



**SUBGRANT REQUEST FOR APPLICATIONS
(RFA)
RFA# 2025-03**

Federal Program Title	Expanding Opportunity Through Quality Charter Schools Program (CSP)—Grants to State Entities
Federal Agency	U.S. Department of Education
State Entity (Charter School Support Organization)	Northeast Charter School Network
CFDA Number	84.282A
Award Name	Great Schools for Connecticut Project
Award Number	S282A220007

Table of Contents	
Background & Purpose	2
About Great Schools for Connecticut	3
Subgrant Size and Duration	3
Subgrant Type.....	4
Available Funding	5
Application Process.....	5
Reporting and Monitoring Requirements	8
Appendix 1: Definitions from Governing Legislation	11
Appendix 2: Eligibility Checklist.....	12
Appendix 3: Scoring Rubric	16
Appendix 4: List of documents schools required with RFA (only for schools determined to be eligible to apply for RFA).	34
Appendix 5: Budget Request Workbook and Budget Narrative Instructions	35
Appendix 6: Risk Assessment (to be completed on Monitoring Rubric Sheet annually) ..	38
Appendix 7: Certifications and Assurances (to be completed on Survey Monkey Apply)	41

Background & Purpose

The Federal Charter Schools Program (CSP)

The Charter Schools Program (CSP) is authorized by Title IV, part C - Expanding Quality Through Quality Charter Schools of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESEA) [20 U.S.C. 7221-7221j]. The CSP State Entity program provides financial assistance to State Entities to support charter schools that serve elementary and secondary school students in a given State. Charter schools receiving funds under the CSP State Entity program also may serve students in early childhood education programs or postsecondary students.

The major purposes of the CSP are 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.

The CSP Grants to State Entities program (84.282A) is a competitive grant program that enables State Entities to award subgrants to eligible applicants in their State to open and prepare for the operation of new charter schools and to replicate and expand high-quality charter schools. Grant funds must also be used to provide technical assistance to eligible applicants and authorized public chartering agencies in opening and preparing for the operation of new charter schools or replicating or expanding high-quality charter schools; and to work with authorized public chartering agencies to improve authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools.

In September 2022 the Northeast Charter Schools Network (NECSN) was awarded \$24.5 million for the Great Schools for Connecticut (GSCT) Project by the U.S. Department of Education (Department) under the FY 2022 CSP State Entities Grants Program. The initial [period of performance](#) for the award is from October 2022 through September 2027. The grant is to be administered by the Connecticut Charter School Association (CTCSA), a membership organization, and the statewide charter school support organization for Connecticut's 21 public charter schools and the approximately 11,000 students they educate. CTCSA plans to award CSP subgrants to existing charter schools and charter school developers¹ in Connecticut (CT), or to out-of-state entities seeking to develop charter schools in Connecticut, to carry out one of the following activities in the state of Connecticut:

¹ From ESEA §4310 (7) (Page 267 / 449) 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. See Appendix 1 for all definitions.

1. Open and prepare for the operation of new charter schools.
2. Replicate and open high-quality charter schools.
3. Expand high-quality charter schools.

About Great Schools for Connecticut

The Great Schools for Connecticut (“GSCT”) project is a competitive grant program that hopes to catalyze the growth of approximately 4,000 additional high-quality seats at 15 new, expanding, and replicating public charter schools in Connecticut. The grant has three objectives:

1. Increase the number of high-quality public school seats for educationally disadvantaged students in Connecticut.
2. Strengthen the caliber of the state’s charter school operation and authorization; and
3. Heighten collaboration and resource sharing between and among schools with different governance structures.

Of the \$24.5 million CSP award we expect to disburse at least \$22 million (90% of the total award) over the grant period as subgrants to schools meeting eligibility criteria. We expect to deploy \$1.7 million (7% of the total award) towards technical assistance, and utilize no more than \$0.7 million (3% of the total award) to administer the program. Grants will be awarded through a competitive application process.

Subgrant Size and Duration

In the 2025 Request for Application (RFA) cycle (RFA 2025-03) GSCT intends to award up to five grants - three new school grants, one expansion, and one replication grant. The final grant award amount and school type awarded will depend on the amount and type of funding applicants are seeking and grant fund availability. GSCT expects to divide available grant funding as laid out in Table 1 below. Subgrantees have full autonomy over the structure of their budget request but must present plans to utilize CSP funding over a period of no more than three years.

Table 1: Size and Structure of Subgrants.

Type of subgrant	Number of awards for RFA 2025-03	Maximum funding available for award	Proposed split of the available subgrants over 36 months ²		
			First year	Second year	Third year
New school	3	\$1,469,250	\$489,750	\$489,750	\$489,750
Replication	1	\$1,469,250	\$979,500	\$489,750	
Expansion	1	\$1,469,250	\$1,469,250		

CSP subgrants are subject to an annual renewal process. Annual grant funding is not competitive but is subject to available federal funds. After the conclusion of the first year within the approved project period, the subgrantee shall submit all required documentation, including

² GSCT anticipates the drawdown of funds will be as indicated in the table. Applicants are encouraged to formulate budget requests that help them achieve their growth objectives.

the annual performance report and financial expenditure report. Satisfactory progress toward meeting the goals and objectives stipulated within the grant will be required in order to renew the grant for a second year, or more. Subgrantees requesting grant funding for three year periods should know that the GSCT grant's initial period of performance ends on September 30, 2027. Availability of subgrant funding past this date is subject to GSCT requesting a No-Cost Extension from US Department of Education, and upon this being approved.

Should subgrant recipients end up receiving less than the full maximum award amount — either by request, or by virtue of failing to hit the targets that would trigger escalation above the base award amount — after approval by the Department of Education, GSCT may make additional awards in accordance with grant objectives with funds that have been rolled over. Under [ESEA §4303 \(2\) \(A\)](#) each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including personnel decisions.

Subgrant Type

Interested applicants will complete the RFA Application and submit budget proposals for the purpose of opening **high-quality** new charter schools, **expanding** high-quality charter schools, or **replicating** high-quality charter schools (see Appendix 1 for the federal definitions of bold, italicized terms).

New schools: New school applicants may request up to three years of subgrant funding. Subgrantees requesting funding to open a new school should note that 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. All items in the school's budget request must be clearly designated as being part of the planning and / or implementation period. For guidance and a description of allowable costs in the planning and or implementation periods please refer to [2 CFR Part 200, Every Student Succeeds Act](#), and the [Allowable Cost Guide](#)) as a reference when constructing the budget request.

Expansion Schools: The term “expand” from [ESEA §4310 \(7\)](#) , when used with respect to a high-quality charter school, means to significantly increase enrollment or add one or more grades to a high-quality charter school.

GSCT will consider a prospective applicant to be eligible for a CSP subgrant award for expansion if the applicant proposes either of the following:

1. Approved addition of one or more grades to a high-quality public charter school. This grade expansion will equal at least 10% of existing enrollment or will equal the number of additional seats approved by the authorizer, whichever is lower.
2. For schools, not adding grades, eligible growth will equal an increase in enrollment of at least 10% of current enrollment, or will equal the approved growth in seats in existing grades, whichever is lower.

Expansion schools are eligible for a maximum award of \$1,469,250 (including both escalators). GSCT anticipates expansion grants to run for one year (12 months), while recognizing that charter schools may request a grant for a longer or shorter period, depending on their budget proposal. Budget requests for expansion schools will be analyzed by the GSCT team and a final budget period approved after careful consideration of the applicant's proposal and availability of grant funding.

Replication Schools: The term “replicate” from [ESEA §4310 \(9\)](#) 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. GSCT anticipates replication grants to run for two years (24 months), while recognizing that charter schools may request a grant for a shorter period. Schools applying for replication grants may choose to include a planning period (not to exceed 18 months), followed by up to an additional 6 month period for execution.

Available Funding

The maximum award amount available to schools that meet all grant criteria is \$1,469,250. This amount is broken into three parts outlined in Table 2 below:

Table 2: Breakdown of Award and Criterion for Escalators.

Criterion	Target	Award Amount	Timing
1	Base Award	\$1,250,000	Maximum base award possible. Final award amount is contingent on budget request in grant application and CTCSA input.
2	School enrolls at least 100 educationally disadvantaged students in CSP-funded grades	\$150,000	Verified upon submission of a certificate of occupancy by the school in the first year of full operations ³
3	School earns competitive preference points on its RFA in connection with the ‘collaboration with at least one traditional public school or traditional school district’ priority and provides an MOU within prescribed timeline	\$69,250	Verified upon submission of an MOU or other acceptable documentation outlining the terms of the collaboration with the traditional public school or school district in the first full year of operations.

