support the use of effective parent, family, and community engagement strategies in the operation of each charter school that receives funding under this application
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| **Applicant Response** |
| Enter applicant response here. |

## D. Transportation.

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| D. (1) Describe how students will be transported to and from school. Describe the steps the applicant took and information it considered to identify student transportation needs and develop a plan to meet those needs. *If the applicant does not plan on offering transportation to and from school*, provide evidence and explain the information that supports a conclusion that the school’s potential students do not require transportation to and from school, and that interested students would not be excluded from attending the school because of the lack of transportation services provided by the school. |

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| **Points Possible** | **A complete response must:** |
| 4 | * Demonstrate the school seriously evaluated and considered the needs of potential students for to and from school transportation
* If applicable, demonstrate the applicant has developed a reasonable plan to meet student transportation needs
* If applicable, provide sufficient evidence and information to support a determination that potential students did not need transportation to and from school
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| **Applicant Response** |
| Enter applicant response here. |

# IV. Budget and Financial Information

## A. School size and grant award amount.

State the requested enrollment and grade levels to be served by the school in each year during the term of the expansion. Please specify the planned number of students at each grade level in each year.

Use the information for the final year of the expansion plan to calculate the allowable grant amount. The grant amount is based on total growth under the plan. To calculate the amount of growth, subtract the school’s current enrollment from the anticipated total number of students at the end of the grant period (difference between current and future enrollment).

If the applicant is requesting a grant amount that is lower than the allowable grant amount, state the requested amount.

**Current enrollment: \_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **School Year** | **Grade Levels** | **Anticipated Total Enrollment** | **Grant Funding Requested** |
| 2020-21 |  |  | $ |
| 2021-22 |  |  | $ |
| **Total grant funding requested** | **$** |

|  |  |
| --- | --- |
| **Points Possible** | **A complete response must:** |
| Not scored | * Identify the anticipated number of students by grade level for each of the years of the growth plan. ***Note****: Meeting expected enrollment will be part of annual monitoring; a school that does not meet enrollment targets may have its award reduced.*
* Correctly calculate the anticipated grant fund amount using anticipated enrollment data for the final year (which cannot exceed $900,000) using the funding following schedule:

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade level** | **Elementary School** **(K-5)** | **Middle School** **(6-8)** | **High School** **(9-12)** |
| Per “growth student” amount | $1,320 | $1,200 | $1,380 |

* If the school is requesting a lower grant funding amount than the allowable grant amount, please specify the requested grant fund amount in “additional response” section.
* Use “additional response” section to explain calculations.
 |

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| **Applicant Response** |
| Enter applicant response here. |

## B. Budgets.

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| B.(1) Provide, and attach as **Appendix A**, a subgrant budget plan detailing anticipated expenditures broken down on a quarterly basis for the entire requested subgrant period. The budget must align with the allowed or requested awards established by the grant terms and all narratives describing subgrant priorities and activities, including the budget narrative. Applicants must use the template provided and may not modify the template.  |

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| **Points Possible** | **A complete response, provided in the form of Appendix A, must:** |
| 12 | * Include a subgrant budget plan based on the allowable and requested grant terms
* Support the calendar of activities and application narratives
* Address expenses on a quarterly basis
* Utilize the template provided, unmodified
 |

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| B.(2) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains assumptions, how those were determined based on reliable sources, identifies all priorities that are consistent with the calendar of activities, and explains how the school will manage the subgrant funds during the term of the subgrant (including monthly or quarterly monitoring of actual versus projected expenses, adjustment expenses to address variances, and submission of regular requests for reimbursement to avoid backlogs). The budget narrative demonstrates the proposed school’s thorough understanding of the budget and of budget maintenance process. |

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| --- | --- |
| **Points Possible** | **A complete response must:** |
| 12 | * Explain assumptions
* Identify reliable sources for each assumption
* Identify and align with all priorities in the subgrant calendar of activities
* Explain how the school will manage subgrant funds during the term of the subgrant
	+ Identify regular monitoring of actual versus projected expenses
	+ Identify a plan for addressing variances in a timely manner, including variances in expected enrollment
	+ Include a plan for timely and consistent requests for reimbursement
 |

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| **Applicant Response** |
| Enter applicant response here. |

## C. Financial Sustainability.

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| C. Explain why the costs that will be funded under the CSP are not sustained costs unrelated to the initial implementation of the expansion.  |

|  |  |
| --- | --- |
| **Points Possible** | **A complete response must:** |
| 12 | * Provide a reasonable and justified explanation of why the costs that will be funded by the grant are not sustained costs unrelated to the initial implementation of the expansion
* Demonstrate the school will be able to maintain financial sustainability after the end of the subgrant period
 |

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| **Applicant Response** |
| Enter applicant response here. |

# V. Competitive Priority Preferences

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. Applicants must score 80% of the **mandatory response points** only. Points earned in the Competitive Priority Preferences section can increase but not decrease an applicant’s score.

