

**State:**

Utah

**PR Award Number:**

S282A240002

**Duration (Years):**

2 Years

**Year 1 Funding:**

\$1,873,453

**Total Expected Funding:**

\$2,000,000

**Karl G. Maeser Preparatory Academy's Address:**

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**Grades Served:** 7-12**Director/Principal Contact:**

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## **Karl G. Maeser Preparatory Academy**

Karl G. Maeser Preparatory Academy (Maeser) is deeply committed to inspiring students to think critically, communicate effectively, and pursue continuous learning through Socratic methods. Our mission is rooted in a classical, liberal arts education focused on "lighting the fire" of intellectual curiosity and fostering truth, honor, and virtue. Our 7-12 program emphasizes engaging students with enduring ideas through the great works of literature, philosophy, and history, utilizing Socratic discussion and rigorous inquiry to develop critical thinking and strong character.

This proposal seeks to enhance, not fundamentally change, our established and successful educational model. The enhancement focuses on strategically expanding experiential and practical components within our classical framework, specifically targeting four key areas: Science, Fine Arts, Winterim, and Career and Technical Education (CTE). These initiatives will enrich our students' learning experiences, integrate more hands-on skill development, connect core academics to real-world applications, and better prepare them for diverse postsecondary pathways. Importantly, these enhancements support measurable growth in Math and ELA proficiency, particularly for special populations, including students with disabilities, low-SES students, and English Language Learners (ELLs).



**Goal 1:** Expand Program Capacity to Experiential Learning

**Goal 2:** Improve Academic Achievement in ELA, Science, and Math for Educationally Disadvantaged Students.

**Goal 3:** Demonstrate Student Growth in Program-Specific Skills Across Enhanced Disciplines



**Karl G. Maeser Preparatory Academy**

TRUTH HONOR VIRTUE



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# **Utah Charter School Program Grant Application**

## **2025**

**Karl G. Maeser Preparatory Academy**

Lindon, Utah

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## **Executive Summary**

Karl G. Maeser Preparatory Academy (Maeser), a top-ranked 7-12 public charter school in Lindon, Utah, is dedicated to fostering critical thinking, intellectual curiosity, and ethical leadership through a rigorous classical, liberal arts education grounded in the principles of truth, honor, and virtue. Recognized for academic excellence by U.S. News & World Report, Niche, and the Utah State Board of Education, Maeser seeks \$2 million in support from the Utah Charter School Program - State Entity (UCSP-SE) Grant. This funding will strategically enhance key components of our proven educational model—specifically our Science, Fine Arts, Winterim, and Career and Technical Education (CTE) programs—addressing evolving student needs and better preparing students for diverse postsecondary pathways.

The proposed project will significantly expand Maeser's Fine Arts program by developing dedicated 2D/3D art labs, specialized practice facilities, creative classrooms, and an 850-seat performance auditorium. Concurrently, we will bolster our Science program, fostering greater opportunities for student innovation and integrating more applied science experiences, particularly through our CTE pathways. We will also deepen our unique Winterim and Middle School Intensive (MSI) program, increasing focus on community engagement, academic problem-solving, and college/career readiness, while strengthening overall CTE offerings by integrating practical career skills with core academics. These synergistic enhancements will provide rich, hands-on learning opportunities supporting students' academic growth and addressing specific needs, including demand for literacy support and advanced science exploration.

As Lindon's sole high school, Maeser plays a critical role locally, especially given the ongoing Alpine School District division, which presents unique collaboration opportunities. Maeser's operational autonomy, consistent with the definition under ESEA § 4310(2), grants essential flexibility in curriculum design, staffing, and resource allocation. This independence is vital for successfully implementing the enhanced Science, Fine Arts, Winterim, and CTE programs aligned with our classical philosophy and diverse student needs.

Our governing board, committed to fiduciary responsibility and mission fidelity, ensures this operational flexibility translates into innovative, effective educational practices tailored to student challenges and interests, including literacy interventions and STEM opportunities. This autonomy also enables effective partnerships, ensuring enhancements contribute meaningfully to Maeser's mission and the broader educational community.

This project directly aligns with Utah CSP-SE objectives and reflects Maeser's commitment to a well-rounded, classical education preparing students for college, careers, and virtuous leadership. We seek a partnership with the UCSP-SE Grant program to realize this vision, ensuring more students benefit from transformative learning experiences promoting academic success, scientific inquiry, artistic expression, and community engagement.

# Educational Model

## Project Design

**Key Components of the Educational Model (Enhanced):** Karl G. Maeser Preparatory Academy (Maeser) is committed to inspiring students to think critically, communicate effectively, and pursue continuous learning through Socratic methods. Our mission is rooted in classical, liberal arts education focused on "lighting the fire" of intellectual curiosity and fostering truth, honor, and virtue. Our 7-12 program emphasizes engaging students with enduring ideas through the great works of literature, philosophy, and history, utilizing Socratic discussion and rigorous inquiry to develop critical thinking and strong character.

This proposal seeks to enhance, not fundamentally change, our established and successful educational model. The enhancement focuses on strategically expanding experiential and practical components within our classical framework, specifically targeting four key areas: Science, Fine Arts, Winterim, and Career and Technical Education (CTE). These initiatives will enrich our students' learning experiences, integrate more hands-on skill development, connect core academics to real-world applications, and better prepare them for diverse postsecondary pathways.

- **Enhanced Science Program:** Building upon our strong foundation in core scientific principles, we will increase opportunities for student-led innovation and applied scientific inquiry. This includes leveraging expanded CTE pathways for applied science experiences and potentially upgrading lab equipment to support advanced research projects during Winterim or as part of CTE coursework.
- **Enhanced Fine Arts Program:** Building on our existing success in visual and performing arts, we propose a significant expansion of facilities and programming. This includes dedicated 2D and 3D art labs, specialized practice rooms, classroom space for artistic creation, and a new 850-seat performance auditorium. These additions will support enhanced drama, choir, and orchestra programs, providing students the opportunity to explore advanced artistic techniques and expressions, aligning with the classical pursuit of beauty and truth.
- **Enhanced Winterim Programs:** Maeser's Winterim program provides students with an intensive, deep dive into subjects beyond the regular curriculum. The program will be enriched by increasing community exploration opportunities, integrating college/career readiness components, expanding humanitarian/service elements, and fostering more complex academic problem-solving projects, including those involving scientific research or design thinking. These enhancements allow students to apply academic rigor while fostering community and global connections.
- **Enhanced Career and Technical Education (CTE):** To better prepare students for a variety of postsecondary options, we will expand our CTE offerings. These programs will leverage the expanded Fine Arts and Science structures (e.g., design-related CTE through art labs, applied research through science labs/projects)

and Winterim experiences to create focused, hands-on CTE pathways. Maeser’s MSI program provides students with an intensive, deep dive into CTE subjects beyond the regular curriculum. This ensures students gain technical expertise alongside the critical thinking skills essential for the modern workforce, grounded in classical principles.

These enhancements will work synergistically, providing a richer, more holistic application of classical learning. The integration of hands-on experiences, scientific inquiry, creative exploration, and career readiness will cater to diverse interests and better prepare students for purposeful, fulfilling lives.

**Growth Plan**

While this project primarily focuses on programmatic enhancement rather than large-scale expansion, the increased offerings and improved facilities are expected to sustain high demand and potentially support modest enrollment growth.

- **Proposed Grades Served:** Maeser will continue to serve students in grades 7 through 12.
- **Projected Enrollment:** Maeser currently serves approximately 640 students. We project an increase of 150 students over the five-year grant period (2024-2029), bringing total enrollment towards approximately 790 students. This growth will be carefully managed year-over-year to remain within Maeser’s charter agreement limits and optimize the use of existing and planned facilities.

	7th	8th	9th	10th	11th	12th
25-26	115	115	130	120	100	95
26-27	125	125	140	125	110	100
27-28	150	150	150	125	115	100
28-29	150	150	150	125	115	100
29-30	150	150	150	125	115	100

- **Enrollment Strategies:** Our primary strategy is to maintain full enrollment through continued high demand, driven by our strong academic reputation and the appeal of the enhanced programs. We will continue our established outreach efforts—including community events, targeted mailings, school tours, information nights, and website/social media promotion—to ensure awareness of Maeser’s offerings, particularly the enriched Science, Fine Arts, Winterim, and CTE opportunities. Our transparent, publicly accessible lottery process ensures equitable access for all interested families within our recruitment area, supporting stable enrollment and community connection.

## Professional Development

High-quality professional development (PD) is crucial for the successful planning and implementation of the proposed enhancements, ensuring fidelity to Maeser's classical model while integrating new methodologies and content.

- **Planning Period PD:**

- **Collaborative Curriculum Design:** Workshops focused on designing integrated units for the enhanced Science, Fine Arts, Winterim, and CTE programs, ensuring alignment with classical pedagogy and Utah core standards. Emphasis on identifying cross-curricular links to Math and ELA.
- **Technical & Equipment Training:** Hands-on training for relevant faculty on using new equipment and facilities (e.g., 2D/3D art labs, auditorium systems, specialized science/CTE tools and software).
- **Pedagogical Workshops:** Training on project-based learning (PBL), inquiry-based science instruction, fostering student innovation, developing community partnerships (for Winterim/CTE), and embedding career readiness skills across the curriculum.
- **Cross-Departmental Planning:** Dedicated time for faculty from different disciplines (including Math, ELA, Science, Arts, CTE) to collaborate on integrating skills and content within the enhanced program structures.

- **Implementation Period PD:**

- **Ongoing Coaching & Peer Observation:** Structured opportunities for teachers to receive feedback, observe colleagues, and refine their practice in delivering the enhanced curricula and utilizing new resources effectively.
- **External Expertise:** Workshops and consultations featuring guest artists, university faculty (especially in Science/Engineering), industry professionals (for CTE/Science), and community leaders to enrich teacher knowledge and provide real-world connections for students.
- **Collaborative Refinement:** Regular, dedicated time for faculty teams (e.g., Fine Arts department, CTE teachers, Winterim planners) to share best practices, analyze student work, refine program elements based on data and feedback, and troubleshoot challenges.
- **Data-Informed Instruction:** Training on analyzing various forms of student data (performance tasks, project assessments, state test results) to inform instructional adjustments within the enhanced programs and assess their impact on student growth, particularly in ELA, Math, and Science.

## Project Goals

### SMART Goals

The following SMART goals directly reflect our commitment to enriching our classical model, improving student achievement, fostering innovation, and ensuring equitable outcomes for all

students, including our educationally disadvantaged populations. They align with the project activities outlined in this proposal and the allocated budget.

- **Goal 1: Enhanced Program Implementation and Integration**

- **Specific:** Successfully implement enhanced Science, Fine Arts, Winterim, and integrated CTE programs, including completion of associated curriculum development, professional development, and facility readiness.
- **Measurable:** Success demonstrated by:
  - At least 80% of relevant Fine Arts courses and school events utilizing the new/upgraded facilities (art labs, performance spaces including renovated Black Box/auditorium) by the end of Year 2.
  - A 25% increase in the diversity of Winterim/MSI course offerings focused on community engagement, career readiness, applied science, and service learning compared to the 2023-2024 baseline by the end of Year 2.
  - Launch an initial enrollment in at least 2 new or significantly revised CTE pathways that integrate applied science or arts/design elements by the end of Year 2.
  - 100% completion and faculty adoption of updated curriculum maps and foundational professional development (PD) modules for each enhanced program component (Science, Fine Arts, Winterim, CTE) by the end of Year 2.
- **Achievable:** Phased implementation timelines and dedicated resources make these targets attainable.
- **Relevant:** Directly measures the successful rollout of the grant-funded program enhancements central to this proposal.
- **Time-bound:** By June 30, 2027 (End of Grant Year 2).

- **Goal 2: Increased and Equitable Student Participation**

- **Specific:** Increase overall student participation in the enhanced Science, Fine Arts, Winterim, and CTE program offerings, ensuring equitable access across student subgroups.
- **Measurable:** Success demonstrated by:
  - A 15% increase in overall unique student participation across the targeted enhanced program offerings (advanced Fine Arts using new facilities, expanded Winterim options, new/revised CTE pathways including applied science) compared to the 2023-2024 baseline by the end of Year 3.
  - A 20% increase in enrollment specifically in advanced Fine Arts courses utilizing new facilities by the end of Year 3.
  - Enrollment of at least 50 students cumulatively across the newly launched/revised integrated CTE pathways by the end of Year 3.