Application Process

The application process comprises three stages – the Eligibility Check, the Request for Applications Process, and the Capacity interview. We anticipate that the 2025-03 RFA competition will commence in summer 2025 and awards will be announced by September 2025 (see Table 3 for a Calendar of Events). The GSCT team is available to provide technical assistance (TA) to all prospective applicants at all stages of the application process.

During the RFA cycle there are several **mandatory** TA sessions:

- All applicants are required to attend both the RFA and Budget webinars (see Table 3 for dates).

³ For expansion schools GSCT suggests a one year spend down of CSP grant money. If schools structure their budget request over the course of a year, then in order to avail the enrollment-based escalator these schools would need to submit their enrollment in CSP funded grades by October of the year in which they receive the grant.

- All applicants must schedule at a minimum one Budget TA session with the GSCT team when formulating their CSP budget request.

We strongly recommend that all applicants reach out to the GSCT team for any application TA needs. The GSCT team is the most knowledgeable resource for all GSCT related queries. Please set up time with the GSCT team by emailing at: csp@ctcharters.org at any time during the RFA cycle, or at any time during the year.

Table 3: Calendar of Events - Application and Awards Process.

Request for Applications Title	GSCT Subgrant Application FY 2025-2026
RFA ID	RFA 2025-03
RFA Issuing Office	Connecticut Charter Schools Association (CTCSA)
Program and RFA Questions	csp@ctcharters.org
Budget Questions	cspfinance@ctcharters.org
Grant Application Portal	https://ctcharters.smapply.us
Key Events	Key Dates
Request for Application (RFA) webinar	May 13, 2025
Budget support webinars (mandatory)	May 21, 2025
Eligibility Check submission window	May 14 to June 2, 2025
CTCSA to hold office hours for Eligibility Check related questions	May 14 to June 2, 2025
Notification Letter to be sent to the CT State Department of Education	May 14 - May 30, 2025
CTCSA to notify eligible candidates after Eligibility Check review	June 3 to June 9, 2025
RFA opens for eligible applicants	June 9, 2025
CTCSA to hold office hours for RFA related questions	June 9 – July 12, 2025
RFA submission deadline	July 18, 2025
RFA respondents to complete survey (mandatory)	July 18, 2025
CTCSA application review	July 18 – 25, 2025
Peer Review period	July 28 – August 11, 2025
Capacity Interviews with finalists	August 18 – 22, 2025
Awards to be announced	September 1 – 3, 2025
Post award call to finalize monitoring and reporting requirements	September 1 – 5, 2025
2025-03 RFA Cycle Fiscal Year begins	September 8, 2025

Stage 1: Eligibility Check – The Eligibility Check (or Letter of Intent - LOI) is the first stage of the GSCT CSP Grant Application process. GSCT determines whether an applicant is qualified to move to the Request for Application stage by assessing eligibility for CSP funding and whether an applicant meets the definition of a High-Quality candidate.

Applicants will create a profile on SurveyMonkey Apply and answer questions on the application portal (outlined in Appendix 2 - Eligibility Checklist). Eligibility Checks must be completed by the deadline specified in Table 3 (June 3, 2025). In the interest of fairness to applicants completing submissions in a timely manner, applicants submitting the Eligibility Check or the required accompanying documentation after the deadline may not be invited to participate in the full RFA. Applicants eligible to move to the second round (Request for Application stage) will be notified via email by the dates specified in Table 3 - Calendar of Events.

Schools seeking GSCT funding to expand or replicate will need to evidence that they have written approval for the proposed growth from the CSDE and must submit the linked [Notification Letter](#) to the department and upload a copy onto the grant portal. Schools must also disclose whether they have already received CSP funding through the Developer or CMO grant programs; those that have will be ineligible to receive a GSCT subgrant to carry out the same or substantially similar activities, though they may remain eligible for a subgrant to support further expansion. For comprehensive eligibility details refer to Appendix 2 (Eligibility Checklist).

Stage 2: Request for Applications (RFA) – Applicants found eligible in stage 1 will be invited to participate in the RFA. Complete RFA applications and accompanying documents must be submitted by the deadline specified on the grant application portal on SurveyMonkey Apply. There are two main submissions in the RFA stage:

1. The Project Narrative – applicants must formulate a response to address Sections 1 through 6 of the Scoring Rubric (detailed in Appendix 3 – Scoring Rubric) in their Project Narrative submission. Applicants who choose to respond to Section 7 may earn extra points. Narrative submissions must be uploaded to the grant application portal in PDF format. The narrative must be formatted as a letter size document, double spaced and with one-inch margins, all text should be size 11 or 12 in Arial, Calibri, or Times New Roman font. The narrative should be limited to 25 pages. If applicants choose to include an executive summary as part of the narrative this will not count towards the 25 page limit; we strongly recommend that applicants be succinct in their responses.
Appendix 4 lists accompanying documents required for each application. All listed documents must be submitted in a single, combined PDF with a title page separating each document.
2. The Budget Narrative – each RFA submission must contain a complete budget request comprising a [Budget Request Workbook](#) and an accompanying [Budget Narrative](#). These documents are an integral part of addressing Section 5 of the Scoring Rubric (Financial Management and Monitoring). Refer to Appendix 5 (Budget Request Workbook and Narrative) for instructions.

In addition to the above requirements each RFA submission must contain the [Monitoring Rubric Sheet](#) which must be completed using the pre-populated templates provided by CTCSA.

Applications must be time-stamped as having been received by 4:30 p.m. Eastern Standard Time on the day of the submission deadline specified in Table 3 - Calendar of Events. Applicants are encouraged to submit the application well in advance of the deadline to avoid any technical issues or unforeseen delays. CTCSA will host office hours to enable applicants to meet the deadline. Applications received after the deadline will not be considered for this year's subgrant competition.

Stage 3: Capacity Interview – The last stage of the competition is the Capacity Interview. During this stage applicants will have the opportunity to answer any follow up questions peer reviewers may have about their application. Following the interview scores will be finalized.

Scoring Process - To ensure subgrants are awarded to the most capable applicants, each CSP subgrant application will be scored by an external, independent Peer Review panel selected through an application process. The GSCT Peer Review Panel will comprise teams of at least three reviewers per application. Reviewers receive training on the effective use of the Scoring Rubric outlined in Appendix 3 and will use the rubric to score grant applications. Individuals selected as peer reviewers will have relevant expertise in charter school operation, governance, authorization, finance, administration, leadership, and law. The group will include individuals from diverse backgrounds and underrepresented groups. Reviewers must certify no conflict of interest to ensure that all applications are reviewed in a bias-free manner. Reviewers with a perceived or real conflict will be excused from the evaluation of affected applications.

The CSP subgrant is competitive; therefore, high scores from Peer Reviewers can increase an applicant's likelihood of getting funded. CTCSA staff will conduct a final review of applications to ensure that applications comply with all requirements and to ensure that reviewers have awarded priority points wherever applicants are eligible for them. Only applications meeting the minimum required score of 80 points (70% of the total standard points of 115) will be considered for funding. In instances where there are more successful applications than available funding, the highest scoring applications will be considered for funding. There is no guarantee that applying for funding will result in a grant award, or in a proposal being funded at the requested level.

Award Process and Start Date – Once peer reviewer scores are submitted and CTCSA has checked scoring, an Award Committee comprising members of NECSN staff will convene and review the application and scoring one final time. In instances where the scoring is just under or above the cut off score the team will conduct a closer inspection of peer reviewer scores to finalize the grant funding decision. The team will also determine the final budget for each subgrant recipient after evaluating whether proposed activities are reasonable, allowable, and necessary.

Applicants and the CSDE will receive notification on the status of their application after the final peer review scores have been submitted and NECSN's review is concluded. If approved for funding a draft award letter will notify the applicant of any additional information, including budget modification, and additional information required before final approval. Successful subgrantees will be required to participate in a CSP Subgrant Post-Award call. Following the post-award call applicants will receive notice of final approval. The final award letter will contain the start date of the grant and a grant agreement which must be signed by the subgrantee's leadership, and by the chairperson of the Board of Trustees and emailed back to GSCT and uploaded to the subgrantees grant folder on Basecamp.

