

Charter School Facilities Incentive Grant (CFIG)

Peer Review Rubric

School IRN:	
School Name:	
Reviewer Name:	

The following peer review rubric will be used for applicants of the FY27 Charter School Facilities Incentive Grant (CFIG). If the applicant has passed the Technical Review Checklist, then the second step in the competitive application review process will occur. This second step is the Peer Review Rubric. Each application will be reviewed by two third-party reviewers. Applicants will be scored according to the scale below. If the applicant does not meet or exceed the cut score, the applicant will not be awarded CFG grant funds. Applicants will not be able to resubmit their application in FY27. If the applicant meets eligibility requirements for FY28, the school can apply at that time.

All questions will be reviewed using this scale unless otherwise noted.

Score	Answer Quality	Reason
0 points	Poorly Developed (No or Little Evidence)	The response does not answer the question and/or is significantly incomplete, missing required information or documentation, or otherwise raises substantial concerns about the viability of the plan or the applicant's capacity to execute it.
1 point	Partially Developed (Some Evidence)	The response provides some of the requested information but contains substantial gaps in other areas. The answer lacks specificity and causes concern about the applicant's ability to implement the project successfully.
2 points	Well Developed (Convincing Evidence)	The response is almost complete, but some information is still missing, as a few items are not fully addressed. Additional information, explanation, or detail is needed in one or more areas. Even with some missing parts, however, the response indicates that the applicant will be capable of implementing the project with a few minor modifications.
3 points	Fully Developed (Strong Evidence)	The response demonstrates the applicant's thorough understanding of key issues via specific and accurate information. The response presents a clear, realistic picture of how the applicants expects to operate and inspires confidence in the applicant's capacity to execute the plan effectively.

Budget Grid

Question	Fully Developed Example	Fully Developed	Well Developed	Partially Developed	Poorly Developed
Is the proposed budget aligned to goals, understandable, and presents a coherent, logical plan?	<p>3 points = Budgeted funds align to proposed use of grant funds and there is a logical connection between how funds are budgeted and use of funds.</p> <p>1 point = Budgeted funds align to proposed use of grant funds and there is not a logical connection between how funds are budgeted and use of funds.</p> <p>0 points = There is no alignment between the proposed use of grant funds and there is not a logical connection between how funds are budgeted and use of funds.</p>	3		1	0

Budget Narrative Questions

Question	Fully Developed Example	Fully Developed	Well Developed	Partially Developed	Poorly Developed
Q1: How many years is the grantee seeking to utilize CFGF funds?	Not scored in peer review				
Q2: If the grantee is applying for more than one year in grant funds, please upload an estimated budget grid for each year.	Not scored in peer review				
Q3: What other funding sources will contribute to funding this project?	Project will be completed solely with CFGF funds OR other sources of funding are clearly identified.	3	2	1	0

Question	Fully Developed Example	Fully Developed	Well Developed	Partially Developed	Poorly Developed
	<ul style="list-style-type: none"> • The applicant shows how they will braid other sources of funding to maximize the project outcomes and ability to complete the project. They clearly identify the additional funding sources by name and amount (or estimated amount). There should be clear evidence that the school has secured or is actively securing these funds. • The applicant will explain why these additional sources were chosen and how they strengthen the project’s feasibility and sustainability. • The applicant will connect the funding strategy to the project goals and show how these sources will complement CFGF funds to maximize project outcomes 				

Application Narrative Questions

Question	Fully Developed Example	Fully Developed	Well Developed	Partially Developed	Poorly Developed
Q1: Select the activity for which the grantee is applying for funds:	Not scored in peer review				

Question	Fully Developed Example	Fully Developed	Well Developed	Partially Developed	Poorly Developed
Q2: Briefly describe how the school intends to use CFGF funds to meet goals for student outcomes.	<p>The applicant demonstrates a strong plan for their proposed project.</p> <ul style="list-style-type: none"> The applicant shows a strong correlation between the project, goals of the grant, community needs, and the school’s goals for student outcomes. The applicant proposes a project that is an allowable use of grant funds and is specific, realistic, actionable, measurable, and able to be executed in the timeframe of the grant. The applicant demonstrates a thorough understanding of key issues such as project scope, alignment with school needs, and compliance with grant requirements. The school also shows a capacity to implement the plan. 	3	2	1	0
Q3: Provide the estimated number of seats that will be added through the use of CFGF funds	<p>3 points = Increase seats by 20% or more 2 points = Increase seats 10-19% 1 point = Increase seats 1-10% 0 points = 0 added seats</p>	3	2	1	0
Q4: Will the funds be used to create, expand, or update CTE or workforce development facilities?	<p>1 point = At least one item is selected 0 points = Did not select at least one item or did not select the appropriate response</p>			1	0
Q5a: A list of the projected pathways, programs of study, and/or credential programs that will be added.	<p>3 points = Adding 3 or more programs 2 points = Adding 2 programs 1 point = Adding 1 program or expanding or upgrading program 0 point = Not adding, expanding, or upgrading programs.</p>	3	2	1	0