- Participation data disaggregated by student subgroups (including economically disadvantaged, students with disabilities, major racial/ethnic groups) shows no significant disparity (e.g., participation rates within 5 percentage points of the overall school rate for each subgroup) in access to these enhanced opportunities.
  - **Achievable:** New facilities, expanded offerings, and targeted outreach should drive increased interest and participation.
  - **Relevant:** Demonstrates the project's success in broadening student engagement and providing equitable access to enriched learning experiences.
  - **Time-bound:** By June 30, 2028 (End of Grant Year 3).
- **Goal 3: Demonstrated Proficiency in Enhanced Program Skills**
  - **Specific:** Students participating consistently in the enhanced Science, Fine Arts, Winterim, and CTE pathways will demonstrate proficiency or growth in targeted 21st-century and program-specific skills.
  - **Measurable:** 85% of students who have participated in at least two years of an enhanced program pathway (where applicable, e.g., multi-year CTE or Fine Arts sequences) or multiple distinct enhanced Winterim/MSI experiences will demonstrate proficiency or significant growth on program-specific skill assessments. Proficiency and growth will be measured through a combination of the following, with specific rubrics defining mastery levels:
    - **Technical Proficiency (Fine Arts, CTE, applied science labs):**
      - **Fine Arts:** Assessment of student portfolios using a rubric evaluating specific techniques, mastery of media, and artistic expression.
      - **CTE:** Evaluation of completed projects (e.g., coding, robotic builds, design prototypes) via rubrics assessing technical accuracy, functionality, and adherence to industry standards and/or achievement of recognized industry certifications (e.g., Adobe Certified Professional, CompTIA A+) will also serve as direct evidence of proficiency where applicable.
      - **Applied Science Labs:** Performance-based tasks and lab reports assessed with rubrics focusing on accurate use of equipment, data collection, and experimental procedures.
      - **Scientific Inquiry Methods:** Assessment of lab reports and science fair projects using rubrics that evaluate hypothesis formulation, experimental design, data collection and analysis, and conclusion drawing.
    - **Design Thinking, Complex Problem-Solving, Collaboration, and Effective Communication/Presentation:** Assessed through comprehensive rubrics applied to interdisciplinary projects.

- **Design Thinking:** Rubrics will evaluate the student's ability to empathize, define, ideate, prototype, and test solutions.
- **Complex Problem-Solving:** Rubrics will assess the student's approach to breaking down problems, identifying constraints, evaluating solutions, and articulating reasoning.
- **Collaboration:** Rubrics will evaluate individual contributions, active listening, conflict resolution, and equitable participation in group projects.
- **Communication/Presentation:** Rubrics will assess clarity of message, organization, use of visual aids, delivery, and effective responses to questions in both written reports and oral presentations.

"Proficiency" will be defined as achieving a score of 80% or higher on the respective rubrics or passing relevant industry certification exams. "Significant growth" will be defined as an improvement of at least 15% on rubric scores from an initial baseline assessment.

- **Achievable:** With dedicated instruction, new resources, and performance-based assessments, this high level of skill development is attainable for engaged students.
- **Relevant:** Measures the deeper learning and practical skill development fostered by the grant-funded enhancements, complementing standardized test data.
- **Time-bound:** By June 30, 2030 (End of Grant Year 5 / Final Reporting Period).

## Goal Tracking

Maeser will employ a systematic approach to track progress toward these SMART goals, utilizing robust data collection, rigorous analysis, and regular review cycles to ensure accountability, equity, and continuous improvement throughout the grant period.

- **Data Collection:** We will collect a variety of quantitative and qualitative data:
  - **State Assessment Data:** Annual ELA, Math, and Science proficiency rates and Median Growth Percentiles (MGPs), disaggregated by required subgroups.
  - **Program Enrollment & Participation Data:** Course enrollment numbers, participation rates in specific activities (e.g., Winterim sessions, CTE pathway courses, advanced Fine Arts classes), and application/selection data where applicable, tracked via PowerSchool.
  - **Student Demographic Data:** Collected via PowerSchool to enable disaggregation for equity analysis (Economically Disadvantaged, Students with Disabilities, English Language Learners [if applicable], Major Racial/Ethnic Groups per state reporting categories).
  - **Facility Usage Logs:** Records for new/enhanced Fine Arts, Science, and CTE spaces (e.g., art labs, performance spaces, project labs).
  - **Curriculum & PD Records:** Documentation of curriculum map completion, PD module delivery, and teacher participation/feedback.

- **Performance Assessments:** Rubric scores from project-based learning (Winterim, CTE, Science projects), portfolios (Fine Arts), CTE skill assessments, capstone presentations, and potentially pre/post surveys on specific skills.
  - **Stakeholder Feedback:** Regular student, parent, and teacher surveys to gather perceptual data on program effectiveness, engagement, and skill development.
- **Disaggregated Data Analysis:** All relevant participation and outcome data (especially state assessments, program enrollment, and key performance assessments) will be disaggregated by the subgroups listed above. This analysis, conducted at least semi-annually, is critical for monitoring equitable access and outcomes, identifying any achievement or opportunity gaps, and informing targeted support strategies to ensure the enhanced programs benefit all learners.
- **Regular Progress Reviews:** A designated Project Management Team, comprising school administrators, department chairs (including Science, Fine Arts, CTE), and potentially teacher representatives, will convene quarterly to:
  - Review progress toward each SMART goal using data dashboards and reports generated from the collected data.
  - Analyze disaggregated data to assess equity and identify areas needing attention.
  - Evaluate the fidelity and effectiveness of enhanced program implementation, discussing successes and challenges.
  - Make data-informed decisions regarding programmatic adjustments, resource allocation, professional development needs, and student support strategies.
  - Prepare concise progress reports for the Maeser Governing Board, school staff, and for submission as required by the UCSP-SE grant, ensuring transparency and accountability.

This systematic tracking and review process ensures that we remain focused on our goals, responsive to emerging needs, and committed to maximizing the positive impact of the Utah CSP-SE grant funding on our students and school community.

## **Plan for Serving Student Needs**

Karl G. Maeser Preparatory Academy is dedicated to empowering every student within our rigorous classical framework. Our mission includes fostering an inclusive environment that actively identifies and addresses diverse student needs. We employ comprehensive strategies to monitor progress, improve outcomes, ensure equity, and support all learners—especially underserved students—leveraging our core model and proposed program enhancements.

## **Strategies to Monitor and Improve Academic Outcomes for All Populations**

We utilize a systematic, data-informed cycle to drive academic improvement for all students:

- **Comprehensive Data System:** We employ a balanced assessment system (universal screeners, benchmarks, formative, summative, state assessments) and track post-secondary indicators (graduation, AP/CE success). Data is managed via PowerSchool for regular analysis by teachers, Professional Learning Communities (PLCs), and leadership.
- **Disaggregated Data Review:** All academic outcome data is consistently disaggregated (by race/ethnicity, economic status, disability, ELL status) to proactively identify achievement/growth gaps and ensure equitable progress.
- **Data-Driven Instruction:** Assessment data directly informs instructional planning, differentiation, flexible grouping, and timely support. PLCs collaboratively analyze student work and evidence to refine teaching strategies and common assessments, driving continuous improvement.
- **Curriculum Fidelity & Review:** Regular curriculum reviews ensure alignment with standards, classical principles, and Maeser's mission. Performance data informs adjustments to maintain rigor and meet student needs effectively.
- **Leveraging Enhanced Programs:** Grant-funded enhancements (Science, Fine Arts, Winterim, CTE) are intentionally designed to increase engagement via hands-on, inquiry-based learning. We anticipate positive contributions to overall academic outcomes (ELA, Science, Math) by fostering motivation, critical thinking, and real-world application skills. Program-specific data will monitor impact.

## Identifying and Addressing Needs of Underserved Students

Maeser proactively identifies and addresses the unique needs of students with disabilities (SWDs), potential English Language Learners (ELLs), and economically disadvantaged students to ensure they thrive.

- **Identification Processes:**
  - *SWDs (~9%):* Identified via collaboration, parent input, review of existing plans (IEP/504), data analysis, and Student Support Team (SST) referrals. SPED Director ensures IDEA compliance.
  - *ELLs (<1%):* Identified via Home Language Survey and WIDA Screener if indicated. Maintain protocols and readiness for language support aligned with WIDA standards.
  - *Economically Disadvantaged (~7%):* Identified via confidential NSLP participation and other approved methods.
  - *Other At-Risk:* Continuous monitoring of academic, attendance, and behavioral data; SST referral process.
- **Targeted Support Strategies:**
  - *SWDs:* SPED team collaborates with GenEd teachers to implement IEPs/504s with fidelity (accommodations, modifications, AT in LRE); tailored support services provided (co-teaching, resource, counseling).

- *ELLs*: Prepared to implement sheltered instruction, supplemental language support, and translation/interpretation services for effective communication. Pro-active collaboration with local school district for shared curriculum and professional development.
- *Economically Disadvantaged*: Ensure equitable access (fee waivers for courses/exams/activities); communicate available resources; provide supplemental academic support (tutoring); monitor progress (Goal 3); connect families with community resources.
- *General Academic Interventions*: Offer structured support (faculty tutoring, peer tutoring, remediation, personalized SST plans) for any student needing additional help.
- **Leveraging Enhanced Programs**: The hands-on, experiential nature of enhanced Science, Fine Arts, Winterim, and CTE programs provides valuable alternative learning pathways, potentially boosting engagement, confidence, and skill development for diverse learners.

### **Implementing Equitable and Inclusive Practices**

Equity and inclusion are integral to Maeser's classical mission. We strive to create a learning environment where every student feels valued, respected, and empowered.

- **Inclusive Culture & Access**: We cultivate a culture of mutual respect and reasoned discourse (Socratic model), welcoming diverse students (~16% Hispanic, 9% Asian, 4% Multi-Racial). Clear expectations and uniform policy support a safe, focused environment. Fair random lottery ensures unbiased access. Proactive mitigation of participation barriers (fee waivers, transport info).
- **Differentiated & Responsive Instruction**: Teachers differentiate within classical methods (varied questioning, scaffolds, choice, grouping). Enhanced programs offer varied modes for engagement and demonstrating mastery. Curriculum explores diverse human experiences; teachers guide critical analysis and respectful dialogue.
- **Accountability & Support**: Ongoing PD includes training on differentiation, data analysis for equity, culturally responsive practices, and supporting diverse learners. Consistent analysis of disaggregated data informs school improvement, resource allocation, and refinement of support structures to ensure historically underserved populations thrive.

### **Family and Community Involvement**

Karl G. Maeser Preparatory Academy believes robust partnerships with families and the community are fundamental to our classical mission and student success. We are committed to active engagement, transparent communication, and meaningful opportunities for stakeholder contribution.

#### **Actively Engaging Families and Community**

Maeser employs a multifaceted approach to engage families and the community as informed partners:

- **Communication:** Maintain open lines via weekly newsletters ("Maeser Updates"), emails, website (www.maeserprep.org), PowerSchool parent portal, bi-annual parent-teacher conferences, and an open-door policy. A potential grant-funded Parent Program aims to further introduce Maeser's model and mission, including the Socratic methodology, Classical Education, and Leadership/Virtue Education.
- **Volunteer Engagement:** Actively invite and rely on diverse family volunteerism (classroom support, chaperoning, event assistance, booster groups, school committees).
- **Showcasing Student Success:** Invite families/community to numerous events highlighting student learning and talent, including performances (enhanced by the proposed 850-seat auditorium), art shows, Winterfest, academic showcases, athletics, and Classical Symposiums.
- **Community Partnerships:** Cultivate relationships with local businesses, universities (UVU, BYU), museums, and cultural organizations to enrich student experiences (especially enhanced Winterim, Science, CTE) and connect to community resources.