Reporting and Monitoring Requirements

Reporting requirements – CTCSA is required to track specific information as part of the administration of a successful and compliant CSP subgrant. Any subgrantee awarded a CSP subgrant will be required to:

1. File an Annual Progress Report (APR) within 90 days following each grant fiscal year. If an APR is not filed subgrantees risk losing continuation funding. The report will include:
 - a. Summary of progress towards grant goals.
 - b. A copy of the GSCT [Monitoring Rubric Sheet](#), which must be completed and submitted annually (at a minimum). This tool measures performance towards project goals, ensures compliance with reporting and ensures that Corrective Action Plans (if any) are adhered to, and Technical Assistance is documented.
 - c. Reporting on academic achievement and growth at the school, and specifically for CSP funded grades. This will include a copy of the school's most recent performance report to the CSDE.
 - d. An Annual Financial Report (AFR) that details actual expenditures made from the grant. The financial narrative will document grant expenditures for the year, budget variances and reasons for these, and how the grantee intends to spend grant funds for the remainder of the grant period.
 - e. Property inventory for items purchased with CSP grant funds.
2. File a Final Grant Report within 90 days of the end of the final grant year. This report should contain the following:
 - a. Brief Executive Summary summarizing the subgrantees' performance against grant objectives.
 - b. Report on each grant goal, including a summary of annual and final progress towards each goal.
 - c. A report on the academic achievement and growth of the school, including a copy of the school's most recent performance report to the CSDE.
 - d. Financial narrative report detailing how the grant was expended for each year of the grant, and totals for the entire span of the grant
 - e. Expenditure report that details 100% of awarded grant funds and includes a property inventory of all equipment and non-consumable goods purchased with grant funds (in accordance with Management Standards for property purchased with CSP subgrant award funds as outlined in [2 CFR 200.318](#)).
3. Provide information requested in annual surveys (for example, but not limited to, parents survey, RFA survey) and other data collection projects.
4. Provide contact information for current board members (identifying officers), including a phone number and email address for each board member.
5. Notify CTCSA of any transition in administration, leadership, or board at the school during the period for which the subgrant is awarded. Changes in the school grant contact will require the new school grant contact to participate in a GSCT Grant Post-Award meeting within ten business days of joining the subgrantee.

Monitoring parameters - CTCSA will utilize the subgrantee's self-risk assessment submission (see Appendix 6) to determine the depth and breadth of monitoring required. Subgrantees are expected to participate in all technical assistance, monitoring, and reporting elements as a condition of receiving grant funds. The GSCT Monitoring Guide is available on the GSCT website and subgrantees must complete the GSCT Monitoring Rubric Sheet annually (or more frequently). All subgrantees will participate in ongoing desk reviews, yearly onsite visits, and technical assistance as required. In addition, CTCSA is required to ensure that applicants that receive subgrants under the GSCT Program grant implement the activities described in the

subgrantee's application with fidelity, adhere to federal rules and regulations, and accomplish their performance goals.

This monitoring system reviews subgrantees each year. At the close of each grant fiscal year, subgrantees will submit an annual progress report to CTCSA delineating their progress against their performance agreement, and if necessary, explain adjustments to future plans to ensure all outcomes and goals are met.

Planning Period – The allowed 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. If grantees request a planning period (new school, and replication applicants only), GSCT will conduct a quarterly desk review. At the beginning of the grant period CTCSA will ensure that there is a signed contract on file, and at the end of the first year CTCSA will ensure that technical assistance is completed, the grant award spending is timely, and an AFR has been submitted. All subgrantees will receive an onsite monitoring visit within the first 12 months of school operation to ensure activities occur as approved within the grant and for CTCSA to gather information regarding future technical assistance.

Implementation Period – The implementation period begins no sooner than the first day of school. Once the implementation period begins GSCT program staff (possibly accompanied by external monitoring partners) will conduct a site visit to review a list of indicators to identify progress toward grant objectives, spending according to budget, educational programming, enrollment procedures, receipt of other federal funds and compliance to various other requirements, including fulfillment of TA, review of certifications, and submission of the AFR. This comprehensive review looks at academic performance, the learning environment, organizational effectiveness, governance, and quality leadership through a variety of lenses. The school is provided with a final written report that includes suggestions for both short- and long-term school improvements.

Ongoing Desk Review - Subgrantees shall submit documentation of progress toward meeting specific goals and objectives listed within the grant through the Annual Progress Report, as outlined above in the reporting requirements section. Additionally, personnel or staff funded through the grant will be compensated monthly through a reimbursement process, and the APR will contain details in an annual financial expenditure report submitted as part of the APR. CTCSA staff shall review financial records to ensure appropriate evidence of expenditures and record keeping.

Subgrantees that do not receive satisfactory reports and fail to address corrective actions shall be considered for non-renewal of further awards and may be subject to further sanctions. Schools that fail to adhere to subgrantee RFP and/or federal guidelines or to demonstrate high academic achievement will be subject to corrective action and placed on high-risk status until concerns are resolved. At a minimum, correction action plans include a description of the corrective action, expected date of completion, responsible parties, notification to School Board and Authorizer, evidence required of correction and evidence of changes moving forward to address the concern.

- For further information on monitoring and reporting requirements please refer to the [GSCT Monitoring Guide](#).

Appendix 1: Definitions from governing legislation / other sources

Developer: (from ESEA §4310 (5) (Page 267 / 449)) 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.

Expansion: (from ESEA §4310 (7) (Page 267 / 449)) 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.

High quality charter school: (from ESEA §4310 (8) (Page 267 / 449)) means a charter school that—

(A) shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;

(B) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;

(C) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and

(D) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in 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.

Replication: (from ESEA §4310 (9) (Page 267 / 449)) 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.

Appendix 2: Eligibility Checklist

The Eligibility Check (Letter of Intent / LOI) is the first stage of the GSCT CSP Grant Application. All applicants applying for GSCT CSP funding must complete the Eligibility Check (complete the eligibility Checklist AND submit required documentation) on Survey Monkey Apply platform). Each applicant must submit this by the deadline for stage 1 of the grant application.

1. Do you have an authorized charter certificate (approved State Board of Education Resolution) from the Connecticut State Department of Education?
 - Yes
 - No
2. **For existing schools in Connecticut:** Have you received at least a three-year renewal in the past two years and received the CSDE's approval to [expand or replicate](#) (see ESEA§ 4310 (7 and 9) for the definition of expansion and replication candidates)?
For new school applicants: Have you received an initial charter certificate (approved State Board Resolution) from the CSDE AND been appropriated for in the Connecticut State budget?
3. Applicants must demonstrate that they meet the federal definition of a charter school by marking yes to the questions outlined below and providing supporting evidence:
Does your school meet the [federal](#) definition of a charter school (ESEA §4310 (2) (page 265/449)? (all boxes must be checked on Survey Monkey Apply in order to meet the definition of a federal charter school):
Is a public school that
 - (A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
 - (B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
 - (C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
 - (D) provides a program of elementary or secondary education, or both;
 - (E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
 - (F) does not charge tuition;
 - (G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, 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;
 - (H) is a school to which parents choose to send their children, and that
 - (i) admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
 - (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);

- (I) 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;
- (J) meets all applicable Federal, State, and local health and safety requirements;
- (K) operates in accordance with State law;
- (L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools 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
- (M) may serve students in early childhood education programs or postsecondary students.

