

APPENDIX B: PARTNERING WITH CHARTER SCHOOLS

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INTRODUCTION

The purpose of this appendix is to provide additional information for charter schools on the necessary steps to apply for funding for the programs outlined in the Integrated Guidance. This includes, defining and distilling the various relationships between charter schools and districts and recommendations on how to best move through the integrated application process for the 2023-2025 biennium. While this appendix will cover funding for the following six programs as mirrored in the Integrated Guidance, it is important to note that the majority of charter schools will only apply for 1-3 of these programs (namely HSS, SIA and EIS)⁹⁸:

- High School Success (HSS)
- Student Investment Account (SIA)
- Early Indicator Intervention Systems (EIS)
- Career and Technical Education - Perkins V (CTE)
- ESSA Partnerships (CSI / TSI schools)
- Every Day Matters (EDM)

For a full description of these programs please refer to Section 1 of the Integrated Guidance. We expect charter schools to read through the Integrated Guidance and use this document as supplemental guidance for pieces that are specific to charter school situations. All charter schools participating in these funding streams will be required to go through a full integrated application process to create a four-year plan. However, we hope that this appendix will help determine what types of funding each charter school should be pursuing and in what formation they should be applying for that funding (independently or with their district). The goal is to have one application and plan for all of the funding streams listed above, but there may be variation in fiscal management or programmatic reporting (see Section 2 of this guidance).

To get started, we recommend charter schools to follow the below steps:

1. Read through the Integrated Guidance in its entirety and use this appendix to help address questions around a) which funding to apply for, b) with whom and how to apply for that funding, and c) development of any special agreements that are needed for funding.
2. Determine which streams of funding you are eligible to receive as a charter school (Section 1 of this guidance).
3. Choose the appropriate scenario in Table A to determine how you will apply for SIA, HSS and/or EIS (Section 2 of this guidance).
4. If serving students in grades 9-12, contact the CTE Regional Coordinator in your area to find out more information about how to participate with your district. You will not be completing an application for Perkins/CTE funds but instead would be part of the district or regional planning and application process.
5. If you are a virtual charter school and not eligible to receive SIA funding, then you would proceed with either an independent application for the other funding streams or work in a consortium with your district for HSS and EIS funding (Section 2 of this guidance).
6. Once you have decided which funding streams you are applying for and how you will be applying (independently or with your district), then proceed with developing your integrated application/plan as outlined in the Integrated Guidance.
 - a. Develop and Submit any needed District Charter Program Agreement(s) with your integrated application (Section 4 of this guidance).

⁹⁸ Please see Section 1 of this guidance to better understand funding parameters for these six programs and why charter schools would only apply for 1-3 programs out of the list provided.

SECTION ONE: UNDERSTANDING FUNDING PARAMETERS

The purpose of this section is to provide further detail regarding funding parameters for charter schools as it relates to the six programs addressed in the Integrated Guidance. As stated in the introduction, while the Integrated Guidance addresses six programs, charter schools will only apply for up to three of those programs if applicable (HSS, SIA, and EIS).

As outlined below, the funding parameters for charter schools to participate in the majority of these programs are simple and straightforward, however more detail has been provided for SIA eligibility as indicated in statute.

1. HSS Funding

Both non-virtual charter schools and virtual charter schools who serve students in grades 9-12 receive HSS funding directly from ODE or through a consortium.

2. EIS Funding

Both non-virtual charter schools and virtual charter schools are able to opt-in to receive EIS funding directly from ODE or through a consortium.