### **Meaningful Opportunities for Decision-Making**

We ensure all families, including underserved populations, have avenues for input:

- **Formal Structures:** Recruit parents for key advisory bodies (School Community Council/Trustlands Committee for school improvement plans); utilize school-wide surveys (Qualtrics/Google) for broad feedback; ensure public access and comment opportunities at Governing Board meetings (per Open Meetings Act).
- **Informal Channels:** Foster ongoing dialogue via direct communication with staff; host periodic feedback sessions/focus groups on specific topics (e.g., past Math curriculum review).
- **Ensuring Access:** Strive for accessible participation for diverse families (~16% Hispanic, 9% Asian, 7% Econ Dis, 9% SWD). Offer key communications/surveys in accessible formats upon request; proactively offer translation for major communications/events; schedule meetings considering work hours; use multiple input formats (online, written, in-person).

### **Evidence of Engagement & Community Buy-In**

As an established school (17+ years), Maeser enjoys strong community support:

- **High Demand:** Consistent applications exceeding seats necessitate annual lottery/waitlists, demonstrating strong parental demand.
- **Reputation/Performance:** Consistently recognized as a top Utah high school (USBE, Niche, U.S. News) reflects positive perception.

- **Parent Satisfaction:** Internal surveys show high satisfaction with academics, culture, faculty, communication.
- **Project Planning Engagement:** Grant enhancements informed by prior stakeholder input (surveys, SCC discussions, booster groups).

### **Stakeholder Feedback & Influence on Decision-Making**

Feedback directly shaped this grant proposal's enhancements:

- **Fine Arts:** Feedback desiring expanded/modernized facilities and performance opportunities led directly to including dedicated art labs, practice spaces, and the 850-seat auditorium.
- **Winterim & CTE:** Feedback seeking more structured real-world learning/career exploration shaped Winterim enhancements (community, problem-solving, service, readiness) and integrated CTE pathways leveraging Science/Arts.
- **Science:** Input on needing stronger applied science/innovation skills contributed to enhancing opportunities via CTE integration and project-based learning.

### **Equitable Recruitment, Admissions, Enrollment, and Retention**

Maeser employs fair, transparent, equitable practices engaging diverse families:

- **Recruitment:** Outreach aims to inform all community segments (info nights, website, events, multilingual flyers where appropriate); non-discrimination policy stated; accessible info online; translation assistance available.
- **Admissions & Enrollment:** Admission via random public lottery compliant with law (no bias based on background, disability, achievement); process clearly communicated; dedicated staff support families with enrollment (paperwork, forms, translation); accessible info formats available.
- **Retention:** Strive to retain all students via inclusive culture, robust supports, strong home-school communication, and parent involvement opportunities; proactively address concerns via Admin/SST.

### **Community Support and Demand**

#### **Projected Student Enrollment and Evidence of Demand**

Karl G. Maeser Preparatory Academy currently serves 640 students (grades 7-12). Consistent with our charter and planned enhancements, we project managed growth to ~790 students over five years (2025-30). Significant, sustained community demand is evidenced by:

- **Consistent High Demand:** Annual applications historically exceed available seats, requiring a public lottery and significant waitlists for over 15 years.

- **Strong Reputation & Outcomes:** Consistent recognition as a top Utah public school (USBE, Niche, U.S. News) coupled with high student achievement/growth attracts families.
- **Unique Program Offering:** Our distinctive classical model plus unique programs (Winterim, Fine Arts) offer a needed educational choice. Planned enhancements (Science, Arts, Winterim, CTE) further increase desirability.
- **Community Context:** Utah County population growth and the Alpine School District division increase demand for stable, high-quality options like Maeser. It is notable to mention that Maeser is also the only high school located in the Lindon city limits.

*Methodology:* Projections leverage historical demand (waitlists, lottery applications) and retention (>90%), assuming continued demand allows admitting slightly larger incoming 7th-grade cohorts via lottery within capacity limits.

### **Demographic Comparison**

Maeser is committed to serving diverse populations. Due to the lottery process, diversity can fluctuate from year to year but historically remains comparative to the Alpine School District demographics in relation to ethnicity; however, the Title 1 and Special Education populations are somewhat disproportionate. These special populations are given equal consideration and are not a consideration in the lottery process, so the lottery process eliminates any perceived bias from these numbers. Demographic Comparisons for Maeser can be reviewed on the uploaded document.

### **Strategies to Establish and Maintain a Diverse Student Body**

Consistent with our mission and law, Maeser strives to establish and maintain a racially and socioeconomically diverse student body through:

- **Targeted/Broad Recruitment:** Outreach includes broad communication (website, events, info nights) and intentional efforts targeting diverse populations via community partnerships and accessible materials emphasizing non-discrimination and support for all learners.
- **Fair Admissions:** Admission is solely via random public lottery compliant with non-discrimination laws; no interview, test, or essay required.
- **Accessible Enrollment:** Clear post-lottery procedures with staff support, translation assistance readily available, and accessible formats provided as needed.
- **Inclusive Retention:** Focus on retaining diverse students via equitable/inclusive practices, robust academic/non-academic supports, equitable program access, and proactive communication.

### **Reflecting and Supporting Local Needs**

Maeser's plans support local student/family needs:

- **Utilization of Community Assets:** Actively leverage partnerships with universities/colleges(UVU/BYU for CE, MTech for CTE), businesses (internships, guest



speakers), cultural organizations (Arts enrichment). Enhanced Winterim connects students to local issues/resources. New auditorium offers potential future community use.

- **Location and Access:** Central Lindon campus (320 W 600 S) accessible via major roads/I-15. Limited direct UTA access; carpooling facilitated. Serves northern Utah County; Transportation Plan addresses access.

## **Ensuring No Hindrance to Desegregation Efforts**

Maeser is fully committed to non-discrimination, desegregation laws, and operating as an inclusive institution.

- **Compliance & Non-Interference:** Our location, broad recruitment, and random lottery admissions provide equal opportunity and do not hamper, delay, or negatively affect desegregation efforts (voluntary or mandated) in relevant communities/districts (including former Alpine SD boundaries).
- **No Conflict:** Not subject to court desegregation orders; operations comply fully with statutory non-discrimination obligations (Title VI, IX, 504, IDEA).
- **Alignment:** Operational plans (admissions, enrollment, supports) and instructional plans (inclusive practices, differentiation) align with legal requirements and our proactive commitment to diverse, equitable educational opportunities. We strive to be a positive educational partner.

## **Transportation Plan**

### **Overview of Transportation Approach**

Consistent with common practice for Utah charter schools, Karl G. Maeser Preparatory Academy does not provide direct school-sponsored transportation (e.g., yellow bus routes) for the general student population. Families are responsible for arranging student transportation to and from our campus (320 W 600 S, Lindon, UT).

The primary methods families use are private vehicles (parent/guardian transport or licensed student drivers) and parent-organized carpooling. Maeser actively supports and facilitates carpooling, notably by encouraging participation in dedicated, private Facebook groups organized by geographic area (e.g., "Maeser Carpool - North," "Maeser Carpool - South"). These parent-led groups effectively connect families, fostering community collaboration. This parent-responsibility model is highly cost-effective, allowing Maeser to dedicate maximum resources to our educational mission and program enhancements.

### **Location and Access**

Maeser's Lindon campus is centrally located within our primary Utah County service area, easily accessible by private vehicle via I-15 and major roads.

- **Public Transportation:** Utah Transit Authority (UTA) Route 850 runs along State Street, with the closest stops approximately 0.7 miles (a 10-15 minute walk) east of campus. While available, limited route proximity means public transit is not the primary transport mode for most students due to our wide geographic draw.
- **Walking:** The school is in a mixed residential/light commercial area. While students in immediately adjacent neighborhoods may walk, Maeser draws from across the county, making walking impractical for the vast majority.
- **Carpooling & Student Drivers:** Parent-organized carpooling is the most utilized option beyond individual family transport. Licensed student drivers currently comprise about 10% or less of the student body.

### Ensuring Equitable Access

We employ proactive strategies to ensure equitable access within our transportation model:

- **Facilitating Carpools:** We actively promote parent-organized carpool groups through orientation, enrollment materials, newsletters, and the website. This helps connect all families, including those economically disadvantaged (~7%), potentially reducing transportation burdens.
- **Students with Disabilities (SWDs ~9%):** Transportation needs for SWDs are addressed individually via the IEP/504 process per IDEA regulations. If the IEP/504 team determines transportation is a required related service for FAPE that the parent cannot reasonably provide, Maeser collaborates with the family to arrange and fund appropriate, safe transportation. Options include contracted specialized van services, UTA paratransit, bus passes, or potential district contracts. We assist families whose SWDs do not require specialized transport in connecting with carpool networks.
- **Clear Communication:** Transportation expectations and resources (like carpool links) are communicated clearly and accessible during enrollment and on our website.

### Compliance, Safety, and Cost-Effectiveness

- **Compliance:** Maeser complies with state/federal regulations for student safety during arrival/dismissal, maintaining supervised drop-off/pick-up zones and managing traffic flow. Any mandated transportation provided under an IEP/504 meets all applicable safety and regulatory requirements for vehicles and drivers.
- **Safety:** We rely on families and carpool drivers adhering to traffic laws. Our campus procedures prioritize student pedestrian and vehicle safety.
- **Cost-Effectiveness:** The parent-responsibility model eliminates significant school transportation operational costs, benefiting educational programs. The school budgets only for legally mandated transportation costs for eligible SWDs under IEP/504 plans.

## Lottery Process

Karl G. Maeser Preparatory Academy utilizes a clear, transparent, and equitable lottery process for student admissions when applications exceed available seats in any grade level (7-12). This process ensures compliance with Utah state law (UCA §53G-6-504), Utah State Board of Education (USBE) rules, and federal non-discrimination guidelines.

### Lottery Policy Elements

- **Community Notification:** Maeser notifies the community broadly about annual enrollment opportunities via prominent placement on our school website ([www.maeserprep.org](http://www.maeserprep.org)), targeted emails to interested families, updates on the official Maeser Community Facebook page, and messages on our outdoor electronic marquee.
- **Lottery Timeline and Recruitment Practices:**
  - *Recruitment:* Student recruitment practices aim for wide outreach across our service area to inform all community segments, consistent with Section 6c and non-discrimination principles.
  - *Application Period:* Annually, November 1 through January 31 for lottery inclusion.
  - *Lottery Date:* Conducted electronically in February (specific date published on website).
  - *Notification:* Families notified of status (offer or waitlist) via email post-lottery, per USBE timelines.
  - *Late Applications:* Added to the bottom of the waitlist post-deadline.
- **Staff Enrollment Preference:** Children of current Maeser employees receive enrollment priority per UCA §53G-6-504(3)(c). Maeser's policy does not specify a percentage cap for this priority group.
- **Lottery Procedure & Randomness:** After accounting for enrollment priorities, the lottery for remaining seats is conducted electronically by the school Registrar using Maeser's secure enrollment system (PowerSchool Enrollment). The system uses algorithms ensuring statistically random selection. To ensure objectivity and integrity, at least two administrators witness the electronic process and sign an affidavit confirming proper execution.
- **Enrollment Priorities (Lottery Exemptions):** Per UCA §53G-6-504(3) and our charter, offers are extended to priority students *before* the general lottery. If priority applicants exceed openings, a lottery occurs within that group. Priority order:
  1. Currently enrolled Maeser students intending to return.
  2. Children/grandchildren of Maeser founders (per policy).
  3. Children of current Maeser employees.
  4. Siblings of currently enrolled Maeser students (same address).
  5. Children/siblings of Maeser graduates.
  6. Applicants with a sibling applying concurrently who receives an offer and enrolls.
- **Waitlist Management:**

1. *Generation*: Waitlists generated electronically by grade for oversubscribed grades post-lottery, ordered by random draw. Late applications added chronologically to the bottom until mid-October.
  2. *Offers*: Extended sequentially via email as seats become available.
  3. *Acceptance*: Families given a specific, reasonable deadline (typically 48-72 hours) in the offer email to accept and begin enrollment. Failure to meet the deadline constitutes a decline.
  4. *Duration*: Waitlist active through mid-October of the school year. Process detailed on website.
- **Weighted Lottery Status**: Maeser Preparatory Academy **does not** use a weighted lottery. All students in the general lottery have an equal chance of selection.
  - **Post-Lottery Enrollment Process**:
    1. Official email notification sent to parents/guardians.
    2. Specific deadline provided to accept via online enrollment forms (PowerSchool Enrollment), including required document uploads (birth certificate, immunization/exemption, proof of residency).
    3. \$50 non-refundable enrollment deposit required to secure the spot.
    4. Mandatory meeting with Maeser Academic Counselor for new incoming 11th/12th graders (and potentially 10th) to review graduation progress and academic plan.
    5. Optional math placement test available.
    6. Offer rescinded if all steps and documentation are not completed by the final deadline.