Accompanying documents must include those listed below and any additional documents required in different sections of the eligibility checklist:

- Authorized charter certificate (approved State Board of Education Resolution) from the Connecticut State Department of Education to open a new school, expand, or replicate a high-quality charter school
 - Documentation indicating that the applicant is a high-quality candidate.
 - A completed [Notification Letter](#) to the CSDE notifying the department (the authorizer for charter schools in the state of Connecticut) that the school intends to apply for CSP funding.
 - If contracting with a CMO / EMO, the school must provide a description of the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations (CMO/EMO), including the administrative and contractual roles and responsibilities of such partners. Candidates must provide a copy of the management contract.
4. To be considered for a CSP grant new school applicants must demonstrate they are high-quality applicants by providing the documents listed below.
- Evidence of a committed board of trustees to lead the project. (Please provide complete bios for all board members).
 - Identified quality instructional leader who is either experienced or proven in running a high-performing school and / or have other qualifications that make them a good leader.
 - Plan for identifying and acquiring a suitable facility to support the proposed school.
 - Evidence of market demand for the school (e.g. a community survey that evidences community need / demand for the school)
5. High-quality expansion or replication schools must provide the following documents.
- Approved / revised charter certificate (most recent renewal resolution) from the CSDE clearly denoting authority to add seats / expand
 - Evidence of strong academic results, including above average scores relative to the host district / state in academic growth and achievement scores (as measured by Next Generation Accountability results - provide at least three years of available results)

- No significant issues identified by authorizer in the areas listed below (provide school's most recent renewal resolution from CSDE)
 - Student safety
 - School finances
 - Operational management
 - Statutory / regulatory compliance
 - At least a three-year renewal resolution from the CSDE (provide documentation).
 - Evidence of good standing with lenders no delinquency / delays in loan repayments for outstanding debt, (provide at least three most recent years of audit reports)
6. All applicants must provide an IRS 501(c)(3) tax determination letter
7. Evidence of lottery admissions policy
8. If your school has received CSP funding within the past three years, then please provide the following documentation:
- At least three years of improved educational results (for CT applicants this could be evidenced by NextGen results).
 - Compliance with ESEA [§4310 \(8\) parts A through D](#) (page 267/449), i.e. is a charter school that –
 - shows evidence of strong academic results, which may include strong student academic growth, as determined by a State; (e.g. for CT candidates this could be evidenced by Next Gen results)
 - has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance; (e.g. could be evidenced by renewal notice)
 - has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; (e.g. NextGen results) 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.g. could be evidenced by NextGen results)
 - Evidence that the previous CSP grant received is not for the same activities for which GSCT CSP funding is being sought. (e.g. could be evidenced by grant narrative, interim / final grant reports etc.).
9. For any existing or proposed contract between a charter and a for-profit management organization (including a nonprofit management organization operated by or on behalf of a for-profit entity), without regard to whether the management organization or its related entities exercises full or substantial administrative control over the charter school or the CSP project, the applicant must provide a management contract (or draft) that details the following information or equivalent information that the applicant has submitted to the authorized public chartering agency—
- (A) A copy of the existing contract with the for-profit management organization or a description of the terms of the contract, including the name and contact information of the management organization; the cost (i.e., fixed costs and

estimates of any ongoing costs or fees), including the amount of CSP funds proposed to be used toward such cost, and the percentage such cost represents of the school's overall funding; the duration; roles and responsibilities of the management organization; and steps the applicant will take to ensure that it pays fair market value for any services or other items purchased or leased from the management organization, makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701;

- (B) A description of any business or financial relationship between the charter school developer and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities that will be used by the charter school;
- (C) The name and contact information for each member of the governing board of the charter school and a list of the management organization's officers, chief administrator, or other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c);
- (D) A description of how the applicant will ensure that members of the governing board of the charter school are not selected, removed, controlled, or employed by the management organization and that the charter school's legal, accounting, and auditing services will be procured independently from the management organization;
- (E) An explanation of how the applicant will ensure that the management contract is severable, severing the management contract will not cause the proposed charter school to close, the duration of the management contract will not extend beyond the expiration date of the school's charter, and renewal of the management contract will not occur without approval and affirmative action by the governing board of the charter school; and
- (F) A description of the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school, in accordance with section 4308 of the ESEA (2022 NFP).
- A description of the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the State entity and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school (4303(f))

Appendix 3: Scoring Rubric

The rubric in this section will be used by peer reviewers to evaluate the application. There are 115 standard points and 8 priority points available for a total possible score of 123 points. Addressing Section 7 – the Priority Points section is optional; all other parts of the rubric must be addressed in the application. Priority points will be awarded to applicants demonstrating they meet the criteria for each of the four priority points, allowing for a total possible extra score of 8 priority points. To be considered for funding applicants must score at least 70% of the total available standard points, i.e. at least 80 out of 115 points and address all required parts.

Directions to peer reviewers: Using the rubric below please score each section of the RFP on a scale of 0-5. Enter the total score for each section on the final **Application Total Points Checklist**. Please enter comments expanding on the rationale behind scoring on the space provided for comments after each section.

Review Standards	
0 - 1	Limited or No Evidence: The applicant does not meet any, or only meets minimal requirements of the standard. Responses lack meaningful detail and / or raise concerns about applicant's understanding of the grant requirements.
2	Weak Evidence: Applicant provides inadequate justification to support key elements of the project goals. There are insufficient descriptions / details of the plan to assess alignment of design elements with stated project goals.
3	Moderate Evidence: The response indicates a grasp of the key issues, as demonstrated by a reasonable and comprehensive response. It addresses the review criteria with information showing some preparation and a reasonable picture of how the school will operate.
4	Good Evidence: Applicant shows sound understanding of project requirements, makes clear linkages between resources and effort required for successful grant implementation. No major deficiencies exist and most responses are comprehensive and well-reasoned.
5	Strong Evidence: The applicant is able to justify the response and has a thorough understanding of key issues. The response indicates subject matter expertise and articulates key elements and critical drivers of success aligned to project goals.

Application Total Points Checklist

Total Points		
Rubric Section	Points Awarded	Points Possible
Section 1 – Board Capacity and Governance Structure		15
Section 2 – School Leadership and Management		10
Section 3 – Student Demand and Community / Local / Family Support		25
Section 4 – Instructional Practices, Student Academic Achievement		25
Section 5 – School Viability (Financial Management, Monitoring)		30
Section 6 – Grant SMART Goals		10
STANDARD POINTS AWARDED		/115
Section 7 – Priority Points		8
PRIORITY POINTS AWARDED		/8
TOTAL POINTS AWARDED		/123
Reviewer Comments:		

Section 1: Board Capacity and Governance Structure: A competent, trained governing board is essential to the success of a public charter school. Describe how your school has developed a strong governing board with a diverse skill set. Be sure to include how board members understand their roles and responsibilities and have developed a transition plan and ongoing professional development to maintain board strength going forward.					
Selection Criteria	Limited / No Evidence 0-1	Weak Evidence 2	Moderate Evidence 3	Good Evidence 4	Strong Evidence 5
<p>1. Describe the composition (size, roles, committees) and selection process for the governing board.</p> <ul style="list-style-type: none"> ● Explain how the composition and selection process ensures adequate expertise (e.g. in the fields of education, law, real estate, strategy, finance, management, and external relations) to perform board responsibilities. ● Skill gaps are identified and a plan exists to address them through recruiting additional board members or through acquiring board training in specific areas. 					
<p>2. The board has established clear policies and procedures that guide its oversight of the school.</p> <ul style="list-style-type: none"> ● Outlines a comprehensive set of board roles and responsibilities, inclusive of ensuring compliance with Open Meetings and Open Records Law. ● Applicant demonstrates clear policies, procedures (e.g. board manual) that guides its oversight of the school (including financial, legal, operational, reporting compliance), including an annual review of policies and 					

annual completion of a Conflict-of-Interest form.					
<p>3. Applicant provides resume of board members, personnel occupying key leadership positions, governing council members.</p> <ul style="list-style-type: none"> • Existence of training plan for school leadership, board members, and governing council (e.g. evidenced through inclusion in operating budget, including copy in application packet) • Clear criteria and procedures for selecting officers and members of the governing council exists, no member or employee of governing council has financial interest in the school's assets (real or personal) 					
Total score possible: 15 points	Applicant score in section 1: /15				
Reviewer Comments – Board Capacity and Governance Structure:					

Section 2 – School Leadership and Management: Strong leadership and a thoughtful staffing plan are essential to ensure high-quality and sustainable schools. Describe existing leadership structure (expansion school) / proposed leadership structure for new / replication schools.

Selection Criteria	Limited / No Evidence 0-1	Weak Evidence 2	Moderate Evidence 3	Good Evidence 4	Strong Evidence 5
<p>1. Leadership and administrative roles are well-defined, and comprehensively cover responsibilities required of charter school leadership.</p> <ul style="list-style-type: none"> • Presents complete organizational and management plan (including the administrative and contractual roles and responsibilities) for the school that includes clear division of roles and management responsibilities (including role of Charter Management Organization, if applicable). • Articulates a process that will be used by the board to evaluate the performance of the school leadership including identification of appropriate protocol for addressing performance concerns. • Demonstrates how the school has designed its leadership team to ensure sufficient expertise to manage charter school-specific compliance, operations, finance, and legal matters. 					
2. The school demonstrates sufficient leadership and governance capability to implement and sustain the growth proposed in this application.					

