

**OREGON CHARTER SCHOOL PROGRAM GRANT
REQUEST FOR PROPOSALS**



Implementation Subgrant Competition

PROPOSALS DUE OCTOBER 1, 2017 BY 11:59PM

Released August 31, 2017

Applicant Technical Assistance Webinar September 8, 2017 @10am

[Click here to register for the webinar](#)

[**CLICK HERE TO SUBMIT YOUR APPLICATION**](#)

CONTENTS

Oregon Charter Schools Program Grant: Implementation Grant, 2015-18	2
Background	2
Purpose of the Grant	2
Eligible Applicants	2
Proof of Eligibility	4
Available Funds	4
Use of Funds	5
Participation, Evaluation, and Reporting	6
Grant Technical Assistance	7
Review Process	8
Award Process and Start Date	8
Submission Process, required elements, and Due Date	9
Part I: Cover Page	11
Part II: Project Narrative	12
Part III: Appendices	15
Appendix A: Completed ODE OCSP Grant Budget Form (included)	15
Appendix B: Executed Contract with Authorizer	19
Appendix C: Projected 5 Year School Budget	20
Appendix D: Charter School Enrollment Policy, including lottery protocol and application	21
Appendix E: Procurement Policy and Procedures	22
Appendix F: Marketing Plan	23
Appendix G: Grant Management Plan and Conflict of Interest Policy	24
Appendix H: Student Data	25
Appendix I: Audits	26
Appendix J: Assurance and Certification Form	27
Oregon Charter Schools Program Implementation Grant 2015-18 Evaluation Rubric Scoresheet	31
OCSP Implementation grant selection criteria and evaluation rubric	32

BACKGROUND

Authorized by Title V, Part B of the Elementary and Secondary Education Act (ESEA) (P.L. 107-110), the federal Charter Schools Program (CSP) provides funding to State Educational Agencies with the purpose of expanding the number of high-quality charter schools available to students across the nation by providing financial assistance for planning, implementation of new charter school programs; and to disseminate promising practices in order to evaluate the effects of charter schools, including their impacts on student academic achievement, teaching and learning, families, and the community.

PURPOSE OF THE GRANT

The Oregon Department of Education (ODE) has received a competitive grant under this federal program for \$8,790,931 for the years 2015-18 to carry out the following objectives within Oregon:

1. To provide funds to pre-operational charter schools in the development phase in order to increase **educational equity** and improve the quality of new charter schools statewide through an **intensive incubation period**.
2. To provide funds to high-quality charter schools in operation for less than three years in order to facilitate **implementation** of their educational models, professional development, and curriculum, and to provide professional development in educational equity.
3. To facilitate the dissemination of **best practices** between charter schools and their public school counterparts, and provide an access point for charter schools to share their evidence-based best practices.
4. To **strengthen authorizer quality** throughout the state by providing high-quality training and professional development to authorizers.

In carrying out these objectives, the Oregon Charter Schools Program (OCSP) provides sub-grants to qualified charter school developers and operators for the planning phase and/or early years of implementation of new charter schools, and to experienced and successful operators through the OCSP dissemination sub-grant. Grant funds are also used to assist districts in developing and strengthening charter authorizing practices through high quality professional development and training.

ELIGIBLE APPLICANTS

Grant applicants must conform to the federal definition of a public charter school in the Elementary and Secondary Education Act [P.L.107-110, section 5210(1)] in order to be eligible for grant funds under the OCSP. The definition is as follows:

A charter school is a public school that:

- (A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
- (B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and control;
- (C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- (D) provides a program of elementary or secondary education, or both;
- (E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;
- (F) does not charge tuition;
- (G) complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- (H) is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- (I) agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
- (J) meets all applicable Federal, State, and local health and safety requirements;
- (K) operates in accordance with State law; and
- (L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments agreeable to the authorizing agency.

To be eligible to apply, a public charter school must be governed by a non-profit board that is separate from the authorizing board and may not be composed of voting members from the authorizing board of directors.

Charter school developers applying for grant funds must conform to the definition of a developer in Elementary and Secondary Education Act [P.L.107-110, section 5210(2)]

A developer is:

an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.

PROOF OF ELIGIBILITY

All applicants must submit an OCSP Eligibility Form and requested information with the subgrant application. Additional information may subsequently be requested by OCSP grant staff in order to determine eligibility. Only those applicants determined to meet the eligibility requirements may receive an award.

All applicants for the Implementation Grant must have an executed charter with an authorizer, must be no more than six months from opening as of the due date of the Implementation Subgrant, or have been in operation for no more than three years as of the due date of the Implementation Subgrant. Charter schools in operation for more than three years, approved charter schools that are more than six months from opening, and developers that have not yet been approved by an authorizer are not eligible to apply. Grant activities must be completed by the OCSP grant period ending September 30, 2018, unless the Oregon Department of Education is granted a one year no-cost extension prolonging the grant period to September 30, 2019. Your proposal should be written with the assumption that the grant period will end September 30, 2019. The determination of the one year extension will be made before subgrants from this competition are awarded.

AVAILABLE FUNDS

ODE has been awarded \$8,790,931 for a three-year period to meet the objectives of the grant.

Charter schools in the late stages of development or the early stages of operation may apply to receive between \$250,000 and \$450,000 in subgrant funds for use in the initial implementation of a high-quality charter program. A minimum score must be attained to be awarded.

Major application components include, but are not be limited to:

1. The mission of the applicant, which must include at least one of the following:
 - a. A primary focus on serving historically underserved and/or at-risk populations of students
 - b. A specific focus on reducing and eliminating achievement and opportunity gaps for Oregon students
 - c. A specific focus on improving the graduation rate and college- and career-ready skills for students in Oregon, with special preference given to those whose focus is specific to historically underserved populations of students
 - d. A program design that would qualify as an “alternative” charter school
 - e. A primary focus on reducing and eliminating exclusionary discipline practices

2. An executed charter agreement as evidence of an approved charter school application. To qualify, a charter school must have been approved by an authorizer no more than three (3) years prior to the date of subgrant application submission. The charter school must either:
 - a. Already be in operation
 - b. Be in operation no later than six (6) months following the due date of the grant application.
3. Charter schools already in operation must provide, for every year in operation:
 - a. All available student achievement data disaggregated by race, gender, and special population
 - b. A municipal audit of financial accounts
4. A complete description of activities that will take place during each year of the implementation phase, with specific performance expectations, measures, and goals.
 - a. A description of the data that will be used to assess progress on these goals must be included and will be subject to approval by ODE.

A trained and highly-qualified panel of external experts in charter school operations, curriculum and instruction, equity, Special Education, English Language Learners, governance, and finance and accounting will be convened to conduct a **peer review** evaluation of applications for implementation subgrants.