3. SIA Funding Eligibility

Non-virtual public charter schools are eligible to access the SIA grant. While public charter schools are not required to participate in the SIA grant program, there are four ways that charter schools may receive SIA funding:

- a. Charter Districts: The district has a single school that is organized as a public charter school. Charter districts are generally treated as regular school districts and should follow the guidance laid out for districts in the Integrated Guidance for the 2023-25 biennium. If the district's charter school is a virtual public charter school, the ADM attributed to the school will be removed from the district's SIA grant allocation. However, the district is still eligible to apply directly for an SIA grant that will include funds based on the ADM attributed to the district.
- b. Charters Eligible to Apply Independently: Charter schools that are eligible to apply independently meet the following criteria:
 - i. These public charter schools must have a student population of which at least 35% of the student population is composed from one the following student groups:
 1. Economically disadvantaged students who are eligible for free or reduced price lunches under the United States Department of Agriculture's current Income Eligibility Guidelines;
 2. Racial or ethnic groups that have historically experienced academic disparities including American Indian/Alaska Native, Black/African American students, Hispanic/Latino, Native Hawaiian/Pacific Islander, and multiracial; or
 3. Students with disabilities who have an Individualized Education Program (IEP).
 - ii. In addition to the public charter school having at least 35% of their student population ⁹⁹ made up of the above student groups, for any percentage used to calculate the charter school's qualifying percentage, the charter school's percentage must be greater than the district's percentage in the same category.

⁹⁹ Data is based on Second Period extended ADMw; calculated yearly

- c. Charter Schools Participating with a Sponsoring District: All non-virtual public charter schools that are not eligible to apply independently may be invited to participate in their district’s application based on the eligibility requirements outlined in HB 3427.
- d. State-Sponsored Charter Schools: State-sponsored charter schools may be eligible to apply independently. Due to the legislative change in HB 2060, those not eligible to apply independently are now similar to charter schools participating with a sponsoring district and may be invited to participate in their local district’s application. The state-sponsored charter schools that participate in a district application must establish a district charter program agreement (DCPA) with the district.

CTE–PERKINS V FUNDING

According to Perkins Law, charter schools are not eligible to receive Perkins funding for Career Technical Education directly from ODE. Both virtual and non-virtual charter schools serving students in grades 9-12 are participants in those funds through their sponsoring district and should make sure to include language in the charter contract to ensure equitable distribution of these funds. Charter school administrators are encouraged to contact the [CTE Regional Coordinator](#) in their area to determine if their sponsoring district is a direct grant recipient or a consortia member for CTE and to find out more information about how to participate. A charter school must have a CTE Program of Study to be eligible to participate in Perkins federal funds.

CSI/TSI FUNDING

Charter schools and districts do not apply for funding that is associated with being identified as a CSI/TSI school. If a charter school or virtual charter is identified as needing [Comprehensive School Improvement \(CSI\) or Targeted School Improvement \(TSI\)](#), then they will receive ESSA funding through an agreement with the sponsoring district. The district will provide the funding for either district level improvements that benefit all students or give funding directly to the charter school if identified as needing CSI or TSI support. If a charter school is identified as CSI/TSI then they will be required to develop a plan and budget to address the areas in need of support to be submitted with their integrated application with their district. State-Sponsored charter schools will work directly with ODE.

EDM FUNDING

Addressing chronic absenteeism through attention to student engagement, school climate, culturally sustaining pedagogy, and family and community involvement is foundational to the success of each initiative in this guidance. Resources and research which support EDM are now embedded across the five other programs, with capacity and support to districts being aligned through ESDs, community-based organizations, and through each of the initiatives. You won’t see a dedicated one-pager or see EDM as a pulled apart program. This is done intentionally as we align and integrate efforts.

SECTION TWO: HOW TO APPLY

Previously, charter schools have applied for these funding streams in a variety of different formats and in different relationships with their district. You may have applied for HSS funding independently, but applied for SIA funding with your district, and received CTE funding through a regional consortium. However, the Integrated Guidance for the 2023-25 biennium hopes to streamline this process so that you are applying for these six different funding streams (where applicable) through one portal and one application.¹⁰⁰

It is our intent with the integrated plan and application to streamline work for districts and charter schools. We suggest that moving forward, for the 2023-25 biennium, your application and relationship with your district will be defined by your SIA eligibility¹⁰¹ as it is the most detailed in statute (see Section 1 of this guidance). However, we also understand that charter schools may want to maintain fiscal autonomy where allowable, therefore we are providing the following scenarios to best fit your financial management and program planning needs. For all of the below scenarios you would submit one plan and application for all of the funding streams that you are applying for which would allow for one joint community engagement and one joint needs assessment as outlined in the Integrated Guidance. The options below show differences in designating fiscal agent responsibilities and reporting structure.