<ul style="list-style-type: none">● The school has adequately identified any material operational challenges / key risk factors and has demonstrated process to identify and mitigate key risks.● The school's leadership team demonstrates the ability to operate soundly, strategically, and in ways that staff and stakeholders can understand and follow (e.g. demonstrated through previous successful expansions, mitigation of existential risk).● School has identified a school leader for the new / expansion /replication school and provided complete bio as part of application OR School has not identified a leader but has a robust recruitment plan, clearly articulating the profile (qualifications, skill set)					
Total score possible: 10 points	Applicant score in section 2: /10				
Reviewer Comments – School Leadership and Management:					

Section 3 – Student Demand and Community / Local / Family Support: School must demonstrate that a Community Needs Analysis has been completed in planning for the new school / expansion / replication. Must demonstrate presence of community demand, and that the proposed new school / expansion / replication school is in tune with community needs and priorities and how management intends to engage with parents / families / community to enhance access and equity for at-risk populations..

Selection Criteria	Limited / No Evidence 0-1	Weak Evidence 2	Moderate Evidence 3	Good Evidence 4	Strong Evidence 5
<p>1. School vision and design communicates high standards for student success</p> <ul style="list-style-type: none"> • Applicant articulates how school will positively impact school and community stakeholders (describes community need / demand for school and the educational model, e.g. by including information on waitlists for proposed / existing charter schools) • Describes specialized focus clearly and provides data to justify the key instructional and curriculum design elements (e.g. by providing data e.g. waitlists / community surveys, showing family interest in specialized instructional approaches proposed to be implemented at the charter school) 					
<p>2. Enrollment forecast is well articulated, with clear assumptions and rationale for enrollment growth (includes grades and ages of students to be served, clear picture of community demand for school)</p> <ul style="list-style-type: none"> • Analysis of student demographics for the proposed growth and 					

<p>evidence of analysis of demographics of students attending public schools in the local community in which the charter school would be located and the school districts from which the students are, or would be, drawn to attend the charter school.</p> <ul style="list-style-type: none"> ● Impact of the proposed charter school on the racial and socio-economic diversity of public schools and school districts from which children would be drawn to attend the charter school ● Description of how the applicant plans to ensure Access and Equity for at-risk student populations and establish and maintain a racially and socio-economically diverse student body, including proposed strategies (consistent with state statute and legal requirements) to recruit, admit, enroll, and retain a diverse student body. ● Applicant that are unlikely to establish and maintain a racially and socio-economically diverse student body must explain why this is the case, and outline how the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP to provide high-quality educational opportunities to all students ● Clear admission policy compliant with C.G.S §10-66bb(d)(8), defining student recruitment and retention plan 					
--	--	--	--	--	--

<p>that includes students as defined in C.G.S (10-66bb(c)(3) (page 2/27)</p> <ul style="list-style-type: none"> • Description of how school will identify, engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color, (this could include increasing access by holding enrollment and recruitment events on weekends or during non-standard work hours, making interpreters available, and providing enrollment and recruitment information in widely accessible formats e.g., hard copy and online in multiple languages; as appropriate, large print or braille for visually-impaired individuals through widely available and transparent means e.g., online and at community locations). 					
<p>3. Demonstrates significant planning and effort, can provide examples of strategies to meaningfully engage current and prospective families and community members (including current or former teachers and other educators) in implementation and operation of school</p> <ul style="list-style-type: none"> • Outlines specific role of parents and community members, including current and former educators in school's decision making on an ongoing basis • Includes community / parents/ current and former teachers in developing an instructional model to best serve targeted 					

student population including SWD and ELLs, foster youth, and unaccompanied homeless youth educationally disadvantaged children, i.e. children whose educational achievement has been, or is being, restricted by economic, social or environmental disadvantages) <ul style="list-style-type: none">Ensures the school makes available to parents information about educational options. The school's state report card must be available on the school's website.					
3. Applicant details comprehensive approach to achieving / sustaining equitable access, including mitigating barriers, including in practices around discipline, transport, enrollment and retention that could impede access to their programs.					
5. Applicant outlines transportation plan for students (meeting requirements of C.G.S 10-66ee(f)(page 11/27))					
Total score possible: 25 points	Applicant score in section 3: /25				
Reviewer Comments – Student Demand and Community / Local / Family Support:					

Section 4 – Instructional Practices, Student Academic Achievement: Fully describe academic program design (including specialized focus, if any) of the school. Provide data that justifies / supports the school's mission and overall goals, providing a brief description of key instructional and curriculum design elements and how these will be leveraged to meet the school's performance objectives and community needs. Include data / references supporting the instructional and curriculum design and how these align to state and federal requirements.

Narrative should explain why the educational model was chosen, how students will be assessed, and how assessment practices align with state standards and assessment requirements.

Selection Criteria	Limited / No Evidence 0-1	Weak Evidence 2	Moderate Evidence 3	Good Evidence 4	Strong Evidence 5
<p>1. Explains key design elements for the proposed educational model (has clear plan for ongoing development, improvement of curriculum)</p> <ul style="list-style-type: none"> Identifies key curriculum materials or schools approach to curriculum development Describes core academic curriculum (including ELA, Math, Science) Makes compelling case for why the chosen approach is likely to improve students' academic performance (e.g. by including research / data from previous implementation within similar student demographic, especially important for replication and expansion schools) 					
<p>2. Describes how the choice of curriculum will help the school meet CT's required school performance standards for charter schools</p> <ul style="list-style-type: none"> School can clearly articulate how the chosen curriculum enable the charter school to meet the CSDE accountability 					

standards for academic achievement and growth					
3. Describes instructional techniques / methods that will facilitate high quality teaching and learning, and how these are appropriate for all students (including educationally disadvantaged students)					
4. Clear plan for monitoring and assessing student and teacher performance (including how school will use classroom and standardized assessments to determine needs of students and differentiate instruction					
5. Consistent with the definition of a charter school in ESEA §4310 ,(page 265/449) the school can justify how key elements have been chosen to utilize autonomies and flexibilities granted to charter schools under state statutes to create programs that meet the unique needs of the schools anticipated demographic					
Total score possible: 25 points	Applicant score in section 4: /25				
Reviewer Comments – Instructional Practices, Student Academic Achievement:					

Section 5 – Financial Management, Monitoring: Describe how the school intends to achieve financial stability and viability through implementation of proposed activities, keeping in mind federal guidelines around Allowable Costs. Refer to [2CFR 200](#) as the guiding document for a comprehensive understanding of allowable costs and consult the [Allowable Cost Guide](#) when constructing a school budget. Outline the school’s plan to be strategic, compliant and a responsible fiduciary of federal funds. **All proposed expenditures and grant-supported activities in the CSP Budget Request must align with at least one of the SMART Goals applicants indicates in Section 6 (SMART Goals).**

Selection Criteria	Limited / No Evidence 0-1	Weak Evidence 2	Moderate Evidence 3	Good Evidence 4	Strong Evidence 5
<p>1. CSP Budget Request and narrative, Operating Budget and narrative:</p> <ul style="list-style-type: none"> • Are complete and demonstrate clear understanding of allowable, allocable costs • Implementation and planning periods are broken out clearly (planning period not to exceed 18 months) • School provides up to a three-year CSP grant budget with justification for activities, complete descriptions of activities and expenditures • School provides operating budget in addition to CSP grant budget to demonstrate financial sustainability after the CSP grant period ends 					
2. Applicant demonstrates understanding that charters have high degree of autonomy over budget, operations, personnel decisions (e.g. by making requests in budget that are allowable but diverge from suggested subgrant structure in Table 2 of this RFA - Size and Structure of Subgrants)					
3. Applicant completes annual reporting requirements to CSDE					

(including submission of financial audit, other required submissions)					
4. Applicant submits a sound facilities plan that includes: <ul style="list-style-type: none">Concrete location, a timeline for acquiring, developing, and / or remodeling as well as equipping the new school or expansion facility.If facility is not identified there is a viable plan for obtaining one to ensure timely opening / expansion of the school					
5. The budget contains the following: <ul style="list-style-type: none">Any CMO fees (if contracting with a CMO) and details how these will be paidSufficient budgetary resources to fulfill program requirements for educationally disadvantaged at-risk students					
6. Applicant has plans to mitigate enrollment risks and financial resources sufficient to adequately serve proposed student population.					
Total score possible: 30 points	Applicant score in section 5: /30				
Reviewer Comments – Financial Management, Monitoring					