## Compliance

Maeser's lottery and enrollment processes are meticulously designed to be fair, transparent, objective, and non-discriminatory. They provide all qualified students within our recruitment area an equal opportunity to attend, consistent with Utah state law, USBE rules, federal regulations, and the equitable access principles outlined throughout this grant application.

## Governance, Autonomy and Project Administration

### Board Member Information

Karl G. Maeser Preparatory Academy is governed by a dedicated, volunteer Governing Board of Directors responsible for upholding the school's mission, setting policy, ensuring financial health, overseeing administration, and ensuring adherence to the charter agreement and applicable laws. The Board provides strategic direction and public accountability. Full bios and resumes as attached.

- **Board Members (as of June 2025)**:
  - **Cynthia Shumway, Board Chair (CAO)**
  - **Sandra Russell, Assistant CAO (ACAO)**

- **Steve Whitehouse, Chief Financial Officer (CFO)**
- **Paul Bingham, Assistant CFO (ACFO)**
- **Jason Dodge, Board Member (facilities)**
- **JoAnna Larsen, Board Member, (Advancement Committee, Safety)**
- **Richard Dodge, Board Member (facilities)**

The collective expertise and commitment of this volunteer Board ensure effective governance and fiduciary oversight.

### **Partner Organizations / Charter Management Organizations (CMOs)**

Karl G. Maeser Preparatory Academy is an independent public charter school operating autonomously under its charter agreement. Maeser **does not contract** with any external Charter Management Organization (CMO) or comprehensive Educational Service Provider (ESP) for whole-school management, core administrative functions, or essential instructional services. The school's Governing Board and employed administrative team exercise full administrative control over operations, budget, personnel, and this grant project, ensuring direct accountability and mission alignment.

### **Project Management Team**

Successful grant implementation will be managed by a dedicated internal team leveraging existing capacity:

- **Project Manager: Robyn Ellis, LEA Administrator** (robyn.ellis@maeserprep.org). Has ultimate responsibility for grant management, ensuring objectives met on time/budget, coordinating team, overseeing data/evaluation, ensuring compliance, and managing reporting.
- **Support Team Members:**
  - **Cynthia Shumway, CAO:** Ensures project activities integrate with school operations/vision, supports faculty involvement/PD.
  - **Dustin Simmons, Dean of Students:** Supports integration of enhanced Science, Fine Arts, Winterim, CTE programs with core curriculum; assists with PD design; monitors academic outcomes.
  - **Laura Ure, Associate Dean of Students:** Assists Academic Dean/Director with practical implementation, coordinates faculty efforts, supports logistics.
  - **Casey Holmes, Contracted Business Manager (Red Apple Finance):** Manages grant funds, ensures financial compliance (EDGAR), processes procurement, tracks budget, prepares financial reports.
  - **Steve Whitehouse, Chief Financial Officer:** Oversees financial reports, chairman of Budget committee
  - **Jason Dodge and Richard Dodge, Facilities Manager (and Board Members):** Oversees planning and execution related to facility enhancements (auditorium, labs).

This team provides clear responsibility and utilizes relevant expertise for effective grant management, timely execution, and responsible fiscal oversight.

### **Administrative Relationship with Authorizer**

Maeser is authorized by the **Utah State Charter School Board (SCSB)**. The relationship, defined by the charter agreement, performance framework, and state law/rule, is primarily oversight and accountability. SCSB monitors compliance, processes state funding, provides guidance, conducts reviews, and holds Maeser accountable for performance expectations. While SCSB provides essential oversight, Maeser maintains autonomy over daily educational programs, budget, personnel, and operations per its charter.

### **Autonomy, Flexibility, and ESEA § 4310 (2) Alignment**

Consistent with Utah's charter framework (UCA Title 53G, Ch 6, Pt 5), Maeser operates with significant autonomy and flexibility (curriculum, personnel, budget, scheduling, operations). This operational autonomy is granted in exchange for accountability and aligns with the ESEA § 4310(2) definition of a charter school. This independence is fundamental to implementing our unique classical mission and responding to student needs. Specifically, autonomy allows Maeser to:

- Develop specialized curricula aligned with classical pedagogy for core subjects and the enhanced Science, Fine Arts, Winterim, and CTE programs.
- Allocate resources strategically to support unique needs (Winterim, specialized equipment, partnerships, class sizes).
- Recruit, hire, and retain faculty specifically aligned with our philosophy and mission.
- Adapt instructional strategies and structures nimbly to meet student needs.

This autonomy is essential for successfully executing the proposed enhancements with fidelity, ensuring meaningful contribution to student development and achieving project goals.

### **Quality Controls, Renewal, and Revocation**

The primary quality control mechanism is the **Charter Agreement** and associated **Utah Charter School Performance Framework** with the SCSB, outlining measurable expectations (Academic Achievement, Financial Performance, Operational Compliance). Maeser regularly reports data on these metrics.

Per Utah Code §53G-6-508 and our charter agreement, Maeser's performance within the state accountability system (especially student achievement/growth) is a primary factor for charter renewal. Both the authorizer (SCSB) and the State Entity (USBE) reserve the right under state law/rule to revoke or not renew Maeser's charter based on failure to meet performance standards, significant financial mismanagement, substantial violations of law/charter, or other major operational/structural deficiencies. This framework ensures robust public accountability.

## Financial Management

Karl G. Maeser Preparatory Academy's (Maeser) initiative to enhance its educational model by strategically expanding experiential and practical components within its classical framework. The project focuses on four key areas: Science, Fine Arts, Winterim/MSI, and Career and Technical Education (CTE). Funding will support activities across a designated planning period and a subsequent implementation period, aligning with the project goals and activities outlined in the accompanying project narrative. The attached budget narrative provides justification for all planned expenditures, demonstrating how they are reasonable, necessary, and allocable to the project.

### Accountability for Funds

Karl G. Maeser Preparatory Academy (Maeser) is deeply committed to the responsible stewardship of all funds, including those awarded through this grant. Maeser maintains robust systems and procedures to ensure accountability, transparency, and compliance with all financial requirements. Our approach to financial accountability is multi-layered, encompassing diligent financial reporting, strict adherence to grant stipulations, regular external audits, and strong internal controls, all overseen by the school's administration and Governing Board.

- **Financial Reporting:**

- **Regular Internal Reporting:** Maeser's contracted Business Manager (Red Apple Finance) will prepare detailed monthly financial reports for the LEA Administrator (Robyn Ellis) and the school's Chief Financial Officer (Steve Whitehouse) on the Governing Board. These reports will track grant expenditures against the approved budget, highlighting any variances and ensuring that spending aligns with the project timeline and objectives.
- **Board Oversight:** Quarterly financial summaries, including grant fund utilization, will be presented to the full Maeser Governing Board during public meetings. This ensures transparency and allows the Board to exercise its fiduciary oversight responsibilities effectively.
- **Grant-Specific Reporting:** All financial reports required by the Utah Charter School Program - State Entity (UCSP-SE) Grant will be prepared accurately and submitted punctually by the Business Manager, in coordination with the LEA Administrator. This includes interim and final financial expenditure reports, ensuring full compliance with the granting agency's requirements.

- **Compliance with Grant Requirements:**

- **Dedicated Grant Management:** The LEA Administrator will serve as the Project Manager, bearing ultimate responsibility for ensuring all grant activities and expenditures comply with the terms and conditions of the UCSP-SE Grant agreement, including federal regulations such as EDGAR (Education Department General Administrative Regulations) where applicable.

- **Thorough Review of Allowable Costs:** All planned expenditures will be reviewed by the LEA Administrator and the Business Manager to ensure they are allowable, allocable, and reasonable according to grant guidelines before any funds are committed or disbursed.
- **Documentation Maintenance:** Maeser will maintain comprehensive records for all grant-related expenditures, including purchase orders, invoices, receipts, contracts, personnel activity reports (time and effort logs if required for personnel funded by the grant), and financial statements. This documentation will be readily available for review or audit.
- **Programmatic Compliance:** The Project Management Team, including the School Director and Academic Deans, will monitor programmatic activities to ensure they align with the grant narrative and achieve the stated goals, thereby justifying the expenditure of funds.
- **External Audits:**
  - **Annual Independent Audit:** As a Utah public charter school, Maeser undergoes an annual independent financial audit conducted by a certified public accounting firm. This comprehensive audit examines the school's financial statements, internal controls, and compliance with state and federal regulations, including the management of grant funds. Audit findings and any recommendations are reported to the Governing Board and the Utah State Charter School Board (SCSB).
  - **Grant-Specific Audits:** Maeser will comply with any specific audit requirements mandated by the UCSP-SE Grant or other applicable state or federal regulations, including those potentially triggered by the level of federal funding received (e.g., Single Audit if applicable).
- **Internal Controls:**
  - **Segregation of Duties:** Maeser implements internal controls that ensure appropriate segregation of duties in financial processes. For example, individuals authorizing expenditures are different from those processing payments or reconciling accounts. The Business Manager handles daily financial transactions, while the LEA Administrator and the Board CFO provide oversight and approval for significant expenditures.
  - **Procurement Policies:** All purchases made with grant funds will adhere to Maeser's established procurement policies, which require competitive bidding or quotes for significant purchases to ensure cost-effectiveness and fairness, and are in compliance with state and federal procurement regulations.
  - **Budgetary Control:** Expenditures are consistently monitored against the approved grant budget. The Business Manager and LEA Administrator will ensure that funds are not overspent in any category without proper justification and prior approval if required by the granting agency.



- **Asset Management:** For equipment and significant materials purchased with grant funds, Maeser will maintain an inventory system to track these assets, ensuring they are used for their intended purpose and safeguarded against loss or misuse.
- **Cash Management:** Procedures are in place to manage cash flow effectively, ensuring that grant funds are drawn down as needed for immediate program expenses and that financial resources are protected.
- **Written Financial Policies and Procedures:** Maeser maintains written financial policies and procedures that guide its financial operations, including those related to grant management. These policies are reviewed periodically and updated as necessary by the administration and the Governing Board.

### **Post-grant Sustainability**

Karl G. Maeser Preparatory Academy (Maeser) is built on a foundation of robust financial health and meticulous fiscal management, which are paramount to sustaining the enhancements initiated by this grant well beyond the subgrant period. Our sustainability plan is multifaceted, focusing on the seamless integration of new programmatic costs into our operational budget, leveraging our proven financial practices, capitalizing on stable and potentially growing enrollment, and continuing our strong community engagement and fundraising efforts.

### **Demonstrated Financial Strength and Prudent Management:**

Maeser has a consistent history of maintaining its finances in sound order, underscored by annual independent audits that comply with GASB, State of Utah, and other standards applicable to Utah Charter Schools. The Academy adheres to fiscally prudent budgeting processes and observes best practices in financial management. This proficiency is evident in our historical ability to accurately forecast revenues and expenditures; over the last four fiscal years (2020-2023), actual revenues and expenditures have consistently fallen within an acceptable range of the budgeted amounts, demonstrating careful monitoring and control. For instance, revenue deviations have been managed effectively, and expenditure deviations have often reflected conservative budgeting or efficiencies achieved. Notably, in FY2024, while actual revenues showed a significant positive deviation due to unbudgeted interest income, ESSER funds, and private donations, expenditures also remained well-managed. This financial discipline is supported by monthly reviews where the Business Manager and Finance Committee members verify fund tracking and management.

Furthermore, Maeser's financial health is demonstrated by key financial ratios. For example, the historical debt service coverage has been strong, exceeding state requirements, with the fiscal year 2024 debt service coverage ratio standing at 2.09 times. The school also maintains a healthy fund balance ratio, which was 92% in 2024, and a significant number of days of cash on hand (334 days in 2024), indicating strong liquidity and the ability to meet ongoing obligations. This existing financial strength and prudent management provide a solid foundation for sustaining new initiatives.

