

Part II: Narrative (106 Points)

The rubric in Part II has criteria will be used by reviewers to evaluate the application as a whole for a total of 100 points. Priority points will be applied for applicants demonstrating they meet the criteria for each, allowing for a total possible score of 110 points. In order for the application to be recommended for funding, applicants must score at least 87 points out of the possible 110 points, and all required parts must be addressed.

If more schools meet the criteria to be funded than there are funds available, applications will be ranked to make final decisions about which schools are funded. Should additional funds remain, applications that score below 87 points may be asked to submit revisions that would bring the application up to a fundable level.



Part II: Rubric

A. SMART Grant Project Goals <i>Identify 2-4 SMART grant project goals and justify each goal in terms of its value in supporting the planning and implementation of your proposed school. All grant spending, including future revisions to your budget, must fit clearly within one of your stated project goals.</i>			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
1) Each grant project goal is a quality goal and the set of goals fulfill minimum content requirements, to include: - At least one grant project goal addresses Idaho's required performance criteria for achievement and growth outcomes for EACH subject in Grades 4 and 8 (English Language Arts and mathematics). - If serving high school grades, at least one grant project goal addresses the number of students in grade 12 who participate in advanced opportunities, receive industry recognized certifications, or participate in a recognized high school apprenticeship program. - If serving 100% at-risk students, explain how school will work to ensure at least 85% of graduates will go on to employment, post-secondary education or to the military. - If serving 100% at-risk students, explain how school school will work to ensure at least 85% of students will graduate from high school within 5-years. - At least one grant project goal addresses serving a student population within five percent of local demographics. - A minimum of three project goals are clearly articulated with trackable measures and outcomes for each goal.	0	3	5
2) There is clear alignment among grant project goals, and the overall mission and goals of the school. - Each grant project goal aligns with the mission and vision for the school. - Each grant project goal has a justified purpose that supports the school in reaching performance goals. - All grant measures and metrics are appropriately rigorous for targeted student populations.	0	3	5
TOTAL POINTS			/10
Reviewer Comments – SMART Grant Project Goals:			



B. Educational Philosophy, Instructional Practices, and Curriculum

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

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
1) Explains key design elements for the educational model. - Identifies well-articulated instructional methods, school culture and classroom design, behavioral expectations, enrichment program, electives, and other relevant factors that will impact classroom instruction. - Explains how these practices complement curriculum decisions and design. - Research-based, and widely accepted, best practices support the educational philosophy of the school and its outlined goals and student outcomes.	0	3	6
2) Justifies the core academic curriculum for each content area (including English Language Arts, math, science, social studies and the arts). - Identifies key curriculum materials or the school's approach to curriculum development. - Justifies the choice by explaining how the plan for each content area meets or exceeds state and federal requirements in ELA and math (such as alignment with the Idaho Core Standards).	0	3	6
3) Justifies curricular choices through the use of published research or data-based anecdotal evidence about previous implementation within a similar student demographic. - Identifies correlations between research and projected school demographic information. - Clear alignment between the curriculum and pedagogy is demonstrated.	0	2	4



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PROGRAM 2026 CSP SUBGRANT RFA

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

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

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
4) Identifies how technology will be utilized within the school's instructional delivery and assessment. - Describes the plan for technology to be utilized by students and in classroom instruction. - The technology plan sufficiently addresses assessment needs. - Justifies the technology plan in terms of suitability for the educational model, academic program, curricular choices and student demographic.	0	1	2
5) Justifies how key elements have been chosen to utilize autonomies and flexibilities granted to charter schools under state statute to create programs that meets the unique needs of the school's anticipated demographics.	0	1	2
TOTAL POINTS			/20
Reviewer Comments - Educational Philosophy, Instructional Practices, and Curriculum:			



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2026 CSP SUBGRANT RFA

C. Teaching and Learning

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

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
1) Explains how teachers will use a range of data and varied instructional strategies to support individual learners. - Instructional practices and types of tools and curriculum presented are detailed, realistic, and consistent with the proposed educational program. - Explains how the school will use classroom and/or standardized assessments to determine the needs of individual students and to drive and differentiate instruction. - Identifies the range of differentiation and intervention structures (RTI and Multi-Tiered System of Supports), tools, and approaches in your design and explains how teachers will use these systems to respond to the needs of individual students.	0	4	6
TOTAL POINTS			/6
Reviewer Comments – Teaching and Learning:			