All OCSP subgrantees each year will operate as an incubation cohort, meeting monthly with ODE as a group to discuss and receive training on operational processes, development, and requirements. The goal of these meetings is to support a strong initial implementation of all subgrantees and to promote networking and relationships between new charter schools. In each year of the grant, ODE will provide professional development focused on culturally responsive educational practices and school culture to all subgrantees. This training will take place at required meetings and will support charter school operators in addressing systematic issues of education inequity and in developing culturally responsive schools.

USE OF FUNDS

The OCSP Grant is funded on a reimbursement basis, which means that subgrantees will be reimbursed for allowable, approved activities following proof of expenditure. Budget forms will be reviewed for non-allowable expenditures and reasonableness of cost assumptions.

An applicant receiving a subgrant under this program may use the subgrant funds only for:

Initial implementation of the charter school, which may include:

- (i) Informing the community about the school;
- (ii) Acquiring necessary equipment and educational materials and supplies;

- (iii) Acquiring or developing curriculum materials; and
- (iv) Other initial operational costs that cannot be met from State or local sources. (20 U.S.C. 7221c(f)(3))

It is expressly prohibited to use OCSF grant funds for the purchase or leasing of a facility. Grant funds may not be used to offset or cover costs of preparing and submitting an application for OCSF grant funds.

PARTICIPATION, EVALUATION, AND REPORTING

Participation

The OCSF Implementation Grant is available to late-stage pre-operational and new charter schools that are able to demonstrate eligibility, use funds according to federal guidelines, comply with reporting requirements and due dates, and participate in required trainings and meetings associated with the grant. ODE will hold mandatory trainings for all subgrantees and their sponsors. Each training will focus specifically on grant requirements, required reporting, data collection, financial and operational stability, and the relationship with the authorizer during the grant period.

Additionally, in each year of the grant, ODE will provide professional development focused on culturally responsive educational practices and school culture to provide training to all subgrantees. This training will take place at required meetings and will support charter school developers and operators in addressing systematic issues of education inequity and in developing culturally responsive schools. Application for subgrant funds indicates acknowledgment and consent to these contingencies.

Evaluation

As a condition of this federal grant, ODE is responsible for evaluating subgrantees to ensure that they adhere to federal rules and regulations and accomplish their performance goals. During the grant period, ODE will engage in a rigorous evaluation of each subgrantee. This evaluation will be specific to the goals and expectations set in the approved subgrant application. Each subgrantee will define specific goals and performance expectations aligned with the purpose of the subgrant, and will report annual progress on these goals and performance expectations through a pre-determined set of data.

For implementation subgrantees, ODE will conduct at least one site visit. For multi-year implementation subgrants, ODE will issue an annual report after all required information has been collected from the subgrantee and the site visit has taken place. This report will include a determination of whether the charter school will continue to receive funds, be placed on a plan of improvement, or be defunded based on substantially poor performance on stated grant goals. In addition to other requirements, the continuing receipt of subgrant funds will be contingent on a charter school complying with its contract with its authorizer and applicable state and federal laws.

Reporting

The Charter Schools Office at ODE is required to track specific information as part of its federal CSP grant.

Subgrantees will be required to:

1. Submit to ODE the executed contract with the authorizer for the operation of the charter school.
2. Demonstrate compliance with the contract with the authorizer at all times during the grant period.
3. File an Annual Financial Report (AFR) within 90 days following each grant fiscal year. This report must be filed in a form and manner determined by ODE, and a template will be provided.
4. Report on each project goal by March 1st of each grant year to provide necessary data for ODE's Annual Performance Report to the United States Department of Education.
5. Administer an interim assessment twice during each school year of the subgrant. Nationally normed interim assessments such as easyCBM or NWA's MAP assessments are preferred, however a charter school may identify a different interim assessment and describe how the data will be valid and reliable. The charter school will also be required to report using the Oregon state assessment data.
6. File a Final Grant Report within 90 days of the end of the grant period. This report must be filed in a form and manner determined by ODE, and a template will be provided. The report will contain:
 - a. Executive Summary (not to exceed one page)
 - b. A report on each grant project goal, including data and information that support each goal's outcomes.
 - c. An expenditure report that details 100% of awarded grant fund expenditures, and includes a property inventory of all equipment and non-consumable goods purchased with CSP grant funds (EDGAR §80.32, §74.34).
7. Submit all reports, reimbursement requests and any other required information electronically. All grantees will be required to have or purchase an approved feeding document scanner for this purpose.

GRANT TECHNICAL ASSISTANCE

Prospective Implementation Grant applicants are encouraged to attend a Grant Applicant Information Session. Applicants are highly required to submit an Intent to Submit and Eligibility Form.

The information session for this RFP will be held Friday, September 8, 2017 at 2pm. The session will be recorded and uploaded to the ODE Charter Schools Grant website.

ODE highly recommends that at least two individuals from each subgrant applicant attend this information session.

REVIEW PROCESS

The OCSP Implementation Grant application is competitive. A trained and highly-qualified panel of external experts in charter school operations, curriculum and instruction, equity, Special Education, English Language Learners, governance, and finance and accounting will be convened to conduct a peer review evaluation of applications for implementation subgrants. The evaluation rubric and criteria are attached to this RFP.

In addition to the criteria in the evaluation rubric, ODE staff will review applications for completeness, adherence to requirements, budgetary restrictions, eligibility, and compliance with formatting requirements. This review will determine if the application is in compliance with the Education Department's General Administrative Regulations (EDGAR), Uniform Guidance and the substantive requirements of the OCSP Grant.

AWARD PROCESS AND START DATE

Following the panel evaluation of each Implementation Grant, Grant Award Letters will be sent to successful applicants and their authorizers. The Grant Award Letter will stipulate any information required before final approval will be granted. Additional required information must be submitted within 30 days of the date of the Grant Award Letter.

Successful subgrantees will be required to participate in an OCSP Post-Award Webinar. The webinar will be scheduled directly with each subgrantee.

An ODE grant manager will be assigned to subgrant awardees. The grant manager will provide necessary fiscal documents and instructions on the reimbursement process for the grant. Funds must not be spent or encumbered until the grant has received Final Approval in the form of a Grant Award Notification (GAN).

All activities related to Grant Project Goals should be completed in the budget period for the grant.

