

Great Schools for Connecticut

Connecticut's Charter Schools Program
(CSP) Grant



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Agenda for Today's Session

What is Great Schools for Connecticut CSP Grant?

Grant Logistics (Size, Duration, Structure of Grants, Allowable Costs)

Steps in the Application Process? (Eligibility Check, Request for Application, Peer Review)

Monitoring and Reporting Requirements

Technical Assistance

Important Dates, Questions and Closeout



Great Schools for Connecticut (GSCT) is the name of Connecticut's CSP Grant

In September 2022 NECSN was awarded \$24.5 million for the GSCT Project by the U.S. Department of Education under the FY '22 CSP [State Entities Grants Program](#). The grant is to be administered by CTCSA and applicants can use the Request for Applications Guide ([RFA](#)) as a guide to structure grant applications.

CTCSA's grant objectives are:

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.



What does CSP fund?

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 (ESSA) of 2015.

CSP is a competitive public charter school grant that can only be awarded to **high-quality** §4310 (8) schools that meet **federal** and **state** definitions of a charter school. The grant funds growth through the **replication** and **expansion of** existing **high-quality schools** and through opening **new high-quality** public charter schools.



Defining expansions

The guiding document for the GSCT grant—the [Request for Applications](#) (page 5), defines an expansion as:

1. The 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.

Grant Logistics

Size: All subgrantees have to prove eligibility for the maximum grant award of \$1,469,250

Term and Structure:

Type of subgrant	Number of awards for 2024 RFA	Maximum funding available for award	Proposed split of the available subgrants over 36 months		
			First year	Second year	Third year
New school	2	\$1,469,250	\$489,750	\$489,750	\$489,750
Replication	2	\$1,469,250	\$979,500	\$489,750	
Expansion	1	\$1,469,250	\$1,469,250		

New School and Replication Applicants may request a breakdown of award term into Planning and Implementation. Planning periods may not exceed 18 months.



Grant Logistics

Base Award and 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 enrollment data by the school in the first year of full operations
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 the 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.

Allowable Costs – refer to Allowable Cost Guide for details

In general, CSP funding is meant to supplement, not supplant other sources of funding. Refer to [Allowable Cost Guide](#) on the GSCT website.

Allowable (2 CFR 200.403)

Necessary and reasonable for performance of the Federal Award, confirms to limitations on what is allowed under federal award principles, be adequately documented, be accorded consistent treatment, and more.

Reasonable (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.

Allocable (2 CFR 200.405)

Costs are incurred specifically for the Federal award; benefit both the Federal award and other work of the non-Federal entity and can be distributed in proportions that may be approximated using reasonable methods; is necessary to the overall operation of the non-Federal entity and is assignable in part to the Federal award in accordance with the principles in this subpart.

Application Logistics

GSCT Application portal is hosted on SurveyMonkey Apply (SMA)

- The first stage of the GSCT competition, i.e. the Eligibility Check opens on May 17th; [click here](#) to get to the competition homepage on SMA.
- You can create your own user profile or email us at msp@ctcharters.org and the GSCT team can create an application profile for you.
- Users will initially be prompted to the first stage - the Eligibility Check – the first stage of the application process.



Application Process – 2 stages, both on SurveyMonkey

Apply platform

Eligibility Check

Pre-screening mechanism to ensure only eligible applicants move to RFA stage

Applicants must:

- Evidence they have been authorized AND appropriated
- Notify the CSDE of intent to apply for CSP
- Demonstrate they are a high-quality school per ESEA§4310(8)



Request for Applications (RFA)

Eligible applicants will be invited to this stage to complete the RFA process

RFA contains project and budget narrative, requires submission of various documents

Applicants are encouraged to use rubric as a guide to structure narrative portion



Independent Peer Review Process

- GSCT will only fund high quality applications and quality of an application is assessed by an independent review - award decisions made through peer review process
- Multi-person review - reviewers will be paid to score grant applications, at least 3 reviewers per application
- Reviewers complete pre- and post- review conflict-of-interest check
- All grant applications will be scored using uniform criteria – the RFA Scoring Rubric
- Applicants who meet cut-off scores will be invited to capacity call with peer reviewers and CTCSA after which peer reviewers submit final scores

Details of Eligibility Check - 1st Step of Application

← ↻ 🔒 https://ctcharters.smapply.us/admin/surveys/13471/preview/?preview=1&lang=en&TEST_DATA

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Eligibility Check

Do you have an authorized charter certificate (approved State Board of Education Resolution) from the Connecticut State Department of Education?