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PROGRAM 2026 CSP SUBGRANT RFA

D. Student Academic Achievement Standards

As an independently governed public school, charter schools need to ensure plans, systems, and tools for strong oversight and monitoring in the areas of academic performance. In this section, persuade the reader that your school will have rigorous goals and adequate oversight to ensure quality implementation, operation, and accountability.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
1) A broad and thorough Performance Management plan exists for monitoring and reporting progress toward performance goals that ensures successful student outcomes. - Identifies sound assessment practices that effectively monitor student and teacher performance. - Identifies what data or information is (or will be) collected, how it will be analyzed, and by whom. - Interim benchmarks have been identified to ensure progress toward performance goals for all student subgroups, and a plan is presented to adjust these benchmarks annually. - Describes how this data is (or will be) utilized to inform policy and management decisions.	0	4	6
2) A culture of data-driven instruction exists. - A portfolio inclusive of formative, interim and summative assessment tools are consistently used and well understood by all staff. - A system for data analysis and reflection to inform instruction is in place	0	2	3
TOTAL POINTS			/9
Reviewer Comments – Student Academic Achievement Standards:			



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2026 CSP SUBGRANT RFA

E. Student Demand and Community/Local Support			
Schools funded under the CSP subgrant must ensure they are in tune with their communities' needs and priorities. In this section schools will document their vitality and long-term sustainability through demonstrating their dedication to developing and maintaining community partnerships and connections.			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
1) Demonstrates community need and demand for the school and its particular educational model. - There is a sound strategy in place for marketing, branding, and community outreach to achieve promised student enrollment. - Includes specific strategies for recruiting educationally disadvantaged, at-risk, diverse, and underserved families. - Sufficient funds are dedicated in budget to marketing, recruitment, and outreach, including to local teachers and schools. - Based on the results of outreach efforts to date, provide a projection for each category of educationally disadvantaged students to be served. The combined percentage of projected non-white, English Language Learner, economically disadvantaged (low-income), and Special Education (Individuals with Disabilities) students is no less than 5% below the combined percentage for traditional public schools within the school's enrollment catchment. - The enrollment goals for each year through final expansion are reasonable and supported by credible data.	0	4	6
2) Demonstrates significant planning and effort to meaningfully engage current and prospective families, community members and educators on the implementation and operation of the school. - Describes the current level of parent engagement in the new school or expansion project. - Includes a description of effective parent, family, and community engagement strategies that are utilized by the school. - Documents a sound strategy is in place to secure interest and engagement of community members, local partners, and other community and political support for the school. - Describe the roles parents and community members may play in the school's decision-making and life on an ongoing basis.	0	3	4
TOTAL POINTS			/10
Reviewer Comments – Student Demand and Community/Local Support:			



F. Effectively Serving All Students

Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. In this section, describe your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
1) Justify the design of the school's programs, interventions, and/or plans to support your educationally disadvantaged (ELL, Economically disadvantaged, etc.) student population. - The needs of the school's current and/or prospective educationally disadvantaged students are well understood. - High expectations are in place for all students. - A comprehensive academic and behavioral intervention strategy is in place to identify and support students. - Staff is appropriately trained on effective intervention strategies and corresponding support tools.	0	2	4
2) Justify the design of the school's programs, interventions, and/or plans to support your students with disabilities. - The needs of the school's current and/or prospective students with disabilities are well understood. - High expectations are in place for all students. - A comprehensive academic and behavioral strategy is in place to identify and support students. - Describes how the school has ensured (or will ensure) appropriately trained staff for special education students.	0	2	4
3) The school identifies a plan that meets the nutritional needs of its educationally disadvantaged and at-risk students. - The school outlines if and how it plans to provide meals at the school. - The food service plan identifies federal, state and local funding sources to sustain the program. - The school food service plan is sound, compliant and adequately addresses the nutrition needs of the school's current and/or projected student population.	0	1	2



BUILDING ON SUCCESS - IDAHO'S CHARTER SCHOOLS PROGRAM

2026 CSP SUBGRANT RFA

F. Effectively Serving All Students CONT.

Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. In this section, describe your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
4) The school identifies a plan that meets the transportation needs of its current and/or projected student population. - The school outlines if and how it plans to provide transportation services to all or part of its student population. - The transportation plan addresses the needs of educationally disadvantaged students (including homeless, foster and students with disabilities), and addresses provision for participation in extracurricular activities.	0	1	2
TOTAL POINTS			/12
Reviewer Comments – Effectively Serving All Students:			