Submit the electronic copy of the entire application by 11:59 pm on October 1, 2017

[CLICK HERE TO SUBMIT YOUR APPLICATION](#)

Part I, Part II, and Appendices should be uploaded as individual PDFs

Required Elements

All Implementation Grant applications must contain the following information and be submitted in the following sequence:

Part I: Cover page with signatures

Part II: Project Narrative (25-page maximum)

- A. Executive Summary (not to exceed one page)
- B. General information
- C. Mission of the school
- D. Capacity of the leadership team and governance
- E. Grant project goals and performance expectations
- F. Budget narrative
- G. Professional development goals
- H. Historically underserved students

Part III: Appendices (submit as individual files)

- A. Completed ODE OCSP Grant Budget form (form provided)
- B. Executed contract with an authorizer
- C. School budget (5 year)
- D. Charter school enrollment policy, including lottery protocol and lottery application for prospective students (guidance included)
- E. Procurement policy
- F. Marketing plan (guidance included)
- G. Grant management plan (guidance included)
- H. Charter schools already in operation must provide, for every year in operation:
 - a. All available student achievement data disaggregated by race, gender, and special population
 - b. A municipal audit of financial accounts
- I. Assurance and certification form (form provided)

Application Format

- All pages must be standard letter size (8.5" x 11")
- Use 12 point Times New Roman, Arial or Calibri font, double line spacing, and 1-inch margins. Tables may be in an 11-point font.
- The narrative must address, in sequence, each section listed above. State each Part and Section number and title in **bold**.
- Part II: Project Narrative must not exceed 25 pages.
- Number all pages
- Do not use a table of contents page or divider pages.
- The Cover Page and Assurance and Certification Form must include **original signatures**. Scanned signatures are acceptable for the subgrant submission. Maintain original copies.
- Do not attach curriculum, invoices or any other document not specifically required in the Project Narrative or Appendices.

PART I: COVER PAGE

PART I: COVER PAGE			
Name of Charter School:			
Authorizing School District:			
Superintendent of Authorizing School District:			
Name and Title of Applicant Contact:			
Mailing Address of Applicant:			
Telephone:		Email:	
Signature of Applicant:			
First Year of Operation:		Year Charter Expires:	
<i>Projected Enrollment</i>			
2016-17	Grades K-5:	Grades 6-8:	Grades 9-12:
2017-18	Grades K-5:	Grades 6-8:	Grades 9-12:
2018-19	Grades K-5:	Grades 6-8:	Grades 9-12:
<i>Amount Requested (for Implementation Grants, this amount must be no more than \$450,000)</i>			
Year 1:			
Year 2:			

PART II: PROJECT NARRATIVE

A. Executive Summary (not to exceed one page)

The Executive Summary should briefly introduce readers to the charter school. Include the school's overall vision, the expected demographics, and the expected location. Summarize the grant project goals and explain briefly how they support the vision of the school.

B. General information

Describe the size of the school, including any enrollment cap specified in the contract with the authorizer, and any plans for growth over the term of the contract (e.g. grades K-1 in year 1, K-2 in year 2, etc.) Describe any particular educational philosophy and approaches that will be used, and how this philosophy/approach will support a diverse student body in learning and academic achievement. Describe the interest and engagement of community members during the development process.

C. Mission of the applicant

State the mission of the charter school. To be eligible for the Implementation Grant, the mission of the charter school must include at least one of the following:

- a. A primary focus on serving historically underserved and/or at-risk populations of students
- b. A specific focus on reducing and eliminating achievement and opportunity gaps for Oregon students
- c. A specific focus on improving the graduation rate and college- and career-ready skills for students in Oregon, with special preference given to those whose focus is specific to historically underserved populations of students
- d. A program design that would qualify as an "alternative" charter school
- e. A primary focus on reducing and eliminating exclusionary discipline practices

D. Capacity of the leadership team and governance

Identify the key leaders of the school and the operating board of directors. Describe how they are qualified to oversee the operation of a public charter school. Describe how they are qualified to manage a federal grant and develop and implement the stated Grant Project Goals. Describe any specialized training the governing board has already received and plans for future training. Explain how the governing board will develop and track the charter school's mission-specific goals. Explain how the governing board will track, oversee, and ensure the achievement of the charter school's project goals during the term of the grant. Describe the leadership team's relationship with the authorizer during the charter's application, approval, and start-up processes. Describe any experience the development team or board has with programs or trainings aimed at serving historically underserved students.

E. Grant Project Goals and performance expectations

Identify five (5) Grant Project Goals. Fully justify each goal in terms of its value in supporting the mission, vision, and implementation of the charter school's program.

At least one goal must specifically address how the charter school will improve outcomes for historically and educationally underserved students, including how the charter school's educational program will help meet ODE's goal of reducing and eliminating achievement and opportunity gaps for historically underserved students.

At least one goal must specifically address how the charter school will implement an evidence-based or promising instructional model including specific expectations for student performance and growth.

Describe how all goals are SMART goals (Specific, Measurable, Achievable, Results-oriented, and Time-bound). Fully describe what data will be used to measure progress on each goal. All subgrantees are required to administer an interim assessment twice during each school year of the subgrant. Nationally normed interim assessments such as easyCBM or NWA's MAP assessments are preferred, however a charter school may identify a different interim assessment and describe how the data will be valid and reliable. The charter school will also be required to report using the Oregon state assessment data. Please provide a timeline for measuring progress on each goal using both interim and state assessment data. *Note: progress on academic goals must be measured and reported at least twice each school year and once as part of the Final Grant Report. All other non-academic goals must be measured and reported at least twice: once at the midpoint of the grant period (after Year 1) and once as part of the Final Grant Report.* Any subgrantee failing to substantively meet its Grant Project Goals or report on its Grant Project Goals may be placed on a plan of improvement or may be defunded.

F. Budget narrative

Describe the overall budget for the grant. Include a table in the narrative that shows how grant funding will be allocated to each Grant Project Goal. Describe any additional grant funding for, implementation or operational costs that has been or will be sought by the charter school. Fully describe the financial management plan for OCSF grant funds, including how the charter school's board of directors is qualified to oversee compliance with the federal regulations (EDGAR, OMB) and non-regulatory guidance for this grant program.

G. Professional development goals and plans

Describe the charter school's professional development goals and plans that will support the Grant Program Goals in the grant. Describe any agreements or contractual relationships that have been or will be established with organizations to provide the professional development described in this section. Describe any training that specifically targets development related to serving historically

underserved students. Describe the expected outcomes of the professional development activities and how the success of the activities will be measured.

H. Historically underserved students

Describe the charter school's specific plan to engage and support historically underserved students, including students of color, low-income, Special Education, English language learners, homeless, and other students who could be considered historically underserved. Describe how the Grant Program Goals will remove barriers and increase access for historically underserved students to the charter school's program. Describe how the Grant Program Goals will support culturally responsive curriculum and pedagogy for all students. Describe how the charter school's program will assist historically underserved students in meeting and exceeding state academic content and achievement standards.