Yes

No

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?

Yes

No

Details of Eligibility Check

https://ctcharters.smapply.us/admin/surveys/13471/preview/?preview=1&lang=en&TEST_DATA

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Does your school meet the federal definition of a charter school:
(all boxes must be checked to meet federal requirements)

1. Is a public school that in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools;

2. 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; ---

3. 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; ---

4. Provides a program of elementary or secondary education, or both; ---

5. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution; ---

6. Does not charge tuition; ---

7. 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; ---

8. Is a school to which parents choose to send their children; ---

9. Admits students on the basis of a lottery, consistent with section 4303(c)(3)(A) of ESEA, if more students apply for admission than can be accommodated; ---

Details of Eligibility Check

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10. 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;

11. 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;

12. Meets all applicable Federal, State, and local health and safety requirements;

13. Has a written performance contract with the Connecticut State Department of Education 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 CSDE and the charter school.

(This question is only visible to administrators)

Federal Definition Score

0

Letter of Intent and Required Documents

Section 1. Approved charter school certificate (approved State Board of Education Resolution) from the CSDE to open a new charter school, or to replicate or expand an existing charter school.



Details of Eligibility Check

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Letter of Intent and Required Documents

Section 1. Approved charter school certificate (approved State Board of Education Resolution) from the CSDE to open a new charter school, or to replicate or expand an existing charter school.

Upload approved charter school certificate (approved State Board of Education Resolution from the CSDE).

Upload a file

Section 2. Upload completed Notification Letter to the CSDE, please follow all instructions detailed in the letter.

Upload a file

Section 3. If contracting with a CMO the school must provide a description of the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations (CMO), including the administrative and contractual roles and responsibilities of such partners. Candidates contracting with a CMO must provide a copy of the management contract. If not contracting with a CMO move to the next question.

Upload a file

Section 4. To be considered for CSDE grant, school applicants must demonstrate they are high quality applicants by providing the

Details of Eligibility Check

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Section 4. To be considered for a CSP grant new school applicants must demonstrate they are high-quality applicants by providing the documents listed below. Documents must be submitted as a combined PDF with each numbered on a separate page, and each requirement clearly marked.

1. Evidence of a committed board of trustees to lead the project. (Please provide complete bios for all board members).
2. 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. (Please provide resume and other documents to support this requirement).
3. Plan for identifying and acquiring a suitable facility to support the proposed school.
4. Evidence of market demand for the school (e.g. a community survey that evidences community need / demand for the school).

📁 Upload a file

Section 5. High-quality expansion or replication schools must provide the following documents. Documents must be submitted as a combined PDF with each numbered on a separate page, and each requirement clearly marked.

1. Approved / revised charter certificate (most recent renewal resolution) from the CSDE clearly denoting authority to add seats / expand.
2. 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).
3. No significant issues identified by authorizer in the areas listed below (provide school's most recent renewal resolution from CSDE):

Details of Eligibility Check

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3. 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

4. At least a three-year renewal resolution from the CSDE (provide documentation).

5. 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).

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Section 6. All applicants must provide an IRS 501(c)(3) tax determination letter.

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Section 7. Evidence of lottery admissions policy

📎 Upload a file

Details of Eligibility Check

Section 8. This question only applies to schools that have previously received CSP funding under the SE grant, or any other form of CSP funding. Applicants who have not previously received CSP funding may skip this question.

If your school has received CSP funding in the past then please provide the following documentation:

1. At least three years of improved educational results (for CT applicants this could be evidenced by NextGen results).
2. Compliance with ESEA §4310 (8) parts A through D (page 267/449), i.e. is a charter school that -
 - (A) 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)
 - (B) 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)
 - (C) 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
 - (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. (e.g. could be evidenced by NextGen results)
3. 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.).