Table A: Choose Your Own (application) Adventure

| SIA Eligibility | Fiscal Agent for SIA | Fiscal Agent for other initiatives under this guidance (HSS, EIIS) | Reporting | District Charter Program Agreement (DCPA) |
|---|----------------------|--|--|--|
| Scenario 1: Independent Charter ¹⁰⁴ | Charter | Charter | Charter submits directly to ODE | N/A |
| Scenario 2: District Sponsored Charter | District (required) | Charter (optional) | Charter submits through District but via a separate reporting dashboard | District Charter Program Agreement for SIA only |
| Scenario 3: District Sponsored Charter Partially Administered | District (required) | District (optional) | Charter submits through District but via a separate reporting dashboard | District Charter Program Agreement for all initiatives |
| Scenario 4: District Sponsored Charter Fully Administered | District (required) | District (optional) | Charter submit through the District and is embedded in their reporting dashboard | District Charter Program Agreement for all initiatives |

100 While you may create only one integrated plan or application, your grant agreements will remain program specific and you may have up to three different grant agreements for HSS, SIA and EIIS that will be signed by the fiscal agent designated in EGMS.

101 Unless you are a virtual charter school, in which case please see Scenario 5.

102 CTE/Perkins is not included in this table because in all cases, charter schools will receive the benefit of CTE/Perkins through their sponsoring district. Please see the CTE/Perkins call out box in Section 1.

103 A District Charter Program Agreement (DCPA) is required for SIA if a charter school is participating with their district and a DCPA is required for HSS funding if a charter is in consortium with their district. If a charter school also decides to have their district be their fiscal agent for all other funding streams in this guidance, then we would encourage the use of one DCPA. However, if the district and charter school decide to have separate DCPA for each fiscal relationship then that is left to their discretion. See Section 4 of this guidance for more details on DCPA.

104 Also refers to Charter Districts as defined in Section 2 of this guidance.

| SIA Eligibility | Fiscal Agent for SIA | Fiscal Agent for other initiatives under this guidance (HSS, EIS) | Reporting | District Charter Program Agreement (DCPA) |
|---|----------------------|---|--|--|
| Scenario 5: Virtual Charter (not eligible to receive SIA funds) | N/A | Virtual Charter or District | Virtual Charter submits directly to ODE (even if the District is the fiscal agent) | District Charter Program Agreement needed only if the Virtual Charter has the District as their fiscal agent |
| Scenario 6: State Sponsored Charter | District | Charter | Charter submits through District but via a separate reporting dashboard | District Charter Program Agreement for SIA |

Note: Each program (HSS, EIS, and SIA) will have a separate grant agreement that will need to be signed by the fiscal agent.

Scenario 1: If you are able to apply for SIA funding independently, then you would be your own fiscal agent for SIA as well as all other funding initiatives that you are applying for. You would submit your reporting directly to ODE and no DCPA is needed.¹⁰⁵

Scenario 2: If you are not eligible to apply for SIA funding independently, then you may be invited to participate with your district’s application for SIA. However, if you would like to maintain fiscal autonomy in EGMS for the other funding streams you are applying for, then the district would only be the fiscal agent for SIA funding and the charter school would remain the fiscal agent for all other funding streams. You will be required to submit a DCPA outlining this relationship for the SIA portion of funding. Reporting for all funding streams would occur on a separate dashboard but be submitted through the district per the SIA relationship designation.