PART III: APPENDICES

Appendices are required (except where noted), but not all will be scored. Appendices that will be scored are noted in the Evaluation Rubric. Applicants must use the available provided templates included in the application.

APPENDIX A: COMPLETED ODE OCSP GRANT BUDGET FORM (INCLUDED)

Budget Instructions

The proposed budget (Appendix A) and the budget narrative (Section II Part F) must support the Grant Project Goals identified in Section II Part E of the application. There must be evidence of a clear relationship between the identified goals, the proposed activities, and how the funds will be spent.

Provide the proposed budget and budget narrative for the anticipated amount of funding on the ODE OCSP Grant Budget Form. For Implementation Subgrants, grant amounts will be between \$250,000 and \$450,000 for up to a two-year period of operation. The proposed budget should total no more than \$450,000.

General Guidelines and Restrictions

The ODE OCSP Grant Budget Form is attached to this RFP. Applicants are required to use the provided form.

Please note the following recommendations and guidelines:

- Applicants must fully complete the following three tabs in the Budget Form (*do NOT modify or alter the “ODE Use Only” tab*):
 - Cover page
 - Implementation Grant Budget
 - Equipment
- Any single line item more than \$1,000 should have a detailed justification. Break down line items exceeding \$1,000 through notations of quantity, explanation, or additional line items to clarify how funding will be expended.
- Remember that you may be asked to revise and submit the budget several times before Final Approval; budget your *time* adequately.
- Requests for professional development for board and/or staff must include the type of training, expected attendees, expected outcomes, topic(s), provider, and a plan for sustaining that training.
- Proposed budgets must adhere strictly to the federal policy to “**supplement and not supplant**” (ESEA Sec.5205(b)(3)(C)) any federal, state, and local moneys being provided to the school. The following restrictions are a result of this policy:
 - Allowable salaries/benefits are limited to the administrator and one key staff person for three months directly prior to school opening; required information includes name, title, a list of activities funded by the grant, percentage of time per week and

length of time grant funding will be used to cover the salary. Instructional salaries are not allowed under this grant. Time and effort documentation is required for all personnel compensated with federal funds (see OMB A87 Attachment B(8)(h)).

- OCSP may be used for staff development. Time and effort documentation is required for all school or contract personnel compensated with federal funds (see OMB A87 Attachment B(8)(h)).

The following items CANNOT be funded under this grant. Any proposed expenditures including the following items will not be funded:

- Capital expenses, such as remodeling, technology leases, elevators, water main valves, vans, tractors, bobcats, or permanent fixture of equipment/furniture
- Food and beverage expenses (excluding per diem expenses)
- Professional dues or memberships
- Employee hiring/recruitment expenses such as a placement firm or travel for prospective employees.
- Non-educational/non-informative promotional/novelty items for advertising, events, or recruiting
- Grant oversight expenses
- Costs of continuing education credits for professional development coursework.
- Gift certificates, alcoholic beverages, school apparel for staff or students, fines and penalties, lobbying
- Expenses outside the scope of the school's charter or K-12 education; i.e., before/after school programs and preschool, activities related to the non-profit organization but not the charter school, etc.
- Out-of-state travel unless it can be demonstrated that the goal of the travel cannot be accomplished in-state (no out-of-country travel is permitted)

Object Categories

Examples of the types of expenses that may be included in each object category are listed below for categorization **guidance only**. Your budget narrative should give enough detail so that the appropriate object category can be confirmed. Refer to the Oregon Department of Education Program Budgeting and Accounting Manual (PBAM) for more information.

<http://www.ode.state.or.us/services/ssf/finance/budgetacctg/2012-pbam-manual.pdf>

Instructional Program

Instructional activities may include approved media, such as computer programs/software, television, radio, telephone and correspondence. Included here are the use of teaching technology which assist in the instructional process of interaction between teachers and students.

(300) Purchased, Professional & Technical Services - Consultant fees, professional educational services and other services performed by persons or firms with specialized skills and knowledge.

(300) Other Purchased Services – Includes services performed outside of professional or technical development related to the planning of the school. Examples of such services include telephone and/or internet services, printing services, postage, advertising; and any expenditure related to travel such as registration, mileage/airfare, and lodging. Please remember that any out of state travel must have prior approval before expenses may be incurred. No international travel will be approved.

(400) Supplies/Materials – Instructional materials, supplies, books, and other general supplies that can be consumed, worn out, or deteriorate through use. Curriculum software licenses and inexpensive classroom furnishings below \$125 each would fall under this category.

Support Program

Support service programs are activities that facilitate and enhance instruction. Support services include school-based and general administrative functions and centralized operations for the benefit of students, instructional staff, other staff, and the community.

(100) Salaries - Amounts paid related to personal services for both permanent and temporary employees. Amounts for planning, administration, etc. should be broken out. Allowable salaries/benefits are limited to the administrator and one key staff person for three months prior to school opening; required information in the Description/Narrative field includes name, title, a list of activities funded by the grant, percentage of time per week and length of time grant funding will be used to cover the salary. Instructional salaries are not allowed under this grant. Time and effort documentation is required for all personnel compensated with federal funds (see OMB A87 Attachment B(8)(h)).

(200) Employee Benefits - Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, non-Federal entity-employee agreement, or an established policy of the non-Federal entity. Allowable benefits are limited to the administrator and one key staff person for three months directly prior to school opening.

(300) Purchased, Professional & Technical Services - Consultant fees, professional educational services and other services performed by persons or firms with specialized skills and knowledge.

(300) Other Purchased Services - Includes services performed outside of professional or technical development related to the planning of the school. Examples of such services include telephone and internet services, printing services, postage, advertising; and any expenditure related to travel such as registration, mileage/airfare, and lodging. Please remember that any out of state travel must have prior approval before expenses may be incurred. No international travel will be approved.

(400) Supplies/Materials - Office supplies, books, non-curriculum software licenses, inexpensive school and staff furnishings not exceeding \$125 each, and other general supplies. Computer

peripherals purchased outside of a system package (such as mice, keyboards, and computer speakers) also fall under this category.

Equipment

Items considered equipment must be listed on a separate worksheet from the rest of the budget, as they must be tagged and inventoried.

(400) Equipment - Generally items over \$500 each that will be used for more than one year are considered equipment. This includes computers, computer and/or phone networking equipment, SMART or Promethean boards, video projectors, large printers, copy machines, large pieces of staff and office furniture, vocational education equipment, and specialized technology furniture such as media carts. Please be sure to provide detail on large technology purchases.