Section 6 – Grant Project (SMART) Goals: Identify 3-5 SMART grant project goals and justify each goal in terms of its value in supporting the planning, and implementation of the (proposed) school. All grant spending, including future revisions to your budget must align with stated project goals. **All proposed expenditures / grant-supported activities outlined in Section 5 will need to align with at least one of the SMART Goals specified in this section.**

Selection Criteria	Limited / No Evidence 0-1	Weak Evidence 2	Moderate Evidence 3	Good Evidence 4	Strong Evidence 5
1. Each quality project goal fulfills minimum requirements, including: <ul style="list-style-type: none">At least one project goal addresses how the school intends to achieve CT targets for school performance (School Performance Index) and academic growth (Smarter Balanced Growth) in Math and ELAA minimum of three project goals are clearly articulated with trackable time-bound measures and outcomes for each goal (at least one goal must address how to meet the needs of educationally disadvantaged students)					
2. Clear alignment exists among project goals, and overall mission and goals of the school. Each goal should have a justified purpose that supports the charter school in reaching performance goals. All grant measures must be appropriately rigorous for the targeted student population and measured by standard assessments					
Total Score Possible	Applicant score in section 6: /10				
Reviewer Comments – Grant Project Goals:					

Section 7 – Priority Points (Optional): To earn priority points applicants must articulate how they will carry out the following:

1. Collaborate with at least one traditional public school or traditional public school district (up to 2 points)
2. Promote high-quality educator and community centered charter schools to support underserved students (up to 2 points)
3. Provide services to high school students (up to 2 points)
4. Provide services to rural communities (up to 2 points)

Selection Criteria	Limited / No Evidence 0-1	Weak Evidence 2	Moderate Evidence 3	Good Evidence 4	Strong Evidence 5
<p>1. Applicant must describe the nature of the collaboration between a traditional public school or public school district:</p> <ul style="list-style-type: none"> ● For example, it could be curricular, professional development, policy creation, shared systems for transportation or for providing services to students with disabilities or English Learners, etc.). ● School provides a project plan that includes a timeline, and roles and responsibilities of each member of the collaboration, resources being contributed and at least one measure to show how the success of this collaboration will be measured (e.g. parents from charter and public school to meet quarterly to discuss collaboration, best practices to be shared via a co-hosted webinar etc.) ● Applicants may also outline a plan to develop a partnership with a traditional public school in a CSP-supported collaboration / submit an existing MOU, evidence of 					

<p>collaboration with district (must be submitted within 120 days of award receipt or 120 days of the date the collaboration is scheduled to begin, whichever is later)</p> <p>2. Applicant must describe how they intend to promote high-quality educator and community centered charter schools to support underserved students:</p> <ul style="list-style-type: none"> • Description of proposed program and how it serves one or more of the following categories of students outlined in CT Gen Statutes § 10-66bb(c)(3) parts i) through vi), i.e. (i) Students with a history of low academic performance, (ii) students who receive free or reduced priced lunches pursuant to federal law and regulations, (iii) students with a history of behavioral and social difficulties, (iv) students identified as requiring special education, (v) students who are English language learners, or (vi) students of a single gender. • Applicants for this priority must demonstrate how the project was developed in meaningful and ongoing engagement with current / former educators and informed by an authentic assessment of community assets. Timeline must be included that shows key milestones during the schools planning, development and implementation 					
--	--	--	--	--	--

<p>3. Applicant must describe how they would provide services to high school students</p> <ul style="list-style-type: none"> • Applicant provide an outline for a high-quality high school program • Can demonstrate community demand for high school seats. <p>4. Applicants must describe how they would provide services to rural communities</p> <ul style="list-style-type: none"> • Schools must articulate a plan to serve the needs of students in rural geographic areas (designated as rural by the Connecticut Office of Rural Health) • If a school is already operating in a rural designated area it may qualify for these priority points 					
Total score possible: 8 points	Applicant score in section 7: /8				
Reviewer Comments – Priority Points:					

Appendix 4: List of documents schools required with RFA (only for schools determined to be eligible to apply for RFA).

All attachments must be in PDF format (except for the budget submission which must be completed using the pre-populated excel template provided by CTCSA). Narrative attachments (in PDF format) must be letter size documents, all text should be size 11 or 12 Arial, Calibri, or Times New Roman font, double spaced and with one-inch margins. Applicants should be succinct in their responses.

1. School Project Application Narrative (maximum 25 pages, the budget narrative pages do not count towards the 25 page total)
2. Planned Enrollment and Demographics (existing enrollment and projections)
3. Sign the Compliance Check List of Certifications & Assurances (use form provided on SurveyMonkey apply)
4. CSP Project Budget (use [Budget Request Workbook](#) template provided)
5. CSP Project [Budget Narrative](#) (use the template provided)
6. Five Year School Operating Budget Projections for new and replication school applicants, and 3 year Operating Budget Projections (this budget must be discussed in Part II of the [Budget Narrative](#))
7. Three years of most recent Audit reports
8. Three years of most recent 990 forms
9. CSDE Filings for previous three years (must include student performance data)
10. CSDE Charter Renewal /Modification Certificate certifying compliance and renewal, or Charter Authorizer Contract
11. CMO/EMO Partner Contracts (or drafts)
12. Lease or Real Estate Agreements (or drafts)
13. Organization chart
14. Board & School Leader Bios/Resumes
15. Academic Data for the school (if existing) or surrounding districts if a new school
16. Self-Risk Assessment (complete the form on SurveyMonkey apply).
17. Enrollment policies and procedures (must include details of lottery policy)
18. Discipline policies
19. Artifacts from public meetings held in the local community (e.g. sign in sheet, recordings, transcripts, other informational material)
20. Closure plans

Appendix 5: Budget Request Workbook and Budget Narrative Instructions

Subgrant Budget Instructions - All applications must be accompanied by a CSP Budget Request, Operating Budget projections and a CSP Budget Narrative. The document must be letter size with one-inch margins with double spaced text in size 11 or 12 in Arial, Calibri, or Times New Roman font. If schools wish to provide additional supporting documents (e.g. a facilities plan), they may include this as part of the supplemental appendices) these must tie in to and support the project narrative.

1. CSP Budget Request – this must be created using the [Budget Request Workbook template](#). The budget should detail proposed expenditures for each year in the subgrant period. If new school and replication applicants choose to include a planning period, the planning period cannot exceed 18 months. The narrative must detail activities in the planning and implementation periods. Applicants are required to familiarize themselves with the specific grant administration requirements in [CFR 200](#) and may also refer to the [Allowable Cost Guide](#) for more details of allowable expenses in each project period.
2. Operating Budget Projections – this must detail how schools will maintain financial sustainability after the subgrant period ends. New and replication school applicants must submit five year operating budget projections and expansion school applicants a three year projected budget. Applicants must clearly delineate how CSP grant funding will not supplant the operating budget. This budget can be in a simple format of the schools own choosing but we urge applicants to detail assumptions.
3. Accompanying [CSP Budget Narrative](#) – this must complement the activities outlined in the project narrative, keeping in mind that CSP funds are meant to **supplement and not supplant ongoing operations**. The CSP subgrant award is not intended to be the school's only source of operational funding during the planning period. Subgrantees have a high degree of autonomy over their budget and may choose to structure their subgrant differently to what is depicted in Table 1 (Size and Structure of Subgrants).

Part 1 of the budget narrative consists of a table that must be completed for each budget category. Justification must be provided for each item requested and each budget item request must be tied to at least one SMART goal. The CSP Budget Request must be supported by a brief narrative outlining how each budget category fits into the school's overall financial plan. See [CSP Budget Narrative](#) for further detail. Applicants should limit Part 1 of the CSP Budget Narrative to two pages or less.

Part 2 requires applicants to demonstrate how the school will maintain financial sustainability after the subgrant period ends. New and replication school applicants must submit five year operating budget projections with their subgrant and expansion school applicants a three year projected budget. Applicants must explain how CSP grant funding will not supplant the operating budget. For line items in the Operating Budget that will not be supplemented by CSP funds please provide a brief explanation of how they will be sustained. Applicants should limit this section of the narrative to five pages. We urge schools to submit documents judiciously, restricting them to documents that strongly support the activities that CSP funding will support.