- **Integration into Operational Budget:**

- **Personnel Costs:** The primary personnel costs initiated by this grant, for new faculty hired during the planning period, will be absorbed into the school's regular operational budget after the grant's initial funding for these positions. This will be supported primarily through our per-pupil state allocations (Weighted Pupil Unit - WPU). The State of Utah has shown consistent support for education, with an average WPU increase of 4.8% per annum from FY2020-2025. This reliable and historically increasing primary funding stream, coupled with projected modest enrollment growth, will be instrumental in covering these ongoing personnel expenses.
- **Programmatic Costs:** Ongoing operational costs for the enhanced programs, such as specialized consumables, routine maintenance for new facilities and equipment, and software renewals, will be integrated into annual departmental budgets. These will be funded through WPU allocations and supplemented by existing school-based fundraising.
- **Professional Development:** Maeser values and invests in ongoing, high-quality professional development. While this grant facilitates an initial intensification of training, the school's existing annual allocation for professional development will incorporate ongoing training needs for the enhanced programs post-grant. We will prioritize cost-effective approaches such as internal peer coaching, leveraging the expertise of our seasoned faculty, and continuing collaborations.
- **Efficiencies and Strategic Resource Allocation:**
  - **Optimized Facility Use:** The new and enhanced facilities will be managed efficiently. We will explore opportunities for modest rental income from community groups for the auditorium during non-school hours, adhering to school policy, with any proceeds directed towards facility upkeep and program support.
  - **Curriculum Integration:** The deep integration of enhanced programs into our classical model will create long-term efficiencies. Cross-curricular projects developed under the grant will become embedded in the curriculum, reducing the need for separate, ongoing resource allocations.
  - **Strategic Partnerships:** We will sustain and expand partnerships with local universities (for Concurrent Enrollment), businesses (for CTE support and expertise), and community organizations (for Winterim and other program enrichment) to leverage external resources and expertise cost-effectively.

#### **Enrollment, Demand, and Stable Funding Streams:**

- **Sustained Enrollment & WPU Funding:** Maeser's consistent high demand and waitlists (Section 6a) are expected to be reinforced by the enhanced programs, supporting stable or modestly increasing enrollment. This enrollment directly drives our WPU funding, which is the cornerstone of our operational budget and essential for sustaining all programs, including those enhanced by this grant. The Charter Schools Act ensures that the State legislature provides appropriations for charter

school students, and the USOE distributes charter school levy per-pupil revenues, supplemented by legislative appropriations based on enrollment.

- **Federal Funding:** While federal funding is generally based on need and earmarked for specific purposes (directly correlated with enrollment and special programs), Maeser manages these funds with careful attention to their intended use and defers revenue until earned, ensuring compliance and targeted impact.
- **Efficient Operations:** As an established and financially sound charter school, Maeser will continue its efficient operational practices, ensuring resources are prioritized for direct student instruction and program support, thereby maximizing the long-term impact of the grant-funded enhancements.

### **Continued Fundraising and Community Support:**

- **Existing Fundraising Streams:** Maeser benefits from a vibrant culture of community support, including annual giving campaigns and dedicated parent booster groups. These established mechanisms will continue to provide supplemental funding for the enhanced programs' ongoing needs, such as materials, equipment upgrades, and special projects.
- **Grant Seeking:** The school will remain proactive in seeking external grant opportunities from private foundations and other sources to support innovation and ongoing program excellence.
- **Volunteer Support:** Our significant volunteer base (Section 5a of the project narrative) is a critical asset, contributing to operational efficiency and program success, which helps reduce overall costs and allows for greater investment in educational resources.

By leveraging our demonstrated financial strength, prudent fiscal management, stable and historically increasing state funding mechanisms tied to enrollment, diverse revenue considerations, and strong community support, Karl G. Maeser Preparatory Academy is well-positioned to sustain the valuable programmatic enhancements initiated by this grant. This will ensure a lasting positive impact on our students' educational experiences and their preparation for future success.

### **Competitive Preference Priorities**

Karl G. Maeser Preparatory Academy (Maeser) seeks competitive preference priority points, believing our model and proposed enhancements strongly align with these priorities, demonstrating our commitment to innovation, quality, equity, and collaboration within Utah's educational landscape.

- **Innovative Charter Model (1 pt.)** Maeser offers a distinct classical, liberal arts education (Socratic methodology, primary sources, integrated humanities) serving an unmet community need for rigorous, character-based learning within a diverse public school context. This grant enhances innovation by integrating hands-on Science, state-of-the-art

Fine Arts, experiential Winterim, and applied CTE, creating a unique synthesis of deep intellectual engagement with practical skills to cultivate minds and character for purposeful lives. (See Section 2: Educational Model)

- **High-Quality High School Programs (2 pts.)** Maeser provides exceptional programs for grades 9-12, ensuring depth and post-secondary preparation through:
  - A rigorous classical curriculum developing advanced critical thinking, analytical reasoning, and sophisticated communication skills.
  - Extensive Advanced Placement (AP) and Concurrent Enrollment (CE) opportunities with university partners (UVU, BYU).
  - Grant-enhanced programs offering advanced Science and CTE pathways, enriched Fine Arts experiences (new auditorium, refurbished Black Box Theatre), and immersive college/career readiness through Winterim.
  - An emphasis on depth and synthesis, preparing students for higher education and careers by fostering cross-disciplinary connections and application of knowledge.
- **Rural Needs (1 pt.)** Karl G. Maeser Preparatory Academy, located in Lindon, Utah (Utah County), has an NCES locale code of 21 (Suburb: Large). This code does not fall within the specified rural locale codes (32, 33, 41, 42, or 43) required for this priority. Therefore, Maeser does not qualify for these points under the RFA definition, though we do serve students residing in more distant rural communities like Mona and Tooele.
- **Educator and Community-Centered Schools (2 pts.)** Maeser promotes a high-quality, educator-centered and community-centered model supporting all students, especially the underserved:
  - **Educator-Centered:** We invest in highly qualified educators committed to our classical mission, providing targeted professional development (classical instruction, Socratic methods, differentiation, enhanced program integration – Section 2c) and fostering a culture of continuous improvement through collaborative Professional Learning Communities (PLCs).
  - **Community-Centered:** We cultivate strong family and community partnerships via open communication, volunteerism, community event participation, and formal input structures (School Community Council). Our model, focused on whole-person development, intentionally supports underserved students (approx. 7% Economically Disadvantaged, 9% SWD) through equitable access policies (fee waivers), targeted supports, inclusive practices, and engaging hands-on programs.
- **Charter School/Traditional Public School Collaboration (4 pts.)** Maeser proposes a new collaboration with a neighboring traditional public school district, specifically targeting the newly formed district resulting from the Alpine School District division. This partnership aims to benefit students and educators in both systems by focusing on Career and Technical Education (CTE) and strategies for student success, including drop-out prevention and graduation attainment.

- **Members:** Karl G. Maeser Preparatory Academy and newly created Timpanogos District. This will be a new collaborative commitment, with a brand new created District
- **Purpose and Duration:**
  - **Purpose:** To (1) collaboratively enhance Career and Technical Education (CTE) opportunities by sharing expertise on program development, exploring options for shared access to or joint utilization of specialized facilities, and aligning pathways with regional workforce demands; (2) To share and co-develop evidence-based strategies for student engagement, credit recovery, and support systems aimed at preventing drop-outs and increasing graduation rates for all students, with a focus on at-risk populations; (3) To collaborate resources to support our growing ELL population..
  - **Duration:** Proposed for three academic years (anticipated Grant Years 2, 3, and 4: approx. Fall 2026 - Spring 2029), with annual review and potential for continuation.
- **Roles and Responsibilities:**
  - **Maeser:** Share expertise on integrating CTE within a college-preparatory model; offer insights from its planned new/enhanced CTE facilities and programs; contribute data and strategies related to its student engagement and support systems; participate in joint planning and evaluation.
  - **Partner District:** Share expertise from established CTE programs and district-wide initiatives; provide insights into broader challenges/successes in drop-out prevention and graduation; and share expertise and resources to support our growing ELL populations; facilitate access to relevant district data (anonymized where appropriate) or personnel; participate in joint planning and evaluation.
  - **Both:** Establish a joint planning committee; collaboratively set annual goals for CTE pathway development/alignment and student support metrics; share data (with appropriate privacy safeguards); co-develop resources or pilot programs as appropriate.
- **Benefits and Goals:**
  - **Benefits:** This collaboration will provide students in both systems with access to potentially richer or more diverse CTE pathways and improved support systems. Educators will gain shared knowledge on effective CTE program design and evidence-based student support strategies. Both entities will benefit from improved student outcomes (engagement, skill attainment, graduation rates), leading to increased and improved educational and career-readiness opportunities for students.
  - **Goals (Examples - to be finalized with partner):**

- By the end of Year 1 of collaboration: Identify at least one CTE pathway for potential program alignment or shared resource development.
  - By the end of Year 2: Co-develop and implement at least one shared strategy or resource related to student engagement, drop-out prevention, or credit recovery.
  - Annually: Increase participating educators' awareness and utilization of available CTE resources and student support best practices (measured by survey or participation data).
  - Track relevant student outcome data (e.g., enrollment in targeted CTE programs, on-time grade progression, graduation rates for identified student groups) to assess impact.
- **Resources:**
    - **Maeser:** Contribution of staff time (administrators, academic deans, CTE/counseling leads for planning and facilitation); existing program materials/frameworks; potential use of Maeser's enhanced facilities for meetings or shared activities.
    - **Partner District:** Contribution of staff time (district administrators/specialists, participating teachers/counselors); potential use of district facilities; communication channels to relevant staff.
    - **Grant Funds:** If allowable and budgeted, funds could support joint planning days (substitute costs), development of shared curricular or support materials, cross-training opportunities, or modest costs for data-sharing platforms/analyses, if mutually agreed upon.
  - **Other Relevant Information:** This collaboration leverages the unique context of the Alpine School District division, creating a proactive opportunity for a high-performing charter school and a new traditional district to build a positive, synergistic relationship focused on tangible improvements in CTE and student success outcomes, modeling constructive charter-district partnership.

## Maeser Budget Narrative

The proposed budget directly supports Maeser's SMART goals for enhanced program implementation and integration, increased and equitable student participation, and demonstrated proficiency in enhanced program skills.

### Planning Period Budget (Year 1: 2025-2026)

- **Personnel (New Faculty Hires & Stipends):** To support the expanded and enhanced programs in Fine Arts, Science, and CTE, new, highly qualified faculty members will be recruited and hired. This aligns with Maeser's commitment to maintaining high-quality instruction and achieving enhanced program implementation goals. Compensation (salary and benefits) for these grant-funded positions is allocated for the planning year to allow for curriculum development, training, and preparation before full program rollout. For instance, new faculty positions like a Fine Arts Specialist (Theatre/Technical), Applied Science/CTE Instructor, or Robotics Lead Teacher are essential given the introduction of new facilities like the 850-seat auditorium and specialized labs. These new staff will engage in curriculum development for new/enhanced courses, participation in initial technical and equipment training, setting up new lab/classroom spaces, and initial pedagogical workshops. Additionally, stipends for existing faculty (Curriculum Development Leads) are justified to compensate for significant work outside regular contractual duties during the planning phase, specifically for leading collaborative curriculum design workshops and developing integrated units aligned with classical pedagogy and Utah core standards.
- **Furnishings, Fixtures & Equipment (FF&E):** The core of the planning phase involves preparing the physical learning environments for the enhanced programs. This includes outfitting new and renovated spaces with necessary FF&E to support hands-on, experiential learning.
  - **Auditorium Furnishings & Equipment:** The new 850-seat performance auditorium is key to the enhanced Fine Arts program and requires seating (which will also double as student desks), stage lighting, sound systems, curtains, and basic backstage equipment to become operational for student performances and school events.
  - **Fine Arts Classrooms/Labs (2D/3D Art Labs, Specialized Practice Rooms):** Dedicated 2D and 3D art labs need specialized furniture (art tables, stools, storage), equipment (kilns, pottery wheels, art tools), and safety fixtures. Specialized practice rooms for music will require sound dampening, mirrors, and instrument storage.
  - **CTE Classroom/Lab Updates & Robotics Lab Creation:** Investment in workbenches, tools, storage solutions, robotics kits, competition field elements, and safety equipment is necessary to enhance CTE pathways and create a robotics lab. This supports hands-on skill development in applied science and technical fields.
  - **Science Lab Refurbishment:** Existing science labs will be refurbished to support advanced research projects and integrated applied science experiences. This includes upgrading lab benches, specialized fume hoods, safety stations, and foundational scientific instruments to facilitate student-led innovation and hands-on inquiry. This directly supports the enhanced Science program goal of fostering greater opportunities for student innovation and applied science experiences.
- **Technology & Software:** Modern educational programs, particularly in Fine Arts, Science, and CTE, rely heavily on specialized technology and software.
  - **Auditorium A/V Technology & Control Systems:** Sophisticated audio-visual equipment, including projectors, screens, integrated control systems, and assisted listening systems, are essential for a functional performance and presentation space.
  - **Software & Hardware for Fine Arts & CTE Labs:** Fine Arts labs (e.g., digital art, graphic design) and CTE programs (e.g., engineering design, coding) require specialized software licenses (Adobe Creative Suite, CAD software, programming IDEs) and dedicated computer hardware capable of running these applications. Robotics labs will need programming software and potentially simulation tools.

