

Oregon Charter School Program
Implementation Grant
Request for Applications



Applications Due: October 28, 2018

Released: September 14, 2018



TABLE OF CONTENTS

IMPLEMENTATION SUBGRANT, 2018	2
BACKGROUND.....	2
PURPOSE OF THE GRANT.....	2
AVAILABLE FUNDS.....	3
USE OF FUNDS.....	3
ELIGIBILITY.....	3
APPLICANTS.....	4
APPLICATION OVERVIEW.....	6
REVIEW PROCESS.....	7
PARTICIPATION, MONITORING, AND REPORTING.....	7
TECHNICAL ASSISTANCE.....	9
AWARD PROCESS AND START DATE.....	9
SUBMISSION PROCESS, REQUIRED ELEMENTS, AND DUE DATE.....	10
PART I: COVER PAGE.....	12
PART II: PROJECT NARRATIVE.....	13
PART III: APPENDICES.....	15
APPENDIX A: ODE OCSP SUBGRANT BUDGET FORM (FORM PROVIDED).....	16
APPENDIX B: EXECUTED CONTRACT WITH AUTHORIZER.....	19
APPENDIX C: SCHOOL BUDGET (5 YEAR).....	20
APPENDIX D: PROOF OF NON-PROFIT STATUS.....	20
APPENDIX E: PROCUREMENT POLICY AND PROCEDURES.....	20
APPENDIX F: ENROLLMENT POLICY, INCLUDING LOTTERY PROTOCOL (GUIDANCE INCLUDED).....	20
APPENDIX G: LOTTERY APPLICATION FOR PROSPECTIVE STUDENTS.....	20
APPENDIX H: MARKETING PLAN (GUIDANCE INCLUDED).....	21
APPENDIX I: SUBGRANT MANAGEMENT PLAN.....	21
APPENDIX J: STUDENT ACHIEVEMENT DATA.....	22
APPENDIX K: MUNICIPAL AUDIT.....	22
APPENDIX L: ANNUAL REVIEWS.....	22
APPENDIX M: WAIVERS.....	22
APPENDIX N: ASSURANCE & CERTIFICATION FORMS.....	22
APPENDIX O: INTENT TO SUBMIT.....	27

OREGON CHARTER SCHOOLS PROGRAM GRANT:

IMPLEMENTATION SUBGRANT, 2018

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 of new charter school programs, implementation of new charter school programs, and dissemination of promising charter school 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 an extension to the competitive grant under this federal program for \$8,148,827.00 for the years 2018-2019 to carry out the following objectives within Oregon:

1. To provide funds to post-award, 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 (3) years in order to facilitate **implementation** of their educational models, professional development, and curriculum, and to provide professional development in educational equity.
3. To provide funds to high-quality charter schools in operation for *at least three (3) years* in order to facilitate **expansion** of their program, educational models, professional development, and curriculum.
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 subgrant 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 for expansion through the OCSP grant and assists districts in developing and strengthening charter authorizing practices through high quality professional development and training.

AVAILABLE FUNDS

ODE has been awarded \$8,148,827.00 for a three-year period (*the original grant period is now approved for one more year*) 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.

USE OF FUNDS

OCSP subgrants are 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
- (iv) Other initial operational costs that cannot be met from State or local sources. (20 U.S.C.7221c(f)(3))
- (v) *Providing one-time, start-up costs associated with providing transportation to students to and from the charter school
- (vi) *Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).

*ODE is waiting to receive confirmation from the CSP in Washington DC for items (v) and (vi)

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

ELIGIBILITY

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.

Elementary and Secondary Education Act [P.L.107-110, section 5210(2)] defines a Charter school developer(s) as: 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.

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* Subgrant must have an executed charter with an authorizer, must be no more than six (6) 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. Subgrant activities may not extend beyond the third year of operation.

The following charter schools are **not** eligible for the *implementation* grant: 1) in operation for more than three years, 2) approved charter schools that are more than six months from opening, 3) developers that have not yet been approved by an authorizer 4) academically poor-performing charter schools, and 5) charter schools that have received *implementation* subgrant funds in the past.

APPLICANTS

Subgrant applicants must conform to the federal definition of a public charter and a high-quality charter school in order to be eligible for grant funds under the OCSP. Academically poor-performing charter schools are not eligible.

The definitions are as follows:

Academically Poor-Performing Charter School: The term “*Academically poor-performing charter school*” means—

- (a) A charter school that has been in operation for at least three years and
 - (1) Has been identified as being in the lowest-performing five percent of all schools in the State and has failed to improve school performance over the past three years; and
 - (2) Has failed to demonstrate student academic growth of at least an average of one grade level for each cohort of students in each of the past three years, as demonstrated by statewide or other assessments approved by the authorized public chartering agency. (34 CFR 77.1; (20 U.S.C. 7221i))

High-Quality Charter School: The term “*High-quality charter school*” means a charter school that—

- (A) Shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;
- (B) Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
- (C) Has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
- (D) Has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. (ESSA SEC. 4310 (8). [20 U.S.C. 7221i])

Public Charter School: The term “*Public charter school*” means a charter 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. (ESEA SEC. 4310 (2). [20 U.S.C. 7221i])

Charter school developers applying for grant funds must conform to the definition of a developer in Elementary and Secondary Education Act (ESEA).