Question	Fully Developed Example	Fully Developed	Well Developed	Partially Developed	Poorly Developed
Q5b: Projected timeline for when students can enroll in the new or expanded workforce facility.	<p>The applicant demonstrates a comprehensive timeline for their proposed project.</p> <ul style="list-style-type: none"> The applicant explains key milestones for the project, including when the facility will be available for students. Key dependencies are identified and dates are specific. The timeline is realistic and aligned to academic calendars. Potential obstacles, delays, and barriers are identified and addressed with plans to mitigate the impact. 	3	2	1	0
Q5c: The estimated number of students served by workforce or CTE programming offered in the new or updated facility.	<p>3 points = >50 students served 2 points = 30-50 students served 1 point = 5-29 students served 0 points = <5 students served</p>	3	2	1	0
Q5d: How will your new or expanded workforce facilities align to the regional plan, local job market needs, and in-demand occupations? Include details on how and when you consulted with employers, industry and trade associations, and other local stakeholders.	<p>The applicant will clearly connect their proposed project with regional job needs and demonstrate strong local industry engagement in developing their project.</p> <ul style="list-style-type: none"> The applicant will show how their project supports regional workforce development and economic priorities. The applicant addresses how their project will prepare students for this workforce demand and addresses gaps in workforce training or emerging industry needs. The applicant will also explain their labor market analysis that shows how local job market data and 	3	2	1	0

Question	Fully Developed Example	Fully Developed	Well Developed	Partially Developed	Poorly Developed
	<p>regional economic projections guided the development of their plan.</p> <ul style="list-style-type: none"> The applicant will share specific details about connecting with local employers, Business Advisory Councils (BAC), and the regional Career-Technical Planning District (CTPD), identifying the groups the applicant engaged with and how they engaged the groups. The applicant will show how the feedback from this engagement influenced their project. The applicant will also highlight stakeholder support for the project. The project should be future-focused and emphasize student outcomes and regional workforce benefits. 				
<p>Q5e: In preparation of this application and future planning, have you consulted with your regional Career-Technical Planning District (CTPD)?</p>	<p>Yes = 3 points No = 1 point 0 points = Did not select at least one item or did not select the appropriate response</p>	3		1	0
<p>Q5e(1): If no, explain why you have not consulted with the local CTPD.</p>	<p>The applicant demonstrates a strong reason for not working with their CTPD.</p> <ul style="list-style-type: none"> The applicant explained why consultation was not necessary or feasible, with supporting context. E.g. Industry-Recognized Credential programs do not require CTPD consultation. The applicant shows awareness of the role of the CTPD and identifies potential collaboration opportunities in 	3	2	1	0

Question	Fully Developed Example	Fully Developed	Well Developed	Partially Developed	Poorly Developed	
	<p>the future. The applicant also shows an attempt at engagement and community transparency.</p> <ul style="list-style-type: none"> The applicant provides details of alternate stakeholder and data support for their proposed project to demonstrate viability. The applicant will need to show that not engaging the local CTPD does not negatively affect student outcomes or project success. 					
Q6: If funds will be used to create CTE programming, has the school received the required CTE-26 approval?	<p>2 points = Yes 1 point = No 0 points = Did not provide information</p>	0	2	1	0	
Q6a: If no, when is the school expected to receive approval?	<p>1 point = Provided information 0 points = Did not provide information</p>		0		1	0
Q7: Will the proposed use of CFGF funds reduce ongoing facility costs?	<p>1 point = Yes 0 points = No</p>			1	0	
Q7a: If yes, briefly describe how facility costs will be reduced.	<p>The applicant shows a strong understanding of their current facility costs and have thoughtfully determined how to use the requested funds for the biggest impact.</p> <ul style="list-style-type: none"> Reasons can include upgrades that will reduce utility usage and cost; ability to enroll more students will bring per-pupil facility expenditures down; and adding certain programming will bring in more state dollars (e.g. CTE) or allow them to be eligible for more grant opportunities. The applicant should provide supporting evidence for their proposed project. 	3	2	1	0	

Question	Fully Developed Example	Fully Developed	Well Developed	Partially Developed	Poorly Developed
	<ul style="list-style-type: none"> The applicant will explain how the project will result in measurable savings over time. This can include timelines or benchmarks for cost-savings and estimated savings or percentage reductions. The applicant will also show alignment with the school’s sustainability plan, good financial future planning, and broader school goals. 				
<p>Q8: If the school is awarded CFGF funds, detail your specific anticipated student outcomes. Please provide the anticipated student outcomes in the SMART goal format.</p>	<p>The applicant identifies strong SMART goals for intended student outcomes as a result of CFGF funds.</p> <ul style="list-style-type: none"> The applicant shows how the anticipated outcomes directly result from the funded improvements. The applicant emphasizes how the proposed project benefits students. The applicant provides baseline data and provides concrete targets that are aligned and achievable within the proposed timeline and budget. The applicant acknowledges monitoring progress towards their goals, but may not provide specifics for measuring data. 	3	2	1	0
<p>Q9: Describe the school’s sustainability plan for the use of funding.</p>	<p>The applicant shows that the project can be completed within the budget they are requesting. OR</p> <p>The applicant acknowledges that the maximum budget from the grant will not complete the project and provides concrete strategies to complete the project and cover ongoing costs.</p>	3	2	1	0

Question	Fully Developed Example	Fully Developed	Well Developed	Partially Developed	Poorly Developed
	<p>Fully developed responses should include the following information:</p> <ul style="list-style-type: none"> • The applicant will provide evidence that the school has the financial stability and internal controls to manage funds responsibly. • The applicant will explain how the school will maintain the improvements after the grant period ends. This will include concrete strategies such as how the project will reduce facility costs, generate additional revenue streams, or leverage partnerships. • The applicant will show how the project aligns to the school’s strategic goals for the facility, students, and the community. The applicant will demonstrate that the school’s governing authority supports the long-term investment. 				

Reviewer Final Comments:

Is this school proposing a high-impact project? Select all that apply:

- Expand existing seats by 20% or more
- Demonstrate the ability to reduce ongoing annual facility costs of the school,
- Proposing a CTE or workforce development-focused project

Application Score (minus CTE questions #5-6)	
Score for CTE-Specific Questions	
Multiplier for non-CTE projects	
Priority Preference Points (from tech review)	
High-Impact Project Multiplier	
Final Score	