Scenario 3: If you are not eligible to apply for SIA funding independently and are invited to participate with your district’s application, the district may also act as your fiscal agent for all funding streams. You will submit one charter budget for all funding initiatives which would be reported on a separate dashboard, but all reporting and financial management would flow through the district. You will be required to submit a DCPA outlining this relationship that covers all funding streams.

Scenario 4: Similar to option 2 in that your district is your fiscal agent for all funding streams and you will be required to submit a DCPA outlining this relationship. The one difference is that your reporting would be embedded within the district’s reporting and you would not be required to submit a separate budget or reporting dashboard. (Note: this may be a good option for charter schools that have a smaller allocation that they are spending on one or two activities).

Scenario 5: If you are a virtual charter school then you are not eligible for SIA funding. Therefore you could pursue 1) an independent application for all other funding streams; or 2) an application with your district as fiscal agent. If you pursue the first option then you would fall under scenario 1 excluding SIA. If you pursue the second option, then you would fall under scenario 3 or 4 excluding SIA.

Scenario 6: If you are a state sponsored charter school not eligible to apply for SIA independently, then the district in which your school is located may invite you to participate in the district’s SIA application and will be your fiscal agent. You are still able to be your own fiscal agent for other funding streams (HSS and EIS) if you choose to do so. You will be required to submit a DCPA outlining your SIA relationship and how your reporting is received by ODE will be determined on a case-by-case basis.

¹⁰⁵ An independent charter school is allowed to partner with their district if they choose to do so. If this option is chosen, then the district and charter school would need to decide between scenario 2, 3, or 4.

CONSORTIA FOR CHARTERS

- Unique consortia are not allowed for charter schools under SIA funding.
- Charter schools are able to be a part of a CTE Regional Consortia.
- Virtual charter schools could be in consortia with each other, when only receiving HSS funding. Virtual charter schools may be eligible to join in consortia with schools and districts receiving other funds, but may not benefit from SIA funding.

For additional guidance on Consortia please refer to Section 1 of the Integrated Guidance. Please contact ODE to discuss the best scenario for you to receive funding for the 2023-25 biennium if you do not fit under one of the scenarios presented in Table A.

VIRTUAL CHARTER SCHOOLS

Virtual charter schools are not eligible to apply for SIA grants, however they can participate in EIS funding, as well as CTE and HSS funding (if they serve students in grades 9-12).

Option 1) If a virtual charter school is participating with their sponsoring district on an integrated application for HSS and EIS funding and the district receives SIA funds, then the application and plan would remain integrated, however the virtual charter school is not included in the district's SIA allocation and reporting data, nor are they required to be included in the LPGT performance measures or adhere to community engagement requirements. Under this option a needs assessment would be required for virtual charter schools as required by HSS.

Option 2) If a virtual charter school wants to apply for HSS and EIS funding independently of their sponsoring district then they would pursue an integrated application for EIS and HSS funding streams. Virtual charter schools will participate in an amended version of the integrated application and they are NOT required to participate in the following:

- LPGT Performance Measures as outlined in Section 6 of the Integrated Guidance.

- Community engagement as outlined in Section 2 of the Integrated Guidance.

Please contact ODE to discuss the best scenario for you to receive funding for the 2023-25 biennium if you do not fit under one of the options presented above.

SIA CHARTER SCHOOL AND DISTRICT RELATIONSHIP

According to administrative rule¹⁰⁶ before each application cycle, ODE will publish lists of public charter schools that are:

1. Eligible to apply independently for SIA funding
2. Charter schools that can be invited to participate with a sponsoring district for SIA funding
3. State-sponsored charter schools for SIA funding

Districts and charter schools are only allowed to make shifts to their relationship during an application cycle that will occur at the beginning of a biennium. Changes in relationships cannot occur mid-biennium. This means that if you applied with your district at the beginning of the 2023 biennium, but then became eligible to apply independently in 2024 you would still need to remain in relationship with your district until the 2025-27 application cycle when you could pursue an independent application.