For example, do not budget \$25,000 for “computer network.” Instead, break down the individual pieces such as \$5,000 for servers, \$10,000 for computers, and \$10,000 for routers and switches. This will help determine reasonableness and allocation of the purchase, along with providing better controls and accuracy related to equipment inventory tracking.

Furthermore, “Small and Attractive” items, such as iPads, iPhones, tablet computers, laptops, microscopes, or any desirable item that could fit in a backpack must be considered equipment and inventoried, regardless of cost. The budget narrative should provide ample details about what items are being considered for purchase and their estimated cost.

References and Additional Guidance

Additional information and the general principles to be used in determining costs applicable to grants, subgrants, and cost-type contracts under grants and subgrants are specified in the Electronic Code of Federal Regulations (e-CFR), Part 76 – State-Administered Programs, at 2 CFR part 200, subpart E—Cost Principles.

(http://www.ecfr.gov/cgi-bin/text-idx?SID=393301a7cdcca1ea71f18aae51824e7&node=34:1.1.1.1.23&rgn=div5#sg34.1.76_1500.sg8)

APPENDIX B: EXECUTED CONTRACT WITH AUTHORIZER

Provide a copy of the charter school's executed contract with its authorizer.

APPENDIX C: PROJECTED 5 YEAR SCHOOL BUDGET

Provide the school's projected budget for the next 5 years.

APPENDIX D: CHARTER SCHOOL ENROLLMENT POLICY, INCLUDING LOTTERY PROTOCOL AND APPLICATION

Submit the charter school's board-adopted enrollment policy and procedures. The policy and/or procedure should clearly describe how the lottery will be administered, and how families will be informed of the opportunity to submit an application to the lottery, as well as how families will be informed about the outcomes of the lottery.

SB 820, passed in the 2015 Legislative Session, allows Oregon charter schools to implement a weighted lottery that favors historically underserved students. Historically underserved students are students who are at risk because of any combination of two or more factors including their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, disability, and geographic location.

If a charter school applying for the Implementation Grant is using the provisions described in SB 820 to implement a weighted lottery, the charter school's proposed weighted lottery protocol must be approved by the Oregon Department of Education and the US Department of Education. Approval of these provisions could take several months. It is our guidance that applicants for OCSP grants that do not currently use a weighted lottery not implement a weighted lottery during their proposed grant period.

APPENDIX E: PROCUREMENT POLICY AND PROCEDURES

Provide the school's procurement policy and procedures. Policies and procedures must comply with Uniform Guidance 2 CFR 200.318.

APPENDIX F: MARKETING PLAN

Submit the school's plan to attract and engage families. The plan should include at least the following components:

1. A clear description of how the school will inform the community about its enrollment process, procedures, and deadlines.
2. A description of how the marketing plan is multi-modal and increases access to the charter school for all prospective students.
3. A specific plan of outreach to historically underserved student populations.
4. A clear description of the target student population the school intends to serve, and the planned efforts to engage prospective families in those communities.
5. A description of the opportunities prospective families will have to ask questions, get additional information, and tour the facility.

APPENDIX G: GRANT MANAGEMENT PLAN AND CONFLICT OF INTEREST POLICY

Submit the school's plan to manage the performance and financial aspects of the grant, including how Grant Project Goals will be tracked and assessed. The plan should include at least the following components:

1. An overall description of how the grant will be managed, including key personnel assigned to manage specific aspects of the grant.
2. The school's plan to be compliant, strategic, and responsible with the financial and business aspects of the grant.
3. The school's plan to have sufficient cash on hand to front initial grant expenditures until reimbursement.
4. The capability of the governing board to oversee the performance and financial components of the grant.
5. The capability of the governing board to submit required reports on grant activities.
6. A detailed description of how performance will be measured against the Grant Project Goals, including specific targets, measures, and metrics for each Goal, as well as a timeline for the implementation and completion of each Project Goal.
7. The school's plan for financial and programmatic sustainability after the grant period ends and grant funds are no longer available.
- 8. Attach a copy of the charter school's conflict of interest policy.**

APPENDIX H: STUDENT DATA

Charter Schools already in operation must provide, all available student achievement data disaggregated by race, gender, and special population, for every year in operation.

APPENDIX I: AUDITS

Charter Schools already in operation must provide municipal audits for every year in operation.

APPENDIX J: ASSURANCE AND CERTIFICATION FORM

The charter school's Board President and Board-appointed authorized representative must sign below to indicate approval of the contents of this grant application and the receipt of program funds.

The Board of _____ hereby applies for and, if awarded, accepts the federal program funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all federal funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Education Department General Administrative Regulations (EDGAR), the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the charter school is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools.

Charter schools/district partnership(s) that accept funding through the Oregon Charter School Grant Program agree to the following assurances:

1. The authorized representative possesses the legal authority to apply for this grant, to execute the grant, to comply with certifications, budget, and fiscal requirements, and to act as the governing body's authorized representative for the grant program.
2. No member of the charter school's governing body or its authorized representative has any conflict of interest with any party (employee, contractor, vendor, etc.) that has a financial interest in the grant award.
3. Grant recipients are aware that U.S. Department of Education regulations prohibit a person from participating in an administrative decision regarding a project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the sub-grantee, and have adopted by their governing body policies regarding apparent or actual conflicts of interest consistent with this federal regulation. Further, the recipients certify they will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
4. The applicant will annually, for the life of the grant, provide the U.S. Secretary of Education and the Oregon Department of Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving the funded activities. This includes participation in any federal or state funded charter school evaluations or studies.
5. The applicant will fully cooperate with the U.S. Secretary of Education and the Oregon Department of Education in evaluating the program being funded by the grant.
6. The charter school is nonsectarian in its programs, admissions policies, and employment practices.

7. The charter school complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.
8. The charter school agrees to comply with the same Federal and State audit requirements as do other public schools in the State and arrangements have been made to finance those mandatory audits.
9. The charter school meets all applicable Federal, State, and local health and safety requirements.
10. The charter school operates in accordance with applicable State law.
11. The charter school's admission process will adhere to federal nondiscrimination laws and will not discriminate against student or applicant regarding race, gender, national origin, color, disability, sexual preference, or age.
12. The charter school will admit students through an equitable lottery if more students apply than can be accommodated.
13. The charter school shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for three full years from the date of final payment. ODE must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and records relating to the expenditures of grant proceeds during the period of the grant and for three years following final payment.
14. Any modifications and/or changes to the grant budget will meet the approval of the ODE Project Director.
15. The awarded implementation grant funds will be spent or encumbered by date stated on subgrantees Grant Award Notification.
16. The charter school has provided the sponsor with a copy of the grant application on or before the date of application submission.
17. The grantee will operate as a charter school as defined by the Elementary and Secondary Education Act [P.L.107-110, section 5210(1)] throughout the duration of this grant.