- **Technology for New Faculty:** New faculty members will require standard technology packages (laptops, projectors, document cameras) to support instruction and curriculum development.
- **Initial Professional Development & Training (Planning Period Specific):** Equipping faculty with the skills to utilize new facilities, equipment, and pedagogical approaches is crucial during the planning phase.
  - **Technical & Equipment Training:** Hands-on training for relevant faculty on using new equipment and facilities (e.g., 2D/3D art labs, auditorium systems, specialized science/CTE tools and software) is necessary for safe and effective operation. Activities include vendor-provided training and workshops on specialized software or machinery.
  - **Pedagogical Workshops (Initial Phase):** Foundational training on project-based learning (PBL), inquiry-based science instruction, classical pedagogy, and strategies for fostering student innovation will prepare teachers for the enhanced programs. Activities include workshops led by expert consultants or experienced Maeser faculty.

### Implementation Period Budget (Years 2-5: 2026-2030)

- **Professional Development (Ongoing):** Sustained professional development is essential for refining practice, integrating new strategies, and ensuring long-term success.
  - **Ongoing Coaching, Peer Observation & Collaborative Refinement Sessions:** Structured opportunities for teachers to receive feedback, observe colleagues, and collaboratively refine programs based on data and student work are vital for continuous improvement and effective teaching within the new program structures. This includes substitute costs, stipends for mentor teachers, and facilitator fees.
  - **External Expertise Workshops & Consultations:** Bringing in guest artists, university faculty (Science/Engineering), and industry professionals (CTE) will enrich teacher knowledge and provide real-world connections, keeping programs current. Activities include fees for guest speakers, workshop facilitators, and specialized consultants.
  - **Data-Informed Instruction Training:** Training faculty to analyze student data (performance tasks, project assessments) effectively will help inform instructional adjustments and assess impact on student growth. Activities include workshops on data analysis tools and protocols, and development of common rubrics and assessment strategies.
- **Programmatic Support & Materials (Implementation Specific):** While ongoing operational costs are generally covered by the school's budget, some specific, initial materials or resources directly tied to launching and sustaining these enhanced programs are included.
  - **Specialized Consumables for New Labs/Programs:** Initial, substantial stocking of specialized consumables for new programs (e.g., advanced art supplies beyond basic classroom stock, specialized materials for CTE projects, components for robotics) directly supports the rollout of grant-funded enhanced activities.
  - **Winterim Program Enhancement Support:** Funds support the enhanced Winterim program's focus on community exploration, applied problem-solving, and expanded service-learning opportunities. This includes potential costs for local transportation for community exploration, materials for complex academic problem-solving projects, or seed money for service-learning initiatives directly aligned with grant goals.

### Post-Grant Sustainability

#### Integration into Operational Budget:

- **Personnel Costs:** Primary personnel costs for new faculty hired during the planning period will be absorbed into the school's regular operational budget post-grant, primarily through per-pupil state allocations (Weighted Pupil Unit - WPU). The State of Utah has shown consistent support for education, with an average WPU increase of 4.8% per annum from FY2020-2025. This reliable and increasing funding, coupled with projected modest enrollment growth to approximately 790 students over five years, will cover ongoing personnel expenses.



- **Programmatic Costs:** Ongoing operational costs for enhanced programs (specialized consumables, routine maintenance for new facilities and equipment, and software renewals) will be integrated into annual departmental budgets. These will be funded through WPU allocations and supplemental school-based fundraising.
- **Professional Development:** Maeser values and invests in ongoing, high-quality professional development. While this grant facilitates an initial intensification of training, the school's existing annual allocation for professional development will incorporate ongoing training needs for the enhanced programs post-grant. We will prioritize cost-effective approaches such as internal peer coaching, leveraging the expertise of our seasoned faculty, and continuing collaborations.
- **Efficiencies and Strategic Resource Allocation:**
  - **Optimized Facility Use:** The new and enhanced facilities will be managed efficiently. We will explore opportunities for modest rental income from community groups for the auditorium during non-school hours, adhering to school policy, with any proceeds directed towards facility upkeep and program support.
  - **Curriculum Integration:** The deep integration of enhanced programs into our classical model will create long-term efficiencies. Cross-curricular projects developed under the grant will become embedded in the curriculum, reducing the need for separate, ongoing resource allocations.
  - **Strategic Partnerships:** We will sustain and expand partnerships with local universities (for Concurrent Enrollment), businesses (for CTE support and expertise), and community organizations (for Winterim and other program enrichment) to leverage external resources and expertise cost-effectively.
- **Enrollment, Demand, and Stable Funding Streams:**
  - **Sustained Enrollment & WPU Funding:** Maeser's consistent high demand and waitlists are expected to be reinforced by the enhanced programs, supporting stable or modestly increasing enrollment. This enrollment directly drives our WPU funding, which is the cornerstone of our operational budget and essential for sustaining all programs, including those enhanced by this grant. The Charter Schools Act ensures that the State legislature provides appropriations for charter school students, and the USOE distributes charter school levy per-pupil revenues, supplemented by legislative appropriations based on enrollment. Additionally, Maeser manages Federal funds with careful attention to their intended use and defers revenue until earned, ensuring compliance and targeted impact.

#### **Continued Fundraising and Community Support:**

- **Existing Fundraising Streams:** Maeser benefits from a vibrant culture of community support, including annual giving campaigns and dedicated Advancement committee. These established mechanisms will continue to provide supplemental funding for the enhanced programs' ongoing needs, such as materials, equipment upgrades, and special projects. In addition, Maeser will remain proactive in seeking external grant opportunities from private foundations and other sources to support innovation and ongoing program excellence.

#### **Compliance with Federal and State Procurement Regulations**

Maeser is deeply committed to the responsible stewardship of all funds, including those awarded through this grant. Maeser maintains robust systems and procedures to ensure accountability, transparency, and compliance with all financial requirements. Our approach to financial accountability is multi-layered, encompassing diligent financial reporting, strict adherence to grant stipulations, regular external audits, and strong internal controls, all overseen by the school's administration and Governing Board. Maeser understands and will comply with Federal and State procurement regulations. All purchases made with grant funds will adhere to Maeser's established procurement policies, which require competitive bidding or quotes for significant purchases to ensure cost-effectiveness and fairness, and are in compliance with state and federal procurement regulations. All planned expenditures will be reviewed by the LEA Administrator and the Business Manager to ensure they are allowable, allocable, and reasonable according to grant guidelines before any funds are committed or disbursed. Maeser will maintain comprehensive records for all grant-related expenditures, including purchase orders, invoices, receipts, contracts, and financial statements, readily available for review or audit. Internal controls ensure appropriate segregation of duties in financial processes, with individuals authorizing expenditures distinct from those processing payments or reconciling accounts.

# Karl Maeser Academy

Total points awarded with optional Competitive Preference Points

97.00

Section Rubric Criteria				Reviewer Comments	
				Strengths	Needs Improvement
Executive Summary	[A1] 1. Concise and Compelling Overview: Presence of an executive summary – Is there a clear, well-structured summary? Clarity – Is the summary easy to understand and free from unnecessary jargon? Key information – Does it effectively outline the most critical elements of the application? Conciseness – Is the summary brief but still informative? Compelling nature – Does it engage the reader and provide a strong rationale for the school's existence and goals?	3.00	2.33	The executive summary was concise, it did result in a few questions for me which were ultimately answered either in the written application or during the interview. The summary is easy to understand and mainly free from jargon (other than "Winterim" and "MSI" were discussed in the interviews) (e240). It is concise and states the mission and classical focus of the school as well as its high ranking (e240). The summary also notes that the key areas of focus in the application are an expansion of fine arts, CTE, science, and Winterim (e240).	
	[A2] 2. Alignment with ESEA § 4310 (2)Explicit mention of ESEA § 4310 (2) – Does the applicant reference the legal definition of a charter school?Autonomy and flexibility – How does the school demonstrate autonomy in staffing, curriculum, budget, and governance?Specificity – Are there concrete examples of how the school aligns with ESEA § 4310 (2), or is the response vague?Supporting details – Are there strong, relevant details to back up the claims of alignment?	3.00	3.00	Applicant did mention the code and did describe broadly autonomies. During the interview they expanded on autonomies with very specific examples such as graduation requirements, length of instruction etc. The summary mentions alignment with ESEA 4310 (2) as well as flexibility in specific areas such as curriculum (e240). On pages e240-1, more information is included noting that the autonomy allows the school to develop specialized curriculum that is in alignment with its mission. The interviewees shared that the school utilizes flexibility in scheduling and class/academic requirements such as math being a required class every year. In addition, the school goes beyond the state standards, such as with the Socratic seminar, which is core to the school's mission. The school requires more core credits for graduation and other mandatory classes such as 3 world languages.	
	[A3] 3. Governance & Operational IndependenceGovernance structure – Is there a governing board, and is its role clearly defined?Operational independence – Does the school have the ability to make independent decisions about finances, staffing, and curriculum?Connection to mission – How well do governance and operational independence align with and support the school's mission?Decision-making process – Is there a clear and effective structure for making key operational decisions?	3.00	2.67	Applicant did describe the board and basic operational independence, which they further described in the application. The summary notes the existence of a governing board and its commitment to the school's mission (e241). It also mentions that it plays a critical role and has flexibility as well as autonomy. Board members are listed on pages e257-258 of the narrative and their bios and resumes are included as well (e393-413). Interviewees discussed their process of reviewing model programs across the country, attending conferences, and working together in reviewing data, and making decisions.	