Notification Letter

As required by [ESEA§4310 \(6\) \(B\)](#) all applicants wishing to apply for the Charter School Program funding under the GSCT Project are required to provide timely and adequate notice to the authorizer, the Connecticut State Department of Education (CSDE).

This can be done by submitting a [Notification Letter](#) to the CSDE between **May 17, 2024 – May 31st , 2024** .



Notification Letter - Template

Notification Letter

This letter is to notify the Charter School Office at the Connecticut State Department of Education that (insert school name): _____ intends to apply for the CSP funding in the Great Schools for Connecticut (RFA202301) grant cycle.

GSCT Project Grant Budget request \$ _____

Purpose of funding: Choose an item.

Charter School Information

School Name: _____

Applicant Contact: _____

Signature: _____

Name of Proposed School: _____

Current Mailing Address: _____

Office Phone: (____) _____ Cell Phone: (____) _____

Email: _____

Type of Charter: State Charter School Local Charter School

Projected Student Enrollment for the first year of opening: Choose an item.

Grade Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1															
Year 2															
Year 3															
Year 4															
Year 5															
Total															



Notification Letter - Instructions

1. Download the Notification Letter template as a MS Word document.
2. Complete the template and save it as a PDF document.
3. Email the completed PDF document to Felicia Canty at the State of Connecticut Department of Education at the following email address: felicia.canty@ct.gov.
4. The GSCT team must be copied on the above email communication at the following email address: msp@ctcharters.org
5. Save a PDF copy of the email to the CSDE, clearly showing both email recipients.
6. Combine the Notification letter and PDF email copy into one PDF and upload this combined PDF into the Notification Letter Section of the Eligibility Check on the GSCT application portal.



Details of RFA – 2nd Step of Application

1. Read the RFA– summary of RFA provided on SMA
2. Compliance Checklist (Certifications and Assurances) – this must be signed by the school leader and the Board Chair / President
3. Complete the Application Form on SMA
4. Upload all the required documentation including:
 - Project Narrative (up to 25 pages)
 - Monitoring Rubric Sheet (with supporting documents)
 - School CSP Project Budget and supporting narrative, 5 Year School Operating Budget and narrative



Documents continued...

- Last Three Years of Audit Reports and 990s
- CSDE Annual Reports for the last three years, Charter Certificate from CSDE, Notification Letter with response from CSDE
- CMO Partner Contracts (drafts acceptable if not final)
- Lease / Real Estate Agreement and Facilities Plan (or draft)
- Board and School Leader Bios / Resumes, Org Chart
- Enrollment, Discipline, Lottery Policies, Closure Plan
- Artifacts from public meetings (e.g. compliance with OML)



Documents continued...

- Self – Risk Assessment
- Brief questionnaire about the application process so that we can make adjustments / improvements for the next cycle
- Sign up for CTCSA Mailing List



Compliance Checklist - Certifications and Assurances

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GSCT Great Schools for Connecticut

Connecticut Charter Schools Association

Compliance Checklist

Certifications & 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 desk monitoring conducted by CTCSA, annual independent audits, annual financial statements prepared with generally accepted accounting principles, annual report to the authorizer, and annual report to the public. This section includes participation in any federal or state-funded charter public school research or evaluation activities, as well as the annual report to the authorizer, and the annual report to the public. Subgrant recipients will also participate in the annual evaluation of the subgrant, including the annual report to the authorizer, and the annual report to the public. Subgrant recipients will also participate in the annual evaluation of the subgrant, including the annual report to the authorizer, and the annual report to the public.
- 4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities, including but not limited to: program development, program implementation, program evaluation, program research, program staff certification and licensure.

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- 24. Single Audit. A non-Federal entity (a State, local government, Indian tribe, Institution of Higher Education [IHE], 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.