It is the responsibility of each local charter school that receives funds under this grant to comply with all required federal assurances. Funded sites will be expected to cooperate with the Department in the development and submission of certain reports to meet certain state and federal guidelines and requirements. All grantees are required to provide requested data to ODE.

In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE OREGON DEPARTMENT OF EDUCATION. The Oregon Department of Education may terminate a grant award upon thirty (30) days notice if it is deemed by the Oregon Department of Education that the applicant is not fulfilling the funded program as specified in the approved project application.

Grant recipients will be required to keep and maintain all equipment purchased with grant funds in accordance with the requirements of federal law and regulation. Should the charter school close or be terminated by the sponsor, the charter school will work with the Oregon Department of Education regarding distribution of assets purchased with this grant.

The governing body of the charter school applicant has authorized the filing of this application and the undersigned representative has been duly authorized to file this application and act as the authorized representative of the applicant in connection with this application.

I do hereby certify that all facts, figures, and representations made in this application are true and are correct and are consistent with the statement of certifications. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this project. All records necessary to substantiate these items will be available for review by state and federal monitoring staff. All progress reports and the final report requested through this grant program will be filed on time. I further certify that all disbursements will be obligated after the grant has been awarded and the revised budget (if applicable) is approved and prior to the termination date; all disbursements have not been previously reported; and disbursements were not used for matching funds on this or any special project.

Charter School Representative (Printed Name)

Charter School Representative Signature

Date

Charter School Board President (Printed Name)

Charter School Board President Signature

Date

Authorizing District Superintendent (Printed Name)

Authorizing District Superintendent Signature

Date

Note: Federal law requires charter schools applying for the grant to notify their authorizers of the grant application. The signature of the Superintendent of the authorizing district provides evidence of this notification; it does not bind the district to any particular action regarding this grant.



OREGON CHARTER SCHOOLS PROGRAM IMPLEMENTATION GRANT 2015-18 EVALUATION
RUBRIC SCORESHEET

Applicant _____

Part I:	Cover Page		No Points
Part II:	Project Narrative		
	Section A:	Executive Summary	/5
	Section B:	General Information	/5
	Section C:	Mission of the Applicant	/5
		Priority Points	/3
	Section D:	Capacity of the Leadership Team and Governance	/15
		Priority Points	/5
	Section E:	Grant Project Goals	/30
		Priority Points	/5
	Section F:	Budget Narrative	/20
	Section G:	Professional Development Goals and Plans	/10
		Priority Points	/5
	Section H:	Historically Underserved Students	/10
		Priority Points	/6
		Subtotal	<u>/100</u>
		Priority Points	/24
Part III:	Appendices		
	Appendix A:	Budget	/15
	Appendix F:	Marketing Plan	/5
	Appendix G:	Grant Management Plan	/10
		Subtotal	<u>/30</u>
		Subtotal Part II:	/100
		Priority Points:	/24
		Subtotal Part III:	<u>/30</u>
		TOTAL POINTS	/154
		Minimum Score to be Funded:	110

Overall Strengths:

Overall Weaknesses:

OCSP IMPLEMENTATION GRANT SELECTION CRITERIA AND EVALUATION RUBRIC

Part I: Cover Page with signatures

No points

Cover page complete and signed

Part II: Project Narrative

<p>A. <u>Executive Summary</u> The Executive Summary should briefly introduce readers to the charter school. Include the school’s overall vision, the expected demographics, and the expected location. Summarize the grant project goals and explain briefly how they support the vision of the school.</p>			
<p>Required Criteria</p>			
<ul style="list-style-type: none"> • Clear description of proposal, including any distinctive educational models to be implemented • Overall vision of the charter school • Explanation of how this model meets the needs of the community the charter school intends to serve 		<ul style="list-style-type: none"> • Expected demographics of charter school • Expected location of charter school • Brief description of each Project Goal with explanation of how the goals are aligned to the vision of the school 	
<p><u>Strengths:</u></p>			
<p><u>Weaknesses:</u></p>			
<p>Point Distribution</p>			<p>TOTAL POINTS</p>
<p>Met few or no criteria</p>	<p>Met half or more criteria</p>	<p>Met all criteria</p>	<p>x/5</p>
<p>0-1</p>	<p>2-3</p>	<p>4-5</p>	

B. General Information

Describe the size of the school, including any enrollment cap specified in the contract with the authorizer, and any plans for growth over the term of the contract (e.g. grades K-1 in year 1, K-2 in year 2, etc.) Describe any particular educational philosophy and approaches that will be used, and how this philosophy/approach will support a diverse student body in learning and academic achievement. Describe the interest and engagement of community members during the development process.

Required Criteria

- | | |
|--|---|
| <ul style="list-style-type: none"> • Clear description of the plan for growth of the charter school over the term of the contract, including any enrollment cap specified in the charter. • Comprehensive description of the educational philosophy/approach to be used • Description of how the school’s program will support the needs of all students, including historically underserved students | <ul style="list-style-type: none"> • Description of how families and the community were involved in the planning and development of the charter school • Description of the ongoing support of families and the community, including any commitments of support and/or established community partnerships that will support the startup of the charter school |
|--|---|

Strengths:

Weaknesses:

Point Distribution			TOTAL POINTS
Met few or no criteria	Met half or more criteria	Met all criteria	x /5
0-1	2-3	4-5	

C. Mission of the Applicant

State the mission of the charter school.

Required Criteria

- | | |
|--|--|
| <ul style="list-style-type: none"> • To be eligible for the Implementation Grant, the mission of the charter school must include <u>at least</u> one of the following: <ul style="list-style-type: none"> a. A primary focus on serving historically underserved and/or at-risk populations of students b. A specific focus on reducing and eliminating achievement and opportunity gaps for Oregon students | <ul style="list-style-type: none"> c. A program design that would qualify as an “alternative” charter school d. A primary focus on reducing and eliminating exclusionary discipline practices <ul style="list-style-type: none"> • Mission takes a long-term view and emphasizes what the school expects to accomplish and contribute. • Mission is clear, succinct, and stresses the school’s values, philosophy, and commitments to its students |
|--|--|

Strengths:

Weaknesses:

Point Distribution			Points
Met few or no criteria	Met half or more criteria	Met all criteria	Base points X/5
0-1	2-3	4-5	Priority points X/3
Priority Points: Up to 3 additional points may be awarded for meeting the following criteria: <ul style="list-style-type: none"> • The applicant includes in its mission two or more of the components listed in the criteria above. The application for grant funds must clearly align with the stated mission in this section. 			TOTAL POINTS
			XX/8

D. Capacity of the Leadership Team and Governance

Identify the key leaders of the school and the operating board of directors. Describe how they are qualified to oversee the operation of a public charter school. Describe how they are qualified to manage a federal grant and develop and implement the stated Grant Project Goals. Describe any specialized training the governing board has already received and plans for future training. Explain how the governing board will develop and track the charter school’s mission-specific goals. Explain how the governing board will track, oversee, and ensure the achievement of the charter school’s project goals during the term of the grant. Describe the leadership team’s relationship with the authorizer during the charter’s application, approval, and start-up processes. Describe any experience the development team or board has with programs or trainings aimed at serving historically underserved students.