A Note for Districts on Charter School participation in SIA

- Districts determine whether they will invite their charter schools to participate in the district SIA plan. Districts are strongly encouraged to invite all non-virtual charter schools within the district boundary.
- If a district invites one charter school to participate, it must invite all non-virtual charter schools located within the district to participate.
- It's important to remember when a charter school is not included in a district application, the district's total SIA allocation will be reduced by the nonparticipating charter schools' ADMw SIA funding calculation.
- If a charter school closes during the biennium, then the district grant agreement allocation will be adjusted for the following grant cycle with the updated ADMw from each year.
- If a charter school is NOT invited to participate in SIA, this does not affect its ability to apply for any of the other funding streams outlined in the Integrated Guidance.

106 OAR 581-014-0007 (adopted 3/20/2020)

SECTION THREE: REPORTING REQUIREMENTS BASED ON YOUR APPROACH

PROGRAMMATIC AND FINANCIAL REPORTING AND AUDITING

This section reiterates some of the key report requirements offered in Section 6 of the Integrated Guidance. Charter schools will be held to the same reporting requirements as districts whether they have applied independently or are reporting with the district. However, the reporting structure may vary depending on the option you chose for applying for funding. Please see the adapted table below to show the reporting structures:

Table B: Reporting Structures

| SIA Eligibility | Reporting | District Charter Program Agreement (DCPA) |
|--|--|--|
| Scenario 1: Independent Charter ¹⁰⁷ | Charter submits directly to ODE | N/A |
| Scenario 2: District Sponsored Charter Scenario 3: District Sponsored Charter Partially Administered Scenario 6: State Sponsored Charter | Charter submits through District but via a separate reporting dashboard District is accountable to ODE and must ensure the charter school completes the reporting requirements. | District Charter Program Agreement for SIA and other initiatives as appropriate. |
| Scenario 4: District Sponsored Charter Fully Administered | Charter submit through the District and is embedded in the District reporting dashboard | District Charter Program Agreement for SIA and other initiatives as appropriate. |
| Scenario 5: Virtual Charter (not eligible to receive SIA funds) | Virtual Charter submits directly to ODE if they apply independently (for HSS and EIS reporting) Virtual Charter submits via the District if they join a District integrated application (for HSS and EIS reporting) | District Charter Program Agreement needed only if the Virtual Charter has the District as their fiscal agent |

GUIDE TO PROGRESS REPORTING

Beginning in the Fall of 2023 and continuing approximately each quarter thereafter, both districts and charter schools are required to submit programmatic and financial progress reports to ODE to monitor progress and complete spending prior to the end of the grant period.

The reporting dates for the 2023-25 biennium will be outlined in the grant agreement that grantees receive after submitting a complete plan and application in the Spring of 2023. ODE will also share reminders via Smartsheet and through EII messages as reporting deadlines are approaching. The details and format of this report will be released at a later date but will be similar to what was required for SIA reporting dashboards through Smartsheet.

GUIDE TO ANNUAL REPORTING

SIA recipients are required by statute to review their own progress on an annual basis through a cumulative progress report and municipal audit. This requirement is for both districts and charter schools and now extends to all funding initiatives as we pursue an integrated process in 2023-25. Districts with participating charter schools are encouraged to include their charter school’s reflections and progress within their submission of their Annual Progress Report. Charter schools who applied independently for SIA funding will submit their own Annual Progress Report that will be included on their reporting dashboard before the fourth quarter report.

¹⁰⁷ Also refers to Charter Districts as defined in Section 2 of this guidance.

Annual Progress Report: The annual progress review will ask recipients to review their implementation efforts, progress with any local metrics that were established in the grant development process, review how their strategies worked (or didn't), and work with ODE to substantiate changes within progress markers. This is a requirement for all charter schools who apply for SIA funding independently of their district. See Section 6 of the Integrated Guidance for more information.