Section Rubric Criteria				Reviewer Comments	
		Max Points	Points Awarded	Strengths	Needs Improvement
Educational Model Project Design	[B1] 1. Educational Model & Growth Strategies (Math & ELA) Does the application clearly describe the school's educational model? Are the strategies for improving student outcomes in math and ELA well-defined and research-based? Does the applicant provide measurable goals and support for student success?	3.00	2.00	The education program was described in the application. The application describes the school's educational model, noting the focus on critical thinking, effective communication, and the pursuit of learning through Socratic methods (e241). Three goals are included (e244-245) that are in alignment with the stated focus of the application and provide mostly measurable goals. Interviewees noted that the school's academic performance is exemplary or above state average in all areas. It was noted that the school has seen academic growth each year. Model is well defined	During the interview, applicant answered questions related to ELA and Math specifically which rounded out the educational model description required for the grant. Only mention of ELA or Math is in PD section
	[B2] 2. Growth Plan & Enrollment Strategy Does the application outline a clear and realistic growth plan, including grades served and projected enrollment? Are there well-supported strategies to ensure enrollment targets are met? Is the plan detailed, feasible, and aligned with the school's long-term vision?	3.00	3.00	Applicant described in the application a reasonable growth plan to 150 additional students and both in the application and during the interview described demand from the community and wait list data. The application includes a table listing enrollment projections in each grade for each year through the 2029-2030 school year and notes a plan to add 150 new seats across the currently open grades (e242). The increase of 150 students over 6 grades in 5 years (with growth concentrated in SY26-27 and SY27-28) seems feasible. The application notes that the school plans to utilize existing enrollment strategies and outreach efforts to reach new potential families and students, and includes specific examples (e270). Interviewees shared information about their retention rates (>90%), historical wait lists, and the Board's intentionality in growing while still ensuring smaller class sizes.	
	[B3] 3. Professional Development Plan (Planning & Implementation) Is there a well-defined professional development plan for both the planning and implementation periods? Does the plan ensure that administrators and teachers are adequately prepared to implement the educational model effectively? Is there a clear connection between professional development efforts and the proposed educational model?	3.00	2.33	applicant described in the written application the plan for PD during planning and implementation periods. Applicant further described PD during the interview that addressed any questions I would have asked to ensure the PD is aligned with the growth plan. The application lists various types of PD, noting workshops, hands-on training, cross-departmental planning coaching, and more (e243). PD offerings are also categorized by planning and implementation period PDs. These PD offerings appear to be in alignment with the proposed (enhanced) educational model. Both planning and implementation discussed	Generic
	[B4] 4. Alignment with Mission & Vision Does the project design align with the school's mission and vision? Is there a strong connection between the educational model, growth plan, and professional development plan? Does the application demonstrate how these elements will contribute to the school's long-term success?	3.00	2.67	Applicant's plan is very aligned with mission - enhancing the program offerings for existing students and modest growth of new students. The application includes general language about the enhancements of the four key areas (science, fine arts, Winterim, and CTE), which appear to align with the school's mission and vision (including the focus on classical education) (e245-246). There are references to the components of the mission and vision in the growth plan and the discussion of the PD offerings, and these are in alignment. Program is directly tied to what makes KGMP unique	
	[B5] 5. Feasibility & Sustainability Does the application address the feasibility and sustainability of the project design? Are there clear plans for funding, staffing, and resource allocation to ensure long-term success? Does the applicant provide strong evidence that the school can sustain and scale its model over time?	3.00	2.67	The applicant did not address this topic as a separate section however in the financial section there is a reference to long term sustainability and during the interview applicant shared data on wait lists which suggest that enrollment will be available for both the growth and long term sustainability of the school. In addition many of the grant uses described are one time expenditures in support of the school's program. The application includes information about the sustainability of the project design, noting that Maeser will absorb the costs into the operating budget, utilize student enrollment funding, and rely on fundraising efforts. Specific information about the financial health of the organization supports the feasibility of the long-term sustainability as well as details for supporting personnel, programmatic, and PD costs after the grant ends. The application provides specific information related to cash on hand (334 days) (e261), fund balance ratio (92%) (e261), and GASB audits (e261). Strategies to maximize resources provide strong evidence that the school will sustain and scale the model over time (by optimizing faculty, sustaining and expanding partnerships, and more).	

Section Rubric Criteria				Reviewer Comments	
		Max Points	Points Awarded	Strengths	Needs Improvement
Educational Model Project Goals	[C1] 1. SMART GoalsDoes the application provide clear, specific, and measurable SMART goals?Are the goals realistic and time-bound, with clear benchmarks for success?Do the goals align with project activities and budget allocations?Does at least one goal explicitly target ELA or Math growth for educationally disadvantaged students?	3.00	2.00	Applicant did describe project goals that were reasonable and measurable. In fact the applicant wrote in the grant application how each goal meets the SMART definition. The application has 3 SMART goals that are mostly clear, specific, measurable, and time bound (e244-245). They align with the stated project activities focusing on the enhancement of Fine Arts, science, CTE, and Winterim. Liked how SMART was broken out	no goals explicitly target ELA or Math growth for educationally disadvantaged students
	[C2] 2. Goal Tracking & Progress MonitoringDoes the application include a structured system for tracking progress toward goals?Is there a clear plan for data collection, including how progress will be measured over time?Does the plan incorporate disaggregated data analysis to track outcomes for different student groups?Are there regular progress reviews built into the system, ensuring that data informs decision-making and program adjustments?	3.00	3.00	Applicant described in the application how they would collect the data necessary to measure progress towards their goals as well as how/who uses the data. During the interview, applicant also further described how they use data to make decisions. The application notes that a Project Management Team (including administrators, department chairs, and possibly teachers), will review SMART goal progress on a quarterly basis (e247). Types of data to be collected and reviewed include student demographics, facility usage logs, curriculum and PD records, enrollment data, state assessment data, and more. It is noted that the school will	
Plan for Serving Student Needs	[D1] 1. Strategies to Monitor & Improve Academic OutcomesDoes the application outline specific, evidence-based strategies to monitor and improve academic outcomes?Are there clear benchmarks and interventions for student progress?Does the plan include differentiated supports to meet the diverse needs of students?	3.00	2.67	Applicant does describe some of the ways in which they will monitor and provide supports to students with specific special need. And in the interview the applicant was asked to provide some additional details. The application outlines strategies such as disaggregated data review, data-driven instruction, curriculum review, and more (e248). Each strategy includes additional information to be utilized in improving academic outcomes. The interviewees mentioned that the school has an RTI process with weekly academic and attendance reviews. It was also noted that there is scheduled time for advisory class on Fridays to address needs as well as other examples of tailored student support (such as the addition of a reading intervention based on added reading assessment for incoming students).	I would still have liked to have heard very concretely how the applicant plans to meet the needs of a variety of learners - children with disabilities, English language learners, gifted, etc.
	[D2] 2. Identifying & Addressing Needs of Underserved & Educationally Disadvantaged StudentsDoes the application clearly define how underserved and educationally disadvantaged students will be identified?Are there specific strategies to support students with disabilities, English language learners (ELLs), and economically disadvantaged students?Does the plan include specialized staff, interventions, or individualized supports to address student needs?	3.00	2.33	Applicant does describe typical and standard ways in which to identify students with special needs. The application outlines strategies to identify SWDs, ELs, and Eds, as required by federal and/or state laws. It also mentions strategies/interventions such as being prepared to implement SIOP and offering translation/interpretation services for ELs and implementing IEP modifications and accommodations for SWDs (e248). Some interventions such as differentiated instruction, remediation, and tutoring are noted. The application notes that SPED teachers will work with GenEd teachers on serving SWDs (e248). The interviewees discussed how the school is working to address the increased ELL population and their related needs.	Again, I would love to have heard more about how they plan to monitor and address each individual student's needs - for example if all students study Latin, how does that interplay with students learning English.
	[D3] 3. Equitable & Inclusive PracticesDoes the application demonstrate a commitment to equity and inclusion with concrete policies?Are there clear implementation steps to ensure all students have access to high-quality education? Does the plan incorporate culturally responsive teaching, accessibility accommodations, and inclusive policies?	3.00	2.33	Applicant describes how they work to create an inclusive culture and environment. The school is comparable to other schools in the area with respect to diversity. The application notes that the school is committed to a culture of mutual respect, listing inclusive culture and access, differentiated instruction, and accountability and support (e249). It also notes there is on-going PD focused on data analysis, culturally responsive practices, and supporting diverse learners (e249).	

Section Rubric Criteria				Reviewer Comments	
		Max Points	Points Awarded	Strengths	Needs Improvement
Family and Community Involvement	[E1] 1. Family & Community EngagementDoes the application outline specific, sustainable strategies to engage families and the community?Are engagement efforts aligned with the school's mission and designed to build long-term partnerships?Are there clear, actionable plans for ongoing communication and involvement?	3.00	2.67	Applicant does describe a variety of ways that families and community are engaged in the school. The application lists four major types of engagement with families and the community, including communication, volunteerism, showcasing student success, and partnerships with local businesses, organizations, and universities (e250). Noted methods of engagement such as weekly newsletters, school events, and more appear to be in alignment with the school's mission and sustainable. The strategies are actionable.The interviewees noted that the school releases surveys often to staff and families, and includes them in languages other than English as needed.	I would have liked to have known more about how the school engages families in their child's education - in other words who they support families supporting their child's learning at home.
	[E2] 2. Opportunities for Family & Community Decision-MakingDoes the application clearly define how families and community members will be involved in decision-making?Are there structured opportunities for input, especially for underserved populations?Does the plan go beyond token engagement to ensure meaningful contributions from stakeholders?	3.00	2.00	Applicant does describe a number of ways that families maybe involved in decision making. The application references opportunities for decision making such as formal feedback via key advisory bodies and informal channels such as periodic feedback sessions and focus groups. Internal surveys are also mentioned as well as a history of strong support evidenced by 17 years in existence, annual waitlists, and more (e250).	
	[E3] 3. Pre-Operational Engagement & Stakeholder FeedbackHas the applicant demonstrated proactive outreach to families and the community before opening?Is there evidence of stakeholder feedback, and does the application explain how this feedback shaped the school's planning?Does the plan include relationship-building strategies to establish trust and community buy-in?	3.00	2.67	Here the applicant has demonstrable evidence of having secured feedback in that the program they are seeking funding for came from the school community's feedback. The application lists internal surveys, informal feedback, and prior stakeholder input as information sources that informed the proposed project (e251). Citing wait lists and 17 year history, the application notes that there is community buy-in (e250-251).	
	[E4] 4. Inclusive Recruitment, Admissions, & Retention StrategiesAre there clear, inclusive strategies for recruiting and enrolling diverse students?Does the plan address accessibility and equitable participation, including multilingual outreach, flexible event times, and accommodations for families?Are there specific retention strategies to ensure long-term engagement and support for families?	3.00	2.33	Applicant does describe a variety of ways that they have/will use to target outreach to diverse families and communities. During the interview, the applicant shared results of family surveys in terms of satisfaction as well as retention all of which were very high and demonstrate their efforts in this area. The application lists 4 main strategies to recruit and retain a diverse student body (targeted recruitment, fair admissions, accessible enrollment, and inclusive retention) (e252). It notes that admission is solely via random public lottery and translation assistance is readily available (e252).	
Community Support and Demand	[F1] 1. Projected Enrollment & Demographic AnalysisDoes the application include data-driven enrollment projections that reflect realistic community demand?Has the applicant used the UAPCS 2025 Demographic Data Calculator to compare projected enrollment with local demographics?Is there a clear needs analysis demonstrating demand for the proposed school?	3.00	3.00	Applicant provides lots of evidence of demand including population of the area, growth of the area, retention rates, wait list data and satisfaction survey results. During the interview the applicant also shared how the education system in the region is changing creating uncertainty for families and how their school will be a source of stability as well as how the splitting of districts create an opportunity for recruitment for new families. The application references historical demand (waitlists and retention above 90%) as the basis for the projections (e252). The waitlist numbers for the last two years suggest there is strong interest in the school (e254-5). Also noted as evidence for demand is the fact that the school is the only HS in the city, though there are other options in the surrounding area. The supplemental Market Analysis provides information about the population increase and impact of the Alpine School District's division (e270-271).	
	[F2] 2. Strategies for a Diverse Student BodyDoes the plan include specific, legally compliant strategies to recruit and retain a diverse student body?Are there clear efforts to ensure racial, socio-economic, and linguistic diversity?Does the application provide a sustainable approach to diversity beyond just initial recruitment?	3.00	2.33	Applicant describes a variety of ways they intend to conduct outreach and seek enrollment from diverse families. The school's demographics have traditionally matched other schools in their area. The application outlines various strategies for recruitment, including targeted recruitment, fair admissions, accessible enrollment, and inclusive retention (e251). Linguistic support and admission based solely on a random public lottery are noted as well (e249; e251).	
	[F3] 3. Alignment with Community NeedsDoes the school's mission and location align with identified community needs?Is there a clear plan for leveraging community partnerships and resources?Does the application ensure accessibility and equity for all students, particularly those in underserved areas?	3.00	2.67	The applicant describes how the school will meet community needs. In the interview applicant described how many students are on wait lists which are evidence that the school's program is sought after and meets community needs. The application mentions leveraging partnerships with various entities as well as its location and access as evidence of meeting community needs. Partnerships with universities, business, and organizations are referenced (e269).	
	[F4] 4. Desegregation & Legal ComplianceHas the applicant demonstrated an understanding of legal obligations related to desegregation?Are there specific steps to ensure compliance with court orders, desegregation efforts, and diversity commitments?Does the plan go beyond general compliance to include proactive efforts for maintaining an equitable and inclusive enrollment process?	3.00	2.67	ML support, cult responsive teaching. Mission to serve target demo. Understands legal commitment	