Required Criteria

- | | |
|--|---|
| <ul style="list-style-type: none"> • Key leaders of the charter school are identified, and their qualifications to start/operate a charter school are well described. • Members of the operating board are identified, and their qualifications to oversee the operation of a charter school are well described. • Clear description of how the operating board is qualified to manage a federal grant and develop and implement the stated Grant Project Goals. • Training the governing board has received is described. | <ul style="list-style-type: none"> • Plans for future training for the governing board is described. • Clear description of how the governing board will develop and track the school’s mission-specific goals, including the Project Goals identified in this application • Clear description of the governing board’s oversight of the school administrator • Clear description of the applicant’s relationship with the authorizer during the application, approval, and start-up processes. • Clear description of development team or board experience with programs or trainings aimed at serving historically underserved students. |
|--|---|

Strengths:

Weaknesses:

Point Distribution			Points
Met few or no criteria	Met half or more criteria	Met all criteria	Base points XX/15

0-5	6-10	11-15	Priority points XX/5
<p>Priority Points: Up to 5 additional points may be awarded for meeting the following criteria:</p> <ul style="list-style-type: none"> Evidence is provided that individuals identified in this section have experience in starting, operating, or authorizing a charter school, or significant experience working with or serving the charter school's target student population. (3 max points) Applicant provides evidence of a positive relationship with the authorizer, including a statement of support or letter of recommendation from the authorizer. (2 max points) 			TOTAL POINTS
			XX/20

E. Grant Project Goals

Identify five (5) Grant Project Goals. Fully justify each goal in terms of its value in supporting the mission, vision, and implementation of the charter school’s program.

At least one goal must specifically address how the charter school will improve outcomes for historically and educationally underserved students, including how the charter school’s educational program will help meet ODE’s goal of reducing and eliminating achievement and opportunity gaps for historically underserved students.

At least one goal must specifically address how the charter school will implement an evidence-based instructional model including specific expectations for student performance and growth.

Describe how all goals are SMART goals (Specific, Measurable, Achievable, Results-oriented, and Time-bound). Fully describe what data will be used to measure progress on each goal. All subgrantees are required to administer an interim assessment twice during each school year of the subgrant. Nationally normed interim assessments such as easyCBM or NWA’s MAP assessments are preferred, however a charter school may identify a different interim assessment and describe how the data will be valid and reliable. The charter school will also be required to report using the Oregon state assessment data. Please provide a timeline for measuring progress on each goal using both interim and state assessment data.

Required Criteria

- | | |
|--|---|
| <ul style="list-style-type: none">• Applicant clearly identifies and describes five (5) Grant Project Goals.• Applicant fully justifies each goal in terms of its value in supporting the mission, vision, and implementation of the charter school’s program.• At least one goal specifically addresses how the charter school will improve outcomes for historically and educationally underserved students, and how the program will reduce and eliminate achievement and opportunity gaps for historically underserved students in Oregon. | <ul style="list-style-type: none">• At least one goal <u>specifically</u> addresses how the charter school will implement an evidence-based instructional model including specific expectations for student performance and growth.• Applicant fully describes how each goal is a SMART goal (Specific, Measurable, Achievable, Results-oriented, and Time-bound).• The sources of data and information used to measure progress on each goal are identified, well described, and reasonable indicators of progress on the goal. An interim assessment is identified and a description of how the data from that assessment will be valid and reliable is given. Oregon state assessment data is used.• A detailed timeline for assessing progress on each goal is provided. |
|--|---|

Strengths:

Weaknesses:

Point Distribution			Points
Met few or no criteria	Met half or more criteria	Met all criteria	Base points XX/30
0-9	10-20	21-30	Priority points XX/5
Priority Points: Up to 5 additional points may be awarded for meeting the following criteria: <ul style="list-style-type: none">• Applicant provides clear evidence of past success in reducing and eliminating achievement and opportunity gaps for historically underserved students.			TOTAL POINTS
			XX/35

F. Budget Narrative

Describe the overall budget for the grant. Include a table in the narrative that shows how grant funding will be allocated to each Grant Project Goal. Describe any additional grant funding for implementation or operational costs that has been or will be sought by the charter school. Fully describe the financial management plan for OCSF grant funds, including how the charter school’s board of directors is qualified to oversee compliance with the federal regulations (EDGAR, OMB) and non-regulatory guidance for this grant program.

Required Criteria

- | | |
|--|--|
| <ul style="list-style-type: none"> • Applicant provides a narrative description of the overall budget for the grant. • Grant funding is clearly allocated to each Grant Project Goal. • Other funding for operational costs that has been sought or will be sought by the applicant during the grant period is identified and well described. • The management plan for the grant is well described, including how expenditures will be tracked and submitted, and how any other funds received during the grant period will be managed separately from the grant. | <ul style="list-style-type: none"> • Clear description of how the charter school’s governing board is qualified to oversee the grant and accompanying federal regulations and non-regulatory guidance. • Evidence that the budget supplements, not supplants, other state and local funding the school will receive during the grant period. • The budget includes only allowable expenditures. |
|--|--|

Strengths:

Weaknesses:

Point Distribution			TOTAL POINTS
Met few or no criteria	Met half or more criteria	Met all criteria	xx/20
0-6	7-13	14-20	

G. Professional Development Goals and Plans

Describe the charter school’s professional development goals and plans that will support the Grant Program Goals in the grant. Describe any agreements or contractual relationships that have been or will be established with organizations to provide the professional development described in this section. Describe any training that specifically targets development related to serving historically underserved students. Describe the expected outcomes of the professional development activities and how the success of the activities will be measured.