Annual Municipal Audit: Under Section 15 of the Act, SIA grant recipients are required annually to conduct a financial audit of the use of grant funds in accordance with the Municipal Audit Law. This is a requirement for all charter schools who apply for SIA funding independently of their district. However, all public charter schools that receive any SIA grant funds should be prepared to account for these funds separately in their annual municipal audit. See Section 6 of the Integrated Guidance for more information.

SECTION FOUR: DISTRICT CHARTER PROGRAM AGREEMENT (DCPA)

A District Charter Program Agreement (DCPA)¹⁰⁸ is required whenever a charter school is joining in with a district for funding or for any program where the district acts as the fiscal agent under this guidance (see Table A in Section 2 of this guidance). ODE does not require or provide a specific DCPA template; however, the following sections must be addressed:

- Charter School Plan and Budget for Eligible Funding
- Exchange of Services
- Distribution of Funds
- Administrative Costs
- Allowable Uses
- Joint Determination
- Accountability
- Reporting Progress
- Additional Components to Consider

Updated DCPA should span the 2023-25 biennium¹⁰⁹ and must be submitted as part of the integrated application due to ODE by June 30, 2023. If the district becomes the fiscal agent for all funding streams in this guidance, then we encourage districts and charter schools to have one agreement that would outline the fiscal and programmatic relationship between the district and charter school. However, the use of one DCPA is not a requirement and districts and charter schools can decide if they would prefer to have one agreement that covers the SIA relationship and one agreement that covers each individual funding stream OR one agreement that covers the SIA relationship and one agreement that covers all other funding streams. **Grant agreements sent to the district will not be fully executed and funds will not be made available until there is a signed DCPA in place.**

¹⁰⁸ The use of a DCPA in the 2023-25 biennium will replace the Memorandum of Understanding (MOU) and District-Charter Agreement (DCA) that were previously used in the 2021-23 biennium.

¹⁰⁹ If a new charter school is established in the 2022-23 school year, they will be eligible for SIA funding with their sponsoring district in the 2023-25 biennium.

CHARTER SCHOOL PLAN AND BUDGET FOR ELIGIBLE FUNDING

The charter school plan and budget will span the 2023-25 biennium for each funding initiative. As outlined in Section 2 of the Integrated Guidance, each charter school will engage with their district in a needs assessment and community engagement to determine their planned outcomes, strategies, and activities.

When districts and charter schools apply together, it is important that charter school staff play an active role in all aspects of the planning, development, implementation and subsequent monitoring of the shared plan. The charter school may share some or all of the same outcomes, strategies and activities with the district in the plan, or alternatively, may have their own specific priorities that are listed in the plan. Either way, it's important that the district-community-charter relationship is maintained over the course of the year(s) so that a shared understanding of implementation successes and challenges is developed and that everyone works together to support the needs of every student. One approach to ensuring a strong district-charter relationship from the beginning may be to develop a team that meets at regularly scheduled times, with representation from the participating charter school(s) as community engagement, planning, updating, monitoring and implementation unfold.

EXCHANGE OF SERVICES

Sponsoring districts and charter schools may mutually agree to have the SIA grant or other grant funding (HSS, EIIS) fully or partially administered by the district. The Agreement should clarify what services the district and the charter school will be responsible for providing. Please refer to Table A in Section 2 of this guidance to determine how you will proceed with fiscal responsibilities for each funding stream.

Grant fully administered by the district: If the grant is completely administered by the district, this means that the charter school will be fully embedded within the district plan and budget and reporting will occur on the same reporting dashboard. There will be no financial pass-through amount in the DCPA, and the district will spend all grant funding on behalf of the charter school and to the benefit of the charter school.

Grant partially administered by the district: If a grant is partially administered by the district, then the district will provide broad fiscal and monitoring oversight; however, the charter school will act largely independently. The district will pass through the partial or full allocation to the charter to spend funds on their own. The charter school will maintain its own plan and budget and will report progress separately on the charter school dashboard but reporting submission will flow through the district to ODE.