Financial Controls and Audits

- 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 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 ESFA Title V, part B (20 USC 7221c, section 5204, (e)(4)(B)), which states, "A local educational agency (LEA) that receives a subgrant awarded to an eligible applicant unless the applicant enters voluntarily into a subgrant agreement with the LEA, shall obtain the approval of the relevant local educational agency. Absent such approval, the local educational agency shall be held liable for the subgrant." The recipient school shall be held liable for the subgrant by the end of each grant period unless extenuating circumstances warrant that the subgrant be made by the Authorizer on their behalf no later than 30 days before the end of the grant period. The recipient school shall be held liable for the subgrant on the grounds that extenuating circumstance have not been established the recipient

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district has duly authorized this document, and that I am legally authorized by the school district to sign and file this document.

Signature of Authorized Charter Representative

Clear

Date Signed

Signature of Board Chair or President



The Rubric

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 Project Goals		10
STANDARD POINTS AWARDED		/115
Section 7 – Priority Points		8
PRIORITY POINTS AWARDED		/8
TOTAL POINTS AWARDED		/123
Reviewer Comments:		

Review Standards

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.

Section 1: Board Capacity and Governance (15 points)

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 set of skills. 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. Any gaps in skills are identified and a plan exists to address them through recruiting additional board members or through acquiring board training in specific areas. 					

Section 2: School Leadership and Management (10 points)

Section 2 – School Leadership and Management: Describe the intended leadership structure of the proposed school. A strong leadership and staffing plan are essential to ensure high-quality implementation and sustainability of a new school.

Selection Criteria	Limited / No Evidence 0-1	Weak Evidence 2	Moderate Evidence 3	Good Evidence 4	Strong Evidence 5
<p>1. The leadership and administrative roles at the school are well-defined, and comprehensively cover the broad set of responsibilities required of charter school leadership</p> <ul style="list-style-type: none"> Presents a 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). 					

Section 3 – Community Needs Analysis (25 points)

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. This includes demonstrated 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) 					

Section 4 – Instructional Practices, Student Academic Achievement (25 points)

Section 4 – Instructional Practices, Student Academic Achievement: Fully describe the design of the academic program (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. Be sure to include data / references supporting the instructional and curriculum design and how these align to state and federal requirements.

Include a description of why this educational model was chosen and how students will be assessed, how assessment practices are aligned to state standards and state assessment requirements.

Selection Criteria	Limited / No Evidence 0-1	Weak Evidence 2	Moderate Evidence 3	Good Evidence 4	Strong Evidence 5
1. Explains key design elements for the proposed educational model (has clear plan for ongoing development, improvement of curriculum) <ul style="list-style-type: none"> Identifies key curriculum materials or schools' approach to curriculum development 					

Section 5 – Financial Management, Monitoring (30 points)

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, [non-regulatory guidance](#), and the [Allowable Cost Guide](#) when constructing a school budget. In this section explain the school’s plan to be strategic, compliant and a responsible fiduciary of federal funds. All proposed expenditures and grant-supported activities will need to align with at least one of the SMART Goals applicant 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
1. Budget template and narrative: <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) 					

Section 6 – Grant Project Goals (10 points)

Section 6 – Grant Project Goals: Identify 3-5 SMART grant project goals. Justify each goal through its value in supporting the planning and implementation of the proposed school. All grant spending, including future budget revisions must fit clearly within your stated project goals. All proposed expenditures and grant-supported activities need to align with at least one of the SMART Goals outlined in your Project Narrative.

Selection Criteria	Limited / No Evidence 0-1	Weak Evidence 2	Moderate Evidence 3	Good Evidence 4	Strong Evidence 5
<p>1. Each grant project goal is a quality goal, and the set of goals fulfill minimum requirements for content, including:</p> <ul style="list-style-type: none"> At least one project goal addresses how the school intends to achieve Connecticut's targets for school performance (School Performance Index) and academic growth (Smarter Balanced Growth) in Math and ELA 					

Section 7 – Priority Points (8 points)

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

Collaborate with at least one traditional public school or traditional public school district (up to 2 points)

Promote high-quality educator and community centered charter schools to support underserved students (up to 2 points)

Provide services to high school students (up to 2 points)

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. 1. Applicant must describe the nature of the collaboration between a traditional public school or a traditional public school district:</p> <p>For example, it could be curricular, professional development, policy</p>					

Monitoring and Reporting requirements

Monitoring processes are laid out in the [Monitoring Guide](#) on the GSCT website.