Required Criteria

- | | |
|--|--|
| <ul style="list-style-type: none"> Professional development goals and plans are specific and well described. All planned professional development activities are aligned with stated Project Goals. Agreements or contractual relationships with other organizations to provide professional development are identified and well described. | <ul style="list-style-type: none"> Training specifically targeting serving historically underserved students is described. Outcomes for each planned professional development activity are well described. Clear description of how the success of the professional development activities will be measured. Clear measures and metrics are identified and described. |
|--|--|

Strengths:

Weaknesses:

Point Distribution			Points
Met few or no criteria	Met half or more criteria	Met all criteria	Base points XX/10
0-2	3-7	8-10	Priority points XX/5
Priority Points: Up to 5 additional points may be awarded for meeting the following criteria: <ul style="list-style-type: none"> At least one planned professional development activity is specific to reducing and eliminating achievement and opportunity gaps for historically underserved students. (3 max points) The measures and metrics to be used to assess the success of the professional development activities include both quantitative and qualitative data. (2 max points) 			TOTAL POINTS XX/15

H. Historically Underserved Students

Describe the charter school’s specific plan to engage and support historically underserved students, including students of color, low-income, Special Education, English language learners, homeless, and other students who could be considered historically underserved. Describe how the Grant Program Goals will remove barriers and increase access for historically underserved students to the charter school’s program. Describe how the Grant Program Goals will support culturally responsive curriculum and pedagogy for all students. Describe how the charter school’s program will assist historically underserved students in meeting and exceeding state academic content and achievement standards.

Required Criteria

- | | |
|--|---|
| <ul style="list-style-type: none"> • The school’s plan to engage and support historically underserved students is specific and well-described. • The applicant clearly describes how the Grant Program Goals will remove barriers and increase access for historically underserved students to the school’s program. • Description of how the charter school’s program will assist historically underserved students in meeting and exceeding state academic content and achievement standards. | <ul style="list-style-type: none"> • The applicant clearly describes how the Grant Program Goals will support culturally responsive curriculum and pedagogy for all students. • Evidence of authentic engagement with the historically underserved communities the school intends to serve, including evidence of support for the program from those communities. |
|--|---|

Strengths:

Weaknesses:

Point Distribution			Points
Met few or no criteria	Met half or more criteria	Met all criteria	Base points XX/10
0-2	3-7	8-10	Priority points XX/6
Priority Points: Up to 6 additional points may be awarded for meeting the			TOTAL POINTS

<p>following criteria:</p> <ul style="list-style-type: none">• Applicant provides evidence of past success in serving and improving outcomes for historically underserved students. (3 max points)• Applicant provides evidence that its educational model is specifically designed to engage and serve historically underserved students in the community, and to promote the use of culturally responsive curriculum and pedagogy. (3 max points)	<p>XX/16</p>
--	--------------

Part III: Appendices

<p>A. Budget</p> <p>The Budget must support the Grant Project Goals identified in Section II Part F of the application. There must be evidence of a clear relationship between the identified goals, the proposed activities, and how the funds will be spent. The Budget must be specific, reasonable, and all proposed expenses must be well described. The Budget must comply with all subgrant funding limits, and must include only allowable expenses.</p>			
<p>Required Criteria</p>			
<ul style="list-style-type: none"> The Budget supports the identified Grant Project Goals in the application There is evidence of a clear relationship between the identified goals, the proposed grant activities, and how the funds will be spent 		<ul style="list-style-type: none"> The Budget is specific, cost estimates are reasonable, and all proposed expenses are well described. The Budget complies with all subgrant funding limits, and includes only allowable expenses. 	
<p><u>Strengths:</u></p>			
<p><u>Weaknesses:</u></p>			
<p>Point Distribution</p>			<p>TOTAL POINTS</p>
<p>Met few or no criteria</p>	<p>Met half or more criteria</p>	<p>Met all criteria</p>	<p>xx/15</p>
<p>0-5</p>	<p>6-10</p>	<p>11-15</p>	

F. Marketing Plan

The school’s plan to attract and engage families should be well described and specific. The plan should include at least the following components:

1. A clear description of how the school will inform the community about its enrollment process, procedures, and deadlines.
2. A description of how the marketing plan is multi-modal and increases access to the charter school for all prospective students.
3. A specific plan of outreach to historically underserved student populations.
4. A clear description of the target student population the school intends to serve, and the planned efforts to engage prospective families in those communities.
5. A description of the opportunities prospective families will have to ask questions, get additional information, and tour the facility.

Required Criteria

- The Marketing Plan is specific and well described.
- The plan includes a clear description of how the school will inform the community about its enrollment process, procedures, and deadlines.
- The plan includes a description of how it is multi-modal and increases access to the charter school for all prospective students.

- There is a specific plan of outreach to historically underserved students.
- There is a clear description of the target student population the school intends to serve, and the planned efforts to engage prospective families in those communities.
- There is a description of the opportunities prospective families will have to ask questions, get additional information, and tour the facility.

Strengths:

Weaknesses:

Point Distribution			TOTAL POINTS
Met few or no criteria	Met half or more criteria	Met all criteria	xx/5
0-1	2-3	4-5	

G. Grant Management Plan

The Grant Management Plan is the school’s plan to manage the performance and financial aspects of the grant, including how Grant Project Goals will be tracked and assessed. The plan should include at least the following components:

1. An overall description of how the grant will be managed, including key personnel assigned to manage specific aspects of the grant.
2. The school’s plan to be compliant, strategic, and responsible with the financial and business aspects of the grant.
3. The school’s plan to have sufficient cash on hand to front initial grant expenditures until reimbursement.
4. The capability of the governing board to oversee the performance and financial components of the grant.
5. The capability of the governing board to submit required reports on grant activities.
6. A detailed description of how performance will be measured against the Grant Project Goals, including specific targets, measures, and metrics for each Goal, as well as a timeline for the implementation and completion of each Project Goal.
7. The school’s plan for financial and programmatic sustainability after the grant period ends and grant funds are no longer available.
8. Attach a copy of the charter school’s conflict of interest policy.

Required Criteria

- | | |
|--|--|
| <ul style="list-style-type: none">• The Grant Management Plan includes a description of how the performance and financial aspects of the grant will be managed, including how Grant Project Goals will be tracked and assessed.• There is an overall description of how the grant will be managed, including key personnel assigned to manage specific aspects of the grant.• There is a description of the school’s plan to have sufficient cash on hand to front initial grant expenditures until reimbursement.• There is a description of the capability of the governing board to oversee the performance and financial components of the grant. | <ul style="list-style-type: none">• There is a description of the capability of the governing board to submit required reports on grant activities.• There is a detailed description of how performance will be measured against the Grant Project Goals, including specific targets, measures, and metrics for each Goal, as well as a timeline for the implementation and completion of each project Goal.• The Plan includes the school’s plan for financial and programmatic sustainability after the grant period ends and grant funds are no longer available.• A copy of the school’s conflict of interest policy is attached. |
|--|--|

Strengths:

Weaknesses:

Point Distribution			TOTAL POINTS
Met few or no criteria	Met half or more criteria	Met all criteria	xx/10
0-3	4-7	8-10	