If the district and charter school agree for the district to retain any portion of the funds generated by the ADMW attributed to the charter school, the agreement should describe:

- the level of service the charter school can expect (such as use of the district's hiring services, providing disability support services, or professional development, etc.);
- description of how those funds retained by the district will be used; and
- how the charter school may benefit from or participate in activities paid for with those funds.

In some cases, it might be mutually agreed upon that the charter school will provide services to the district. A charter school may be well positioned to offer training or professional development to the district. Other services that should be included in the agreement are: fiscal oversight and management of the grant; data collection and preparation; and procurement and contracting.

DISTRIBUTION OF FUNDS

The agreement should clarify whether or not the charter school will receive funds from the district (partially administered) or whether the charter school will mutually benefit from planned spending of funding by the district (fully administered). In some instances a district and charter school may have a relationship where they function as one "district" and the charter school does not plan to spend the funds separately from the district.

If the charter school will receive funds, the agreement should specify the percentage or amount that the district will pass through to the charter school and what percentage, if any, the district will withhold. ODE encourages school districts to pass through 100 percent of the funds generated by the ADMw attributed to the charter school.¹¹⁰

Examples of when a district may choose to not pass through 100 percent of the funds include administrative costs, professional development, or other services or activities that would benefit both the district and the charter school. However, these funds and their purpose need to be appropriately outlined in the DCPA and agreed upon by both parties. Agreements should include a general timeline for the distribution of funds that aligns with ODE's calendar for distribution to the district. This might be similar to other timelines in the charter school contract (e.g. disbursement of funds to the charter school will occur within 10 days of when the district receives the funds from the ODE).

In some cases, a district may want to pass through more than the charter school allocation. If a district is interested in passing through additional funding to the charter school, the district must submit a request to their District Grant Manager at ODE with the rationale for passing through more funding. ODE will review the request and notify the district and charter school whether the request has been approved or not.

ADMINISTRATIVE COSTS

While not required, a grant recipient may use administrative costs for SIA and HSS funding.¹¹¹ If a charter school plans to spend funding on administrative costs then they must adhere to the programmatic parameters from statute that are outlined below.

For SIA funds, administrative costs include indirect costs related to allowed expenditures as provided in the grant agreement. Administrative costs are limited to 5 percent of the total expenditures or \$500,000, whichever is less. Any administrative costs incurred by a participating charter school must be accounted for within the school district's overall limit of 5 percent or \$500,000, whichever is less. The DCPA should state what percent of the charter allocation may be used on administrative costs.

For HSS funds, administrative costs are allowed at a cap of 4% of a grant recipient's allocation over the course of a biennium. If grant recipients (including charter schools) are taking administrative costs from HSS, per ORS 327.889, they will need to conduct an annual analysis of student attendance in grades 9 through 12 and disciplinary referrals, suspensions, and expulsions in grades 9 through 12 disaggregated by race and as part of their annual progress report. Unlike SIA funds, districts who are the fiscal agent for charter schools under HSS funding, are not allowed to withhold any funding for administrative costs or services and the entire charter school allocation must be passed through to the charter school.

ALLOWABLE USES

The DCPA should link, document, or otherwise include information that aligns with ODE's Integrated Guidance regarding the allowable use of grant resources.

JOINT DETERMINATION

DCPA language should include language that assures that each party to the agreement:

1. Agrees to be bound to every statement or assurance made by the lead in a shared application
2. Have the authority to execute the DCPA
3. Are familiar with the planning relevant to the DCPA (integrated application, HSS plan, etc) and are committed to working collaboratively to meet the responsibilities specified in the DCPA
4. Will comply with all the terms of the Grant and all applicable Federal and State laws and regulations

ACCOUNTABILITY

State resources under this guidance must be used for their intended purpose and meet a level of scrutiny for their impact, over time, to student well-being, academic achievement, and the goals established more fully in the Integrated Guidance. Each charter school, regardless of the scenario of configuration, holds responsibility along with their sponsoring entity, to meet these aims. ODE holds responsibility to make sure the right reporting practices and information is shared through sponsoring parties or directly to ODE for each program or fund source.