BUILDING ON SUCCESS - IDAHO'S CHARTER SCHOOLS PROGRAM

2026 CSP SUBGRANT RFA

G. Staffing and Professional Development Plan

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

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
1) Provide a summary of the school's approach to staffing. • Outlines a feasible staffing structure that can reasonably deliver the educational model and associated support services. • Identifies steps that will be taken to ensure recruitment and selection of outstanding staff. • The staff recruitment plan is sufficiently sound to achieve the school's opening and/or growth plan and a demonstrated ability to attract, recruit, develop, and retain top instructional talent.	0	1	2
2) Provide a summary of the school's plan for all staff development, evaluation, and retention. • The school provides sufficient support to all staff to ensure the educational model will be implemented with fidelity across all grade levels. • The school demonstrates how it will utilize coaching and feedback to develop staff. • The school has a sound plan for supporting and encouraging innovation and continuous improvement within the classroom.	0	1	2
TOTAL POINTS			/4
Reviewer Comments – Staffing and Professional Development Plan:			



H. Financial Management and Monitoring Plan

As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. In this section, explain your school's plan to be compliant, strategic, and responsible with finances and business services.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
1) The applicant has demonstrated through a clear and comprehensive plan the operational and financial capability to manage the successful and sustainable implementation of the proposed activities. - The applicant provides a 3-year operating budget that demonstrates both financial viability, sustainability, and autonomy through conservative and sound financial assumptions (revenue growth, inflation, compensation, positive cash flow, etc.). - The completed CSP Budget Template (appendix A) and the grant project goals and expenditures in that budget align with what is presented in the budget narrative. - A strong plan for implementation that includes key personnel and target dates for completion of activities and purchasing has been presented through the budget narrative and CSP Budget Template detail. - Budget explains if the applicant charter school is seeking or has received additional grant funding for implementation or operational costs through any other sources outside of the CSP grant.	0	2	3
2) Ensures a viable, well-conceived facilities plan. - Identifies the facility plan and associated timeline for acquiring, developing, and/or remodeling, as well as equipping, the new school or expansion facility. - Identifies a specific location for the school that provides an adequate learning environment sufficient to carry out the school's educational model and programmatic needs and is easily accessible to the intended student population. If a facility is not identified there is a viable plan for obtaining a facility to ensure timely opening/expansion of the school. - The facilities plan demonstrates the school's ability to meet the needs of students receiving special services. - Facility costs are feasible and below 20% of the school's annual budget.	0	1	2



BUILDING ON SUCCESS - IDAHO'S CHARTER SCHOOLS

PROGRAM 2026 CSP SUBGRANT RFA

H. Financial Management and Monitoring Plan CONT.

As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. In this section, explain your school's plan to be compliant, strategic, and responsible with finances and business services.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
3) The school's budget contains sufficient resources to successfully carry out strategies and programs for educationally disadvantaged and at-risk students. - The budget narrative demonstrates investment in value-added activity to accelerate learning for educationally disadvantaged and at-risk students. - A plan is in place to mitigate risk associated with projected enrollment and underestimated financial resources necessary to adequately serve the population of students enrolled.	0	1	2
TOTAL POINTS			/7
Reviewer Comments – Financial Management and Monitoring Plan:			



I. Board Capacity and Governance Structure			
A competent, trained governing board is essential to the success of a public charter school. In this section the school will demonstrate how it has developed a strong governing board with a diverse set of skills. Board members should understand their roles and responsibilities and have in place a transition plan and ongoing professional develop to maintain board strength going forward.			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
1) Justifies the composition and selection process for the governing board. Explain how the composition and selection process ensures adequate expertise (including education, law, real estate, strategy, finance, management, and external relations) to perform board responsibilities. Any gaps in skills are identified and a plan exists to address them through recruiting additional board members or through acquiring board training in specific areas.	0	2	5
2) The board has established clear policies and procedures that guide its oversight of the school. - Outlines a comprehensive set of board roles and responsibilities, inclusive of ensuring compliance with Open Meetings and Open Records Law. - Explains how the board ensures they remain at the governance level of leadership not the school management level of operations. - Outlines how the board's policies and procedures ensure monitoring of performance and academic, financial, operational, and legal compliance, including annual review of policies and completion of a Conflict of Interest form.	0	2	5
3) Justifies how the board has invested in its own abilities and ongoing professional development. - The school has prioritized board training and ongoing professional development through a detailed plan and meaningful inclusion in its operating budget. - This plan includes regular self-evaluations that help identify areas for continuous improvement and ensures participation in ongoing development.	0	1	2
TOTAL POINTS			/12
Reviewer Comments – Board Capacity and Governance Structure:			