Section Rubric Criteria				Reviewer Comments	
		Max Points	Points Awarded	Strengths	Needs Improvement
Transportation Plan	[G1] 1. Reliable & Equitable Transportation PlanDoes the plan clearly define how students will be transported to and from school?Is the transportation plan safe, reliable, and cost-effective?Does it comply with all state and federal regulations, including requirements for students with disabilities?Are there specific strategies to ensure equitable access for students from various socio-economic backgrounds?	3.00	2.67	Applicant described the current transportation system which is parent led (including carpooling) and described how the school is located to facilitate this kind of transportation. The application notes that the school helps facilitate parent-organized carpooling, which is cost effective (e253). It is mentioned that transportation is provided for SWDs as mandated in IEPs (e254). The application states that it is in compliance with related laws.	Even though UT does not provide charter schools with funding for transportation, I would have liked the school to have considered how they could use the CSP funds to provide transportation to families who otherwise are not able to attend the school - this might have been an option to help diversify the student demographics as well.
	[G2] 2. Accessibility & Location ConsiderationsHas the applicant considered the school's location and how it impacts student access?Are there provisions for students who cannot walk or use public transportation?Does the plan address walkability, access to public transportation, and alternative transportation options?Are cost and feasibility considered to ensure sustainable and effective transportation solutions?	3.00	2.67	Applicant describes location of school and how transportation currently works. They do describe how they facilitate carpools and transportation for students with disabilities. The application includes information about the location, noting that it public transportation and walking are not feasible options for the majority of students, suggesting it is aware of these challenges (e253-254). The school promotes parent-organized carpooling.	
Lottery Process	[H1] 1. Lottery Notification, Process, and EnrollmentDoes the application provide a clear and detailed lottery process?Is there a well-defined notification plan and timeline?Does the process follow a random and fair selection method, with exemptions (if applicable) clearly explained?Are waitlist procedures and management strategies outlined to ensure equal access for all families?If a weighted lottery is used, does the applicant provide a justified rationale, weighting system, and implementation timeline?	3.00	3.00	The lottery and notification process was clearly articulated in the application including priorities and preferences. The application includes specific details about the lottery process, timeline, and waitlist. It also lists the six exemptions to the lottery and steps to manage the waitlist, noting that a weighted lottery is not used (e255). The application clearly outlines the randomness of the selection of students, noting that algorithms are used (e255).	
	[H2] 2. Student Recruitment, Equity, and AccessDoes the school have a comprehensive recruitment plan to engage all community segments?Are there explicit strategies for reaching underserved and educationally disadvantaged students?Is the lottery process clearly described as fair, transparent, and non-discriminatory?Are waitlist management policies, notification procedures, and timelines accessible and clearly communicated to families (e.g., on the school's website)?	3.00	1.67	Applicant does describe how the lottery is managed and how waitlists are managed as well as enrollment notification. The application lists various ways that the school notifies the community about annual enrollment, listing updates on the school website and the school's electronic marquee as well as emails and Maeser's Facebook page (e256; 417).	In terms of equity and access, two things are probably a challenge to the school in terms of really ensuring access, lack of transportation and the number of lottery exemption categories.
Governance, Autonomy and Project Administration	[I1] 1. Board Member Information & RolesDoes the application provide a complete list of board members, including names and contact information?Are the roles and expertise of each board member clearly defined, demonstrating alignment with school oversight and governance needs?Does the board composition reflect the community's needs, ensuring diverse and well-rounded leadership?If applicable, are partner roles clearly described in relation to the board's governance?	3.00	3.00	Applicant describes board members (including bios) and their role. The application lists all board members and includes their biographies and resumes as well as their contact information and responsibilities in relation to their Board roles. The provided information and artifacts appear to demonstrate alignment with the school's governance needs and oversight responsibilities.	
	[I2] 2. Project Management & Support TeamDoes the application identify a project manager and key support team members? Are their roles, responsibilities, and expertise clearly outlined?Is there a structured plan for how the project will be managed within budget and timeline constraints?Have all required documents been uploaded to support the project administration?	3.00	2.67	Applicant described the project team, their roles and responsibilities and areas of expertise. The application lists the project manager and support team members as well as their responsibilities. It also includes a general discussion of how the project will be managed (the project manager working with the CFO) (e256-257; e393). Interviewees noted that Board members have specific expertise in various areas.	
	[I3] 3. Administrative Relationship & AutonomyIs the relationship between the school and authorizer clearly described?Does the application specify the level of autonomy and flexibility granted to the school?Are the services provided by the authorizer well-defined?Does the description align with ESEA § 4310 (2) regarding charter school autonomy?	3.00	3.00	Applicant did describe how the school is managed with board and not with a contract with any external organization. In this section, the school also provided very clear examples of how they leverage the autonomies of being a charter school. The application provides a description of the relationship with the authorizer (the SCSB) and the level of autonomy and flexibility granted to the school in personnel, budget, scheduling, operations, and curriculum (e258). Based on the included information, the description aligns with ESEA 4310(2). In addition, the application lists the types of services provided by the authorizer through the lens of oversight and accountability (e258).	
	[I4] 4. Quality Controls & Accountability MeasuresAre there clear quality control mechanisms in place for governance, operations, and performance management?Does the application outline accountability measures, including performance agreements, financial oversight, and operational compliance?Are there defined criteria for contract renewal, revocation, or intervention in case of non-compliance?Does the school provide a comprehensive plan to ensure financial and operational sustainability?	3.00	3.00	Applicant demonstrated in the application that they have policies and procedures in place for operational, financial and academic accountability. In the interview that was further described during their opening presentation. The application includes information about financial reporting, grant compliance, external audits, internal controls, suggesting clear quality control mechanisms. Specific internal controls such as segregation of duties, procurement policies, and more are described and provide evidence of strong accountability measures (e260-261). Audits are also provided as well a discussion of specific post-grant sustainability strategies.	

Section Rubric Criteria				Reviewer Comments	
		Max Points	Points Awarded	Strengths	Needs Improvement
Financial Management	[J1] 1. Budget Narrative – Expenditures & JustificationDoes the budget narrative clearly detail all expenditures, particularly for personnel costs?Are the justifications for each expense aligned with the planned activities?Does the budget rationale explicitly state how personnel costs fit within the planning period?Is there a strong connection between financial planning and programmatic goals?	3.00	2.67	Applicant clearly describes in several sections how they intend to use the funds, how they are related to the school's program and growth plans. The budget narrative provides information that suggests alignment with the budget and proposed project for both personnel and non-personnel expenses (e262, e267-269; spreadsheet). The proposed expenses tie to the enhancement of Fine Arts, Science, and CTE programming.	
	[J2] 2. Planning vs. Implementation Period ActivitiesDoes the budget clearly differentiate between planning and implementation phases?Are all activities logically categorized within the appropriate phase?Does the distinction between planning vs. implementation align with the overall project narrative?	3.00	2.67	Applicant does describe the expenditures in these two categories with great detail The budget and related narrative delineate activities in the planning and implementation years. Expenses for equipment (for the Fine Arts, Science, and CTE enhancements) seem to align fairly strongly with the project narrative and are categorized in the appropriate phase. *Budget spreadsheet and e267-269.	
	[J3] 3. Budget Phase DelineationIs the budget structured with a clear breakdown of fund allocation between planning and implementation?Are all expenditures properly categorized within the respective phases?Does the budget correspond to the overall project plan, ensuring logical and strategic financial planning?	3.00	2.67	Applicant describes how/what/when funds will be used and has a demonstrated track record of strong financial management. The budget offers a clear breakdown between planning and implementation phases with many of the expenses properly categorized within the respective phases. *Pages e267-269 and spreadsheet. Interviewees noted that teachers provided input on the expenses included in the budget.	
	[J4] 4. Accountability for FundsDoes the application include a clear financial accountability plan?Are internal controls, financial reporting, and audit procedures well-defined?Does the applicant demonstrate compliance with grant requirements and best practices for financial management?Is there a plan to ensure transparency and fiscal responsibility throughout the grant period?	3.00	2.67	Applicant describes process for monitoring grant funds. During the interview the team also answered questions about how they will address adjustments if needed during the grant term. The application includes specific internal controls, audit procedures, and financial reporting. Noting alignment with procurement requirements, programmatic compliance, document retention, and review of allowable costs, the application offers specific best practices for the financial management of the grant (e269). Reporting also is key to ensuring transparency and fiscal responsibility.	
	[J5] 5. Post-Grant SustainabilityDoes the applicant provide a realistic sustainability plan for financial stability after the grant period?Are there identified funding sources and a long-term financial strategy?Is there a clear roadmap for maintaining operations once grant funds are no longer available?Does the sustainability plan demonstrate feasibility and alignment with the school's growth projections?	3.00	3.00	Applicant does describe how they will maintain financial sustainability post grant. With their strong track record on financial management and likelihood of enrollment growth based on wait lists and community need as well as a number of expenditures in the grant being one time, the applicant does provide evidence of sustainability. The application outlines specific strategies for sustaining the expense after the grant period, noting that positions will be absorbed in the operating budget (e268). In addition, it is stated that the school will rely on student funding (based on attendance), other grants, and fundraising (e269). Provided documentation supports the realistic sustainability based on current and historical financial data. Interviewees noted that they are in the process of seeking bonds.	
Overall Review Comments				Overall the application was strong in most areas. Questions I had regarding a few sections were then addressed by applicant team in the interview. The application offers an overview of a proposed project designed to enhance specific components of existing programming at Maeser. Sections addressing the financial oversight and board governance demonstrate the strength, experience, and success of the school, which is also represented by strong academic results and wait lists. The details shared in the interview were very informative and helped provide a more in-depth portrait of the school and some of the elements tied to the proposed project.	The one area I would recommend the applicant consider strengthening in any future application would be how they specifically will meet the needs of individual students with special needs - they may be doing it and doing a good job, but both the application narrative and interview were not as detailed as they could have been. The project narrative needs clarity, cohesion, and specific examples necessary to support a comprehensive plan in some of the key sections. Although the application uploads highlight Maeser's strong academic outcomes, these are not discussed in the narrative itself. Additionally, the budget and budget narrative appear somewhat misaligned. Key elements related to the Science and CTE enhancements (e.g., sewing machines, cutter, printer) are detailed in budget documents but are not addressed in the narrative, where they should be clearly integrated and discussed.

Section Rubric Criteria				Reviewer Comments	
		Max Points	Points Awarded	Strengths	Needs Improvement
		10	8.33		
Competitive Preference Priorities	[PP1] Applicants are evaluated on their ability to demonstrate innovation in their charter model. Applicant clearly addresses a specific unmet need in the target community.	1	1.00	Applicant states they are not eligible for the rural priority points but in all of the other categories provides clear evidence of who they are eligible for the competitive priority points. The application proposes a partnership with a newly-established school district and includes possible areas of collaboration, such as serving ELL students, improving CTE pathways, and more.	It is not clear if this partnership has been formalized. The proposed goals, resources, and responsibilities are included but lack detail.
	[PP2] Additional Points may be awarded for schools that provide a high-quality high school program.	2	2.00		
	[PP3] Additional Point may be awarded for schools that articulate meeting rural needs.	1	0.00		
	[PP4] Additional Points may be awarded for schools that define clear strategies to promote educator and community engagement. Demonstrates commitment to supporting underserved students.	2	1.33		
	[PP5] Charter School/Traditional Public School Collaboration	1	1.00		
	[PP6] Clearly describes each member, stating whether the collaboration is new or existing and defining its purpose and duration.	1	1.00		
	[PP7] Outlines roles and responsibilities of each member, explaining how the collaboration benefits students, families, or schools.	1	1.00		
	[PP8] Identifies resources each member will contribute and, if applicable, includes specific, measurable goals for collaboration success.	1	1.00		