¹¹⁰ For HSS funding, districts are required to pass through 100% of the charter school allocation.

¹¹¹ Administrative costs are not allowable for EHS funding.

The DCPA should outline a clear understanding of how the charter school will be held accountable to the requirements of the funds and expected outcomes. With the exception of virtual charter schools (given limited access to only some programs), charter schools must meet community engagement requirements when developing their plans. Charter schools should either be included in the district’s community engagement or complete their own community engagement that will inform how the charter school plans to spend funds. This applies regardless of the configuration scenario.

Another aspect of accountability under this guidance is the development of Longitudinal Performance Growth Targets (LPGTs), progress markers, and optional local metrics.

Unless a charter school is operating under Scenario 1 (Independently), sponsoring districts and/or district with state-sponsored charter schools located within their boundaries are responsible for and should include students within these charters in their performance reporting.

This is a change from prior guidance to ensure that each student realizes the benefit of state investments and to ensure the right relationship and partnering conditions for students in a given community. Charter schools may develop their own LPGTs and optional local metrics or plan to use the district’s LPGTs. Details of performance agreements should be documented in the DCPA.

ODE will be responsible for the review of performance for charter schools who have direct awards of grant funding because they were eligible to apply independently.

REPORTING PROGRESS

The charter school should submit its progress toward meeting these targets in alignment with the district’s reporting timeline and format requirements for ODE as documented in the DCPA

The district and the charter school should also include clear expectations regarding how the charter school will report expenditures of funds. How and when will the charter school submit programmatic and fiscal reports? (in alignment with the Options in Table B of this section) What happens if the charter school fails to expend funds according to the allowable uses and how will funds be returned to the district once the grant period has ended? How is the charter school accounting for funds and are the funds easily audited?¹¹²

ADDITIONAL COMPONENTS TO CONSIDER

Within the DCPA, districts and charter schools may want to consider the following component:

1. Universal Summer Extension: Currently SIA funding has been extended to September 30th of each calendar year, however districts and charter schools are allowed to opt-out of the summer extension. It may be helpful to include how charter schools will communicate with their district about whether they would like to opt-out of the summer extension and complete spending by June 30th. This will need to be a joint decision, as a district cannot opt-out if a charter school needs to continue spending through the September 30th end date and vice versa.
 - a. The universal summer extension does not currently apply to HSS or EIS funding. Currently, HSS recipients have to request a summer extension. There are plans in place to work with the State Board of Education to make adjustments to this process to align with the SIA Universal Summer Extension timeline. Additional guidance will be coming on this piece before the spring 2023 application window.

¹¹² ORS 338.095 requires public charter schools to have an annual municipal audit. All SIA funds received by the charter school should be included in this audit and reported as a separate account.

SECTION FIVE: CHECK YOUR WORK

- Have you checked the funding parameters for all funding streams and decided which program you will apply to with an Integrated Application?
- Have you checked whether you are able to receive funding for SIA as 1) an independent charter school; or 2) as a charter school participating with a district?
- If you are invited to participate in a district's SIA application, have you contacted your District to make a plan for a joint needs assessment, community engagement, and joint plan/application?
- If you are eligible to receive SIA funding as an independent charter, have you made a plan to conduct a needs assessment, community engagement and an integrated plan/application?
- If you are receiving SIA funding through a district, have you drafted a DCPA between the charter school and the district?
- If you are receiving HSS or EIS funding through your district, have you drafted a DCPA between the charter school and district?
- If you have been identified as receiving CSI/TSI assistance, have you submitted a budget and plan to your district to be submitted to ODE? (If a state sponsored charter school, have you submitted your budget and plan directly to ODE?)
- If you are a school serving students in grades 9-12 and are interested in participating in CTE funding, have you contacted the CTE Regional Coordinator in your area to determine if your district is a direct grant recipient or a consortia member for CTE and to find out more information about how to participate?