BUILDING ON SUCCESS - IDAHO'S CHARTER SCHOOLS PROGRAM

2026 CSP SUBGRANT RFA

J. School Leadership and Management

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

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
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. • Presents a complete organizational and management plan for the school that includes clear division of roles and management responsibilities (including role of Educational Management, Charter Management Organization or Education Service Providers if applicable). • Articulates a comprehensive process that will be used by the board to evaluate the performance of the school leadership and/or ESP, including identification of appropriate protocol for addressing performance concerns. • The school has designed its leadership team to ensure sufficient expertise to manage charter school specific compliance, operations, finance, and legal matters.	0	4	6
2) The school demonstrates sufficient leadership and governance capability to implement and sustain the new school or expansion project(s) outlined in this application. • The school has sufficiently identified any material operational challenges and has developed an adequate response for each. • The school is aware of the key risk factors they face and have skilled leadership and soundly-developed strategies to navigate and mitigate them. • The school's leadership team demonstrates the ability to operate soundly, strategically and in ways that staff and stakeholders can understand and follow.	0	2	4
TOTAL POINTS			/10
Reviewer Comments – School Leadership and Management:			



BUILDING ON SUCCESS - IDAHO'S CHARTER SCHOOLS

PROGRAM 2026 CSP SUBGRANT RFA

APPLICATION TOTAL POINTS		
Rubric Section	Points Awarded	Points Possible
A. Grant Project Goals		10
B. Educational Philosophy, Instructional Practices, and Curriculum		20
C. Teaching and Learning		6
D. Student Academic Achievement Standards		9
E. Student Demand and Community/Local Support		10
F. Effectively Serving All Students		12
G. Staffing and Professional Development Plan		4
H. Financial Management and Monitoring Plan		7
I. Board Capacity and Governance Structure		12
J. School Leadership and Management		10
STANDARD POINTS AWARDED		100
Priority Points: 2 Additional Points may be awarded for schools that articulate a plan to serve and intentionally meet the unique needs of students in rural geographic areas.		2
Priority Points: 2 Additional Points may be awarded for schools that provide a high-quality high school program.		2
Priority Points: 2 Additional Points may be awarded for schools that articulate a plan to serve and intentionally meet the unique needs of a student population of more than 50% economically disadvantaged students.		2
Priority Points: 2 Additional Points may be awarded for schools that serve a 100% at-risk student population.		2
Priority Points: 2 Additional Points for schools authorized by a public school district.		2
TOTAL POINTS AWARDED		110
Reviewer Comments:		



Part III: Appendices (No Points)

Appendices are required where applicable but will not be scored. They are not included in the narrative's 25-page double space limit.

- A. Conflict of Interest for Board Members (use request form in Bluum's online portal)
- B. Grant Budget
- C. 3 Year Budget
- D. Charter School Multi-Year Budget
- E. Up to last 3 years of Audited Financial Statements
- F. Up to last 3 years of 990's
- G. Charter Certificate (If not included, please also attach the following):
- H. Articles of Incorporation
- I. Bylaws
- J. 501(c)3 confirmation
- K. Charter Performance Certificate and/or Charter Contract, as agreed between the charter school and its authorizer
 - a. Any conditions imposed by the authorizer
- L. Transportation Plan
- M. ESP/Vendor Contracts (or drafts)
- N. Lease/Real Estate agreement (or drafts)
- O. Academic Data (if replication or expansion) exceeding the state targets
- P. Annual Secretary of State Filing (3 years)
- Q. Board and School Leader Bios/Resumes
- R. **If Applicable**, 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 subgrant project. Bluum asks for:
 - A copy or description 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.
 - 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;

- 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);
- 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;
- 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
- 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.