Monitoring will be done annually through desk reviews, subgrantee site visits, phone calls, board meeting attendance, virtual meetings.

Monitoring begins with the RFA process – all subgrantees have to complete the Self-Risk Assessment on SMA and tabs 1, 2, 3 and 7 on the [Monitoring Rubric Sheet](#) (MRS).

Programmatic, fiscal and grant governance will be assessed annually through the Monitoring Rubric Sheet. The GSCT team will walk participants through this at the time of the Pre -Award Call.

Technical Assistance is monitored and documented on the MRS, we will hold office hours, webinars and specialized offerings based on a subgrantee's Corrective Action Plan



Enrollment / Demographics (tab 1)

To be completed annually by the school													
Enrollment Projections / existing enrollment for Replication and Expansion applicants													
Total Enrollment (Subgrant Project Period)													
	K	1	2	3	4	5	6	7	8	9	10	11	12 Total
Existing Enrollment (for replication and expansion schools only)													
Projected Year 1													
Projected Year 2													
Projected Year 3													
To be completed annually by the school													
Demographics (Year 1)													
	% Low-Income	% Special Education	% English Learner	% American Indian or Alaska Native	% Asian	% Black/African American	% Hispanic/Latino	% Native Hawaiian or Pacific Islander	Two or More Races	White			
Subgrantee													
District of Location													
Comparison District #1													
Comparison District #2													
Comparison District #3													
Enrollment (Actuals)													
Actual (SG Y1)													
	Number proposed by school	Actual number	District	Comparison District #1	Comparison District #2	Comparison District #3							
Grades Served													
Enrollment													
Seats available													
Faculty / Staff													
% Low-Income													
% Special Education													
% English Learner													
Students with Disabilities													
% American Indian or Alaska Native													
% Asian													
% Black/African American													
% Hispanic/Latino													
% Native Hawaiian or Pacific Islander													
Two or More Races													
White													



State Performance Measures (tab 2)

<i>To be completed annually by the school</i>						
Performance Measures	School	District	Comparison District #1	Comparison District #2	Comparison District #3	State Average
ELA Performance Index - All Students						
ELA Performance Index - High Needs Students						
Math Performance Index - All Students						
Math Performance Index - High Needs Students						
Science Performance Index - All Students						
Science Performance Index - High Needs Students						
ELA Academic Growth - All Students						
ELA Academic Growth - High Needs Students						
Math Academic Growth - All Students						
Math Academic Growth - High Needs Students						
Progress Toward English Language Proficiency - Literacy						
Progress Toward English Language Proficiency - Oral						
Chronic Absenteeism - All Students						
Chronic Absenteeism - High Needs Students						
On Track to High School Graduation						
Graduation - All Students						
Graduation - High Needs Students						
Charter School Accountability Index						



SMART Goals (tab 7)

Monitoring Indicator	Evidence of Implementation	Indicator Rating	Recommendation	Notes
Grant SMART Project Goals				
Goal #1:	Evidence of Progress Toward Goal Fulfillment			
Goal #2:	Evidence of Progress Toward Goal Fulfillment			
Goal #3:	Evidence of Progress Toward Goal Fulfillment			
Goal #4:	Evidence of Progress Toward Goal Fulfillment			
Goal #5:	Evidence of Progress Toward Goal Fulfillment			
The educational program/grant activities observed matches the grant application description.	School must provide documentation (e.g. curriculum, educational model, facilities plan)			

Reporting requirements

1. All subgrantees will file an Annual Report to be filed within 90 days after the end of each grant year. It will contain at a minimum:
 - Summary of Progress towards grant goals
 - Monitoring Rubric Sheet
 - Annual Financial Report
 - Complete inventory of all items bought with CSP funding
2. All subgrantees will file an Final Grant Report within 90 days of the end of the grant lifecycle. This will contain at a minimum:
 - Executive Summary