Developer: 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. (ESEA SEC. 4310 (5). [20 U.S.C. 7221i])

APPLICATION OVERVIEW

An RFA will be released on **September 14, 2018**. up to four (4) \$250,000 to \$450,000.00 grants will be awarded. A minimum score must be attained to be awarded. Major application components will include, but will 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 subgrant proposal.
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
 - c. Annual reviews conducted by the authorizer

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 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. Refer to [Evaluation Rubric Score Sheet](#) for required criteria details

REVIEW PROCESS

ODE staff will review applications for completeness, adherence to requirements, budgetary restrictions, and compliance with Education Department's General Administrative Regulations (EDGAR). This review will determine if the application eligible for review and award.

The OCSP Implementation Subgrant 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 provided for all applicants.

The review and award process takes approximately six (6) weeks from the proposal submission date.

PARTICIPATION, MONITORING, AND REPORTING

Participation

The OCSP *Implementation* Subgrant 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 subgrant. ODE will hold mandatory trainings for all subgrantees and their sponsors. Each training will focus specifically on subgrant requirements, required reporting, data collection, financial and operational stability, and the relationship with the authorizer during the subgrant period. As well as specific training for reimbursement requirements for the disbursement of funds.

Each year ODE will also hold mandatory professional development for all OCSP subgrantees. The subgrantees will operate as an incubation cohort with the goal of promoting relationships and networking between new and existing charter schools with monthly topics such as outreach strategies, grant requirements and open forum time to discuss topics common to charter schools. Professional development will focus on culturally responsive school environments and educational best practices in order to address systematic issues of education inequity. *Application for subgrant funds indicates acknowledgment and consent to these contingencies.*

Monitoring

As a condition of this federal grant, ODE is responsible for monitoring subgrantees to ensure that they adhere to federal rules and regulations and accomplish their performance goals. During the subgrant period, ODE will engage in a rigorous monitoring of each subgrantee. This monitoring 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 subgrant 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 subgrant period.
3. File an Annual Financial Report (AFR) within 90 days following each subgrant fiscal year. This report must be filed in a form and manner determined by ODE, and a template will be provided.
4. Administer an interim assessment twice during each school year of the subgrant. Nationally normed interim assessments such as i-Ready, 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.
5. File a Final Subgrant Report within 90 days of the end of each subgrant year. This report must be filed in a form and manner determined by ODE, and a template will be provided. The report will contain:
 - a. An Executive Summary (not to exceed one page)

- b. A report on each subgrant project goal, including data and information that support each goal's outcomes.
 - c. An expenditure report that details 100% of awarded subgrant fund expenditures, and includes a property inventory of all equipment and non-consumable goods purchased with CSP grant funds UG 2 CFR 200.439
6. Submit all reports, reimbursement requests and any other required information electronically to ocsp.reimbursements@state.or.us. All subgrantees will be required to purchase an approved feeding document scanner for this purpose.

TECHNICAL ASSISTANCE

Prospective *Implementation* Subgrant applicants are required to attend a Subgrant Proposal Information Session. Applicants are highly encouraged to submit an Intent to Submit and Eligibility Form before the Session. The [Subgrant Proposal Information Session](#) will be Thursday, September 20, 2018 from 11 – 12noon.

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

AWARD PROCESS AND START DATE

Following the panel evaluation of each *Implementation* Subgrant, Pre-Award Notification Letters will be sent to applicants who have been recommended for funding and their authorizers. The Pre-Award Notification 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.

Once the review process is final, successful subgrantees will receive a Grant Agreement, with terms and conditions for signature by their governing body or designee.

Successful subgrantees will be required to participate in an OCSF Post-Award On-boarding Webinar. The date for this webinar will be provided to subgrantees via email.

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 subgrant.

Note: Funds must not be spent or encumbered until the grant has received Final Approval.