The intent of CSP funding is that grant funded expenditures are meant to supplement, not supplant state and local funding and the budget created as part of this application should focus

solely on the purpose and goals of the CSP Project. Costs per budget line item must be specific, not estimates and applicants should avail themselves of the notes space and back-up budgeting tabs in the budget template to describe assumptions and explain whether the related expenses are for planning or implementations phases of the grant.

Budget costs must qualify as being necessary, [reasonable](#) and [allowable](#). As defined in [2 CFR 200.404](#) 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 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.

As a general matter allowable costs include fundable activities defined in [ESEA §4303 \(h\)1-6](#) (page 255 of 449). General examples of allowable costs include **(but are not limited to)**⁴:

- Personnel expenses, including fringe benefits, incurred either before or after the school's opening, provided that these expenses are associated with initial planning activities (as opposed to ongoing operations), such as program and curriculum development and integration, and teacher and staff recruiting.
- Professional development activities related to the school opening or expansion (as opposed to regular, ongoing professional development which is **not** CSP eligible) including staff training, instruction and curriculum development, and organizational development.
- Travel costs for school leaders, staff, and school board to attend conferences and training, including visits to other charter schools.
- Costs associated with creating and implementing office functions, such as accounting systems, attendance and registration systems, and human resources policies.
- Costs associated with the installation of computers, data systems, networks, and telephones, instructional, staff and administrative computer hardware and software, computer lab equipment, and other instructional equipment.
- Furniture and fixtures, classroom equipment, lab equipment, school library/media center equipment.
- Textbooks, curriculum, library/classroom books, and reference materials (includes electronic media).
- Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.
- Communications and promotional materials.
- Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.

Unallowable costs include **(but are not limited to)**:

- Facility construction, renovation or other or capital improvement costs, except as described above.
- Apparel.
- Lobbying.
- Student activities.
- Utilities and other facility operating expenses on or after the first day of school.

⁴ This list is NOT comprehensive, and applicants MUST go through [CFR 200](#), [EDGAR](#), [CSP Non-Regulatory Guidance](#) the Allowable Cost Guide prior to submitting their budget as part of their application.

- Salaries or related fringe benefits after the school opens.
- 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.

Reimbursement processes:

Applicants will be required to account for CSP funding using the G/L Codes and Expense Categories pre-populated in the Budget Template linked [here](#). There can be no commingling of CSP and general operating funds, which applicants can account for by establishing a separate class in their accounting structure for the coding of CSP-related expenditures. Items purchased using CSP money must be appropriately labeled stating source of funding and appropriate grant information (CFDA number). CSP Budget templates are available to applicants on the GSCT website. CTCSA will host a budget preparation technical assistance webinar prior to the RFA opening and schedule office hours to provide in-depth budget assistance once the RFA is open to eligible applicants.

Appendix 6: Risk Assessment (to be completed on Monitoring Rubric Sheet annually)

In the Risk Assessment Section of the RFA applicants must answer YES or NO to the following questions and provide written explanations where required. The answers to this assessment will be discussed during the award call (or soon thereafter) to determine what level of TA is needed, what changes they need to make, what conditions CTCSA may require to mitigate risks.

General Screening

1. New to State or Federal Grants: Is the organization new (within three years) to managing state or federal grant funds?
2. Suspension or Debarment: Is the organization suspended or debarred by the Federal Government?
3. Project History: Does the organization have a history of successfully managing similar projects?
4. IRS Reporting: Did the organization submit their recent annual IRS Form 990 (or related forms) on time?

Financial Management

1. Current Financial Policies: Does the organization have current financial policies and procedures (reporting, financial management, procurement etc.) approved by the Board of Directors?
2. Are the organization's financial management policies and procedures compliant with CFR 200?
3. Procedures to Identify Unallowable Cost: Are procedures established to identify unallowable cost under federal/state grant programs before the funds are committed or expended?
4. Internal Control Policy: Does the organization have internal control policies to separate financial duties and responsibilities - no one person controls cash receipts, disbursements, payroll and bank reconciliations?
5. Bookkeeping System: Does the organization have a computerized bookkeeping system?
6. Finance Leader: Does the organization have a new (within 12 months) finance Executive leader?
7. Net Assets: Does the organization have positive net assets or a positive fund balance?
8. Operating Deficit: Does the organization have an operating deficit or recently borrowed funds to cover current year expenses (expenses exceed revenues)?
9. Equipment & Real Property Management Procedures: Does the organization have federally compliant (CFR 200) equipment and real property management procedures?

10. Do the organization's procurement standards align with, and meet the standards outlined in [2 CFR 200.318](#)?

11. Written Procedures: Does the organization have written procedures regarding the initiation, review, and approval of all non-payroll expenditures?

12. List of Personnel: Does the organization maintain and update the list of personnel who can authorize purchases and approve invoices (including limitations to their authority)?

13. Invoices Reviewed & Approved: Are all invoices reviewed and approved (i.e., signed or initialed) by an authorized person prior to payment?

14. Public Record: Does the organization have public reports of financial mismanagement?

Technology

1. Computer Systems Change: Does the organization have a new (within 12 months) Computer system to manage the CSP, or other grants, personnel, and students?

Data Collection

1. Update, Track, & Monitor Project Performance: Does the organization have specific staff assigned to update, track and monitor project specific performance metrics?

Reporting

1. Accounting System: Can the organizations accounting system provide complete, accurate, and timely reports to management on grant or contract expenditures and balances?

2. Project Status: Can the organization provide a real-time project status report that includes project objectives, performance measures, activities and budget?

3. Time & Effort: Can the organization provide monthly time and effort reports by objective?

4. How many years are left until charter renewal by CSDE?

Board Diversity

1. Do Board Members have diverse professional skills and expertise to support the needs of the organization?

2. Defined Roles & Authority: Are Board roles and authority defined and distinct from those of staff?

3. Board Contribution: Does the Board contribute (other than approve) in the overall organizational strategic plan?

4. Board Type: Per the school's bylaws, are any (or all) Board of Directors seats elected positions?

Academic Outcomes

1. What is the school's most recent performance on the CT Report card Performance measures and the [ESSA Milestones](#) – did the school meet targets specified by the state?
2. If milestones and performance measures are not on target what does this mean for renewal of the school's charter contract?
3. If the school is not on track to achieve milestones and performance measures then what remedial plans are in place?

Appendix 7: Certifications and Assurances (to be completed on Survey Monkey Apply)

All applicants applying in the 2023 Grant cycle must certify to the following assurances on Survey Monkey Apply platform before submitting the RFA. Signatories to the check list must include leadership within your organization (e.g. by the person in your organization who would be responsible for administering the CSP grant, if awarded) and by the chairperson of the board of directors.

Certification and Assurances

1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.
2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school, or have an approved charter public school petition from the CSDE (and legislative funding appropriated) and plan to open within 18 months.
3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, CTCSA, and the school's authorizer (CSDE), including on-site and desktop monitoring conducted by CTCSA, 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 public 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.
4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter public school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Connecticut laws and administrative rules regarding staff certification and licensure.
5. Subgrant Recipients will be aware of and comply with federal laws including, but not limited to, the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, 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, and federal regulations applicable to the federal Charter Schools Program, including the Education Department General Administrative Regulations in 34 CFR parts 75-77, 79, 81, 82, 84, 97, 98, and 99, the Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the U.S. Department of Education in 2 CFR part 3485, and The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended in 2 CFR part 3474.
6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to charter public schools, including but not limited to all laws related to

student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.

7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the Nonregulatory Guidance for CSP funds.

8. Subgrant recipients ensure that the charter public school will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

9. Subgrant recipients shall include important information on the website of the school 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 provide annual performance and enrollment data for the student body and subgroups of students to CTCSA or its designator researcher in order to share through research and grant reports.

10. It is the responsibility of each charter public school that receives funds under this grant to comply with all required federal assurances. Any Charter public school that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with CTCSA in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to CTCSA. CTCSA may terminate a grant award upon thirty days' notice if it is deemed by CTCSA that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

11. It is the responsibility of each Charter School that receives funds under this grant to provide CTCSA with evidence of criminal background checks for board members and school staff.

12. For any school receiving E-rate, the recipient school's board certifies that the charter school is in compliance with the requirements of the federal Children's Internet Protection Act.

13. Recipient schools and their authorizer will be aware of and comply with Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009, by acknowledging that grant recipients and their personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government-supplied electronic equipment to text message or email when driving.

14. The recipient school and their authorizer certify that the Charter School Annual Reports submitted annually to the CSDE are the most important factors for renewal or revocation of the school's charter and that the authorizer reserves the right to revoke or not renew a school's charter based on financial, academic, or operational factors involving the management of the school.