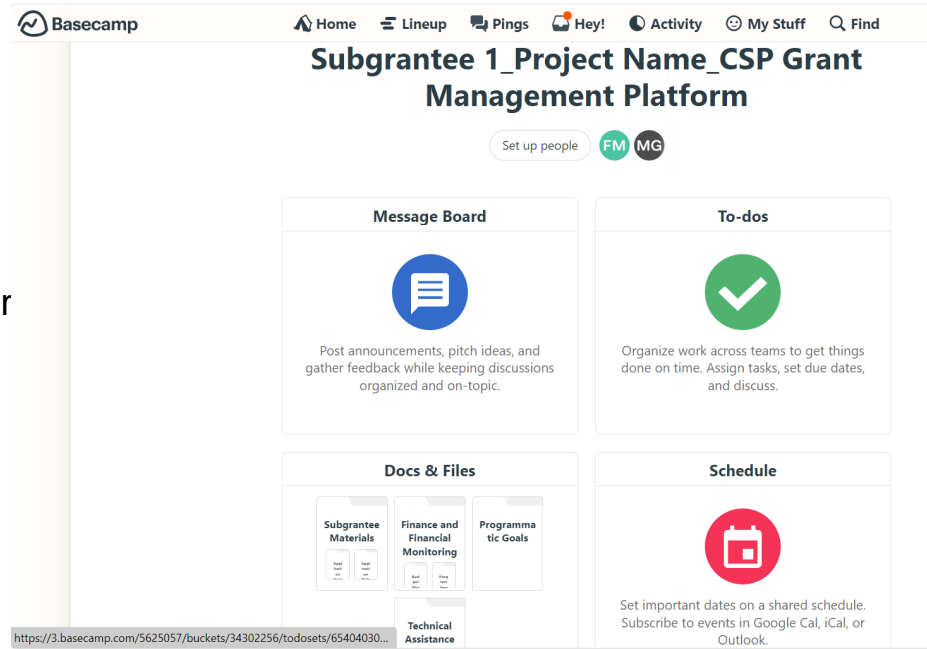
Reporting Requirements continued...

- Report on achievement of grant goals
 - Financial narrative and expenditure report that details 100% of grant funding spend down, inventory report of all goods purchased with CSP funding
3. Annual surveys must be completed (school leader survey, parent survey, among others)
 4. CTCSA must be notified of transitions in school leadership, board governance
 5. Changes in primary person managing the grant must be reported within ten business days



Reporting System

- All grant submissions for reporting, reimbursements, monitoring etc. will be completed on Basecamp
- GSCT will create a Basecamp folder for applicants, see example



Award and post -award processes

Awarded applicants will join a Pre-Award call with CTCSA to discuss final grant specifics, the award contract in which they agree to abide by federal requirements for the CSP grant, include monitoring and reporting requirements.

Deficiencies in meeting grant requirements will require a Corrective Action Plan. Per federal requirements all monitoring findings will be made public on the CTCSA website and shared with CSDE.



Technical Assistance (TA)

GSCT will offer subgrantees TA pre-award and throughout the life of the CSP grant. Aim of TA is capacity building for new and existing schools.

Office hours to be held at each stage of the application process, applicants and eventual subgrantees are encouraged to utilize this time well.

Targeted TA will be offered throughout grant lifecycle based on risk assessment, findings during annual monitoring review, monthly and quarterly budget updates.

Targeted TA will assist subgrantees in developing parent communication, leadership fellowships, board member TA, special ed. TA and more

Authorizer TA will also be offered to offer support to the CSDE



Important Dates

Event	Date
Notification Letter Due to CSDE	May 17– 31st, 2024
Eligibility Check / LOI Submission Window	May 17– 31st, 2024
Budget Webinar	Wednesday, May 22, 2024 (10:00 a.m. – 12:00 p.m.)
RFA Submission Window	June 7 – July 12, 2024
Peer Review Period	July 24 – August 9, 2024
Capacity Calls with Peer Reviewers	August 19 – 21, 2024
Awards to be announced	Sept 9 - 12, 2024

Questions?

Important emails:

fmawjee@ctcharters.org

csp@ctcharters.org

cspfinance@ctcharters.org

Website: <https://csp.ctcharters.org/>





Connecticut
Charter Schools
Association