## A. District Partnerships to Turn Around Failing Schools.

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| --- |
| A. *If the applicant has a partnership with the local district to use this proposed charter school to turn around a failing school or implement a choice model for students from failing schools*, please describe the partnership, identify the failing school(s) being addressed by this partnership. Provide an MOU or IGA that identifies the terms of the partnership and the legal obligations of each party. |

|  |  |
| --- | --- |
| **Points Possible** | **A complete response must:** |
| 5 | * Describe a partnership with the local district to use this proposed charter school to turn around a failing school or implement a choice model for students from failing schools
* Identify specific failing school(s) the partnership addresses
* Provide a fully developed draft MOU or IGA that specifically identifies the obligations and rights of each party
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| **Applicant Response** |
| Enter applicant response here. |

## B. Diverse Models and Models that Serve Rural Communities.

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| --- |
| B.(1) *If applicable,* explain why the proposed model is a “diverse model” charter school. This may include a model that is not accessible in the current school district or community either because there are no similar school models or because all other similar school models are fully enrolled and have substantial waitlists. This may also include a wholly new and innovative model that is research based. Provide sufficient evidence to support the school’s justification for eligibility. |

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| --- | --- |
| **Points Possible** | **A complete response must:** |
| 5 | * Describe a model that is not currently accessible in the school district or the community in which the proposed school will be located OR describe a wholly new and innovative model that is research based
* Provide sufficient documentation or evidence to support the school’s justification for being eligible for preference points
 |

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| **Applicant Response** |
| Enter applicant response here. |

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| B.(2) *If applicable,* explain why the proposed model is a charter school “model that serves a rural community”. This may include a model for serving a rural community that does not currently have any other educational choices. Provide sufficient evidence to support the school’s justification for eligibility.***Note****: a rural community is defined as a community that is not included within an urban area as identified by the U.S. Census Bureau* |

|  |  |
| --- | --- |
| **Points Possible** | **A complete response must:** |
| 5 | * Describe a model that will serve a rural community that does not currently have any other educational choices
* Provide sufficient documentation or evidence to support the school’s justification for being eligible for preference points
 |

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| **Applicant Response** |
| Enter applicant response here. |

## C. Diverse Models and Models that Serve Culturally and Linguistically Diverse Populations

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| C.(1) *If applicable,* explain why the proposed model is a “diverse model” and how this model will serve culturally an linguistically diverse populations. This may include a model that is not accessible in the current school district or community either because there are no similar school models or because all similar school models are fully enrolled and have waitlists.This may also include a wholly new and innovative model that is research based and includes the following components of serving culturally and linguistically diverse population:1. using the cultural and linguistic backgrounds of the students in a bilingual, multicultural education program;
2. providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner; and
3. teaching students to appreciate the value and beauty of different languages and cultures.
 |

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| **Points Possible** | **A complete response must:** |
| 5 | * Describe a model that is not currently accessible in the school district or the community in which the proposed school will be located OR describe a wholly new and innovative model that is research based

Include the components of serving culturally and linguistically diverse population as described in C.(1) a, b, and c.* Provide sufficient documentation or evidence to support the school’s justification for being eligible for preference points
 |

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| **Applicant Response** |
| Enter applicant response here. |

# VI. Behavioral Interview

Each applicant must complete a behavioral interview, a process that delves deeper than traditional interviews to identify the underlying competencies that are predictors of success for school leaders. A competency is defined as a pattern of thinking, feeling, acting or speaking that causes a person to be successful in a job or role. Competencies may be developed, but they are most powerful when used to select people who are already a good fit for the job. The behavioral interview minimum scoring requirements are as follows:

* No more than one competency is evaluated as Level 1;
* At least one competency is evaluated as Level 3; and
* The applicant must earn average score of at least Level 2.

The CSP program manager will schedule the behavioral interview for all applicants who are notified of their eligibility to move on to Phase II of the application process.

The rubric for the behavioral interview is proprietary and cannot be shared. After the subgrant award process has been completed, each applicant will receive formative feedback from the behavioral interview.