15. Recipient schools and their authorizer certify that a high degree of autonomy, such as autonomy over operations, budget, and personnel, is built into its charter contract consistent with the requirements of ESEA § 4310 (2) and ESEA § 4303 (f)(2)(A), and that they have sought, or will seek, all the appropriate automatic and other waivers to support the level of autonomy negotiated in their charter contract.

16. The recipient school and their authorizer certify that any CSP subgrant deliverable created in whole, or part, with federal CSP funds will be openly and publicly licensed, unless otherwise excepted, per 2 CFR part 3474.20(c).

17. The recipient school is required to adhere to Executive Order 12549, Debarment and Suspension, as implemented as 2 CFR 180.200, which requires that recipients do not employ or use contractors that are indicated on the federal debarment listing.

18. Schools receiving CSP funding have not and will not enter into a contract with a for-profit management organization, including a nonprofit management organization operated by or on behalf of a for-profit entity, under which the management organization, or its related entities, exercises full or substantial administrative control over the charter school and, thereby, the CSP project (2022 NFP).

19. Each charter school receiving CSP funding will provide an assurance that any management contract between the charter school and a for-profit management organization, including a nonprofit CMO operated by or on behalf of a for-profit entity, guarantees or will guarantee that— (i) The charter school maintains control over all CSP funds, makes all programmatic decisions, and directly administers or supervises the administration of the subgrant; (ii) The management organization does not exercise full or substantial administrative control over the charter school (and, thereby, the CSP project), except that this does not limit the ability of a charter school to enter into a contract with a management organization for the provision of services that do not constitute full or substantial control of the charter school project funded under the CSP (e.g., food services or payroll services) and that otherwise comply with statutory and regulatory requirements; (iii) The charter school's governing board has access to financial and other data pertaining to the charter school, the management organization, and any related entities; and (iv) The charter school is in compliance with applicable Federal and State laws and regulations governing conflicts of interest, and there are no actual or perceived conflicts of interest between the charter school and the management organization (2022 NFP)

20. Each charter school receiving CSP funding will post on its website, on an annual basis, a copy of any management contract between the charter school and a for-profit management organization, including a nonprofit management organization operated by or on behalf of a for-profit entity, and report information on such contract to the State entity, including— (i) A copy of the existing contract with the for-profit organization or a detailed description of the terms of the contract, including the name and contact information of the management organization, the cost (i.e., fixed costs and estimates of any ongoing cost), including the amount of CSP funds proposed to be used toward such cost, and the percentage such cost represents of the charter school's total funding, the duration, roles and responsibilities of the management organization, and the steps the charter school is taking to ensure that it makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant or subgrant in accordance with 34 CFR 76.701; (ii) A description of any business or financial relationship between the charter school developer or CMO and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities to be used by the

charter school; (iii) The names and contact information for each member of the governing boards of the charter school and a list of management organization's officers, chief administrator, and other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant resolved or will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c); and (iv) A description of how the charter school ensured that such contract is severable and that a change in management companies will not cause the proposed charter school to close (2022 NFP).

21. Each charter school receiving CSP funding will disclose, as part of the enrollment process, any policies and requirements (e.g., purchasing and wearing specific uniforms and other fees, or requirements for family participation), and any services that are or are not provided, that could impact a family's ability to enroll or remain enrolled in the school (e.g., transportation services or participation in the National School Lunch Program) (2022 NFP)

22. Each charter school receiving CSP funding will hold or participate in a public hearing in the local community in which the proposed charter school would be located to obtain information and feedback regarding the potential benefit of the charter school, which shall at least include information about how the proposed charter school will increase the availability of high-quality public school options for underserved students, promote racial and socioeconomic diversity in such community or have an educational mission to serve primarily underserved students, and not increase racial or socio-economic segregation or isolation in the school districts from which students would be drawn to attend the charter school (consistent with applicable laws).

Applicants must ensure that the hearing (and notice thereof) is accessible to individuals with disabilities and limited English proficient individuals as required by law, actively solicit participation in the hearing (i.e., provide widespread and timely notice of the hearing), make good faith efforts to accommodate as many people as possible (e.g., hold the hearing at a convenient time for families or provide virtual participation options), and submit a summary of the comments received as part of the application. The hearing may be conducted as part of the charter authorizing process, provided that it meets the requirements above. (2022 NFP)

23. No eligible applicant receiving funds under the State entity's program will use implementation funds for a charter school until after the charter school has received a charter from an authorized public chartering agency and has a contract, lease, mortgage, or other documentation indicating that it has a facility in which to operate. Consistent with sections 4303(b)(1), 4303(h)(1)(B), and 4310(6) of the ESEA, an eligible applicant may use CSP planning funds for post-award planning and design of the educational program of a proposed new or replicated high-quality charter school that has not yet opened, which may include hiring and compensating teachers, school leaders, and specialized instructional support personnel; providing training and professional development to staff; and other critical planning activities that need to occur prior to the charter school opening when such costs cannot be met from other sources. (2022 NFP)

24. Single Audit. A non-Federal entity (a State, local government, Indian tribe, Institution of Higher Education (IHE)¹, or nonprofit organization) that expends \$750,000 or more during the non-Federal entity's fiscal year in Federal awards must have a single audit conducted in accordance with 2 CFR 200.501, "Audit Requirements," except when it elects to have a program specific audit conducted. Grantees are strongly urged to obtain the "OMB Compliance Supplement" and to contact their cognizant agency for single audit technical assistance. The designated cognizant agency for single audit purposes is "the Federal awarding agency that provides the predominant amount of direct funding to the recipient." Grantees should obtain a

copy of the OMB Compliance supplement. This supplement will be instructive to both grantees and their auditors. Appendix III of the supplement provides a list of Federal Agency Contacts for Single Audits, including addresses, phone numbers, fax numbers, and e-mail addresses for technical assistance.

I have read the above and agree to all terms and assurances.

Signature of Project Contact

Date Signed

Signature of Board President

Date Signed

Financial Controls and Audits Assurances

1. The recipient school shall maintain accounting records and procedures in accordance with state and federal requirements that ensure proper disbursement of, and accounting for, federal funds, including evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. The school agrees to submit upon request for audit, review, and inspection of its activities, books, documents, papers and other records relating to the expenditures of CSP subgrant proceeds.
2. Recipient schools will use an independent auditor for annual financial audits that is different from their authorizer's auditor.
3. The authorizer is required to review the independent annual audits of financial statements prepared in accordance with generally accepted accounting principles and ensure that such audits are publicly reported.
4. Recipient schools and their authorizer will be aware of and comply with ESEA, title V, part B [20 USC 7221c. section 5204, (e)(4)(B)], which states, "A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant unless the applicant enters voluntarily into a mutually agreed-upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all subgrant funds to the eligible applicant without delay."
5. Recipient schools will ensure that the awarded grant funds will be spent or encumbered by the end of each grant period unless extenuating circumstances warrant an extension request. Recipients understand that any such extension request must be made by the Authorizer on their behalf no later than 30 days before the end of the respective grant year and that if an extension request is not approved by on the grounds that extenuating circumstance have not been established the recipient school will be held to the original deadline.
6. Recipients shall ensure that none of the funds authorized under the ESEA, including funds received under this grant program, shall be used (1) to develop or distribute materials, or

operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; (2) to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; (3) to provide sex education or HIV-prevention education in schools unless that instruction is age-appropriate and includes the health benefits of abstinence; or (4) to operate a program of contraceptive distribution in schools, Pub. L. 107-110, section 9526).

7. Recipient schools are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation. Should the charter school close, the authorizer agrees to notify CTCSA of the reason for the closure and agrees to notify CTCSA regarding the appropriate disposition of assets purchased under this grant.

8. The subgrant recipient must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with Federal funds as provided to property owned by the non-Federal entity. Federally-owned property need not be insured unless required by the terms and conditions of the Federal award. [2 CFR 200.310](#)

9. Recipient schools are required not to have expenditures that exceed the approved budget line items by more than a total of 10 percent of the total project period award. If they wish to deviate beyond 10 percent in any budget object core category, they must seek a revision of their budget prior to expenditure or legal obligation of those funds, or they should not be reimbursed for the excess amount.

I have read the above and agree to all terms and assurances.

Signature of Project Contact

Date Signed

Signature of Board President

Date Signed