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

SUBMISSION PROCESS, REQUIRED ELEMENTS, AND DUE DATE

Required Elements

All *Implementation* Subgrant 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. Subgrant project goals and performance expectations
- F. Budget narrative
- G. Professional development goals
- H. Historically underserved students

Part III: Appendices

- A. ODE [OCSP Subgrant Budget Form](#) (form provided)
- B. Executed contract with an authorizer
- C. School budget (5 year)
- D. Proof of non-profit status
- E. Procurement policy
- F. Charter school enrollment policy, including lottery protocol (guidance included)
- G. Lottery application for prospective students
- H. Marketing plan (guidance included)
- I. Subgrant management plan (guidance included)
- J. Assurance and certification form (form provided)
- K. Charter schools already in operation must provide, for every year in operation, all available student achievement data disaggregated by race, gender, and special population
- L. Charter schools must provide a municipal audit of financial accounts for every year in operation
- M. Charters schools must provide annual reviews conducted by the authorizer, or an annual report provided by the charter school to the authorizer for every year in operation.
- N. A complete list of all waivers the charter school has obtained or for which it plans to apply
- O. Intent to Submit

The Required Criteria will be evaluated and scored based on the [OSCP Evaluation Rubric](#).

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 (attach as first page of proposal)			
Name of Charter School:			
Authorizing School District:			
Superintendent of Authorizing School District:			
Name of Applicant Contact:			
Mailing Address of Applicant:			
Telephone:		Email:	
Signature of Applicant:			
Print Name and Title:			
First Year of Operation:		Year Charter Expires:	
Projected Enrollment			
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:
Amount Requested (for Implementation Subgrants, this amount must be no more than \$450,000)			
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 subgrant 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 Subgrant*, 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 subgrant, and develop and implement the stated Subgrant 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 subgrant. 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. Subgrant Project Goals and performance expectations

Identify five (5) Subgrant 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 goals¹ (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 i-Ready, 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 Subgrant Report. All other non-academic goals must be measured and reported at least twice: once at the midpoint of the subgrant period (after Year 1) and once as part of the Final Subgrant Report. Any subgrantee failing to substantively meet its Subgrant Project Goals or report on its Subgrant Project Goals may be placed on a plan of improvement or may be defunded.*

F. Budget narrative

Describe the overall budget for the subgrant. Include a table in the narrative that shows how subgrant funding will be allocated to each Subgrant 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 OCSP subgrant funds, including how

¹ For more information please reference the [MindTools webpage](#).

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 Subgrant Program Goals in the subgrant. 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 Subgrant Program Goals will remove barriers and increase access for historically underserved students to the charter school's program. Describe how the Subgrant 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

- A. ODE OCSP Subgrant Budget Form (form provided)
- B. Executed contract with an authorizer
- C. School budget (5 year)
- D. Proof of non-profit status
- E. Procurement policy
- F. Charter school enrollment policy, including lottery protocol (guidance included)
- G. Lottery application for prospective students
- H. [Marketing plan](#) (guidance included)
- I. Subgrant management plan (guidance included)
- J. Student achievement data disaggregated by race, gender, and special population
- K. Municipal audit of financial accounts for every year in operation
- L. Annual reviews conducted by the authorizer
- M. A complete list of all waivers the charter school has obtained or for which it plans to apply
- N. Assurance and certification form (form provided)
- O. Intent to Submit

APPENDIX A: ODE OCSP SUBGRANT BUDGET FORM (FORM PROVIDED)

The proposed budget (Appendix A) and the budget narrative (Section II Part F) must support the Subgrant 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 Subgrant Budget Form. For *Implementation* Subgrants, subgrant amounts will be between \$250,000 and \$450,000 for a two-year period of operation. The proposed budget should total no more than \$450,000.

General Guidelines and Restrictions

The ODE OCSP Subgrant Budget Form is attached to this RFA. 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* Subgrant 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 prior to school opening; required information includes name, title, a list of activities funded by the subgrant, percentage of time per week and length of time subgrant funding will be used to cover the salary. Instructional salaries are not allowed under this subgrant. 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)).

- Please review the Allowable Use of Funds guidance provided as an attachment to this document and posted on the ODE OCSP grants page at <http://www.oregon.gov/ode/learning-options/schooltypes/charter/Pages/CharterSchoolProgramGrants.aspx>.

The following items CANNOT be funded under this subgrant. 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
- 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
- Subgrant 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

Instruction includes activities dealing with direct interactions between staff and students. Teaching may be provided for students in a school classroom, in another location (such as a home or hospital), and in other learning situations, such as those involving co-curricular activities. Instructional activities may also include approved media, such as computer programs/software, television, radio, telephone and correspondence. Included here are the activities of teachers, paraprofessionals, and classroom assistants, and the use of teaching technology that assists in the instructional process of interaction between teachers and students.

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

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.

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 & Administrative 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.

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

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 prior to school opening.

NON-Instructional

Administrative /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.

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.

Electronic Code of Federal Regulations: <https://www.ecfr.gov/cgi-bin/text-idx?SID=393301a7cdcca1ea71f18aae51824e7&node=34:1.1.1.1.23&rgn=div5>

Uniform Guidance: https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Nonregulatory Guidance: <https://www2.ed.gov/programs/charter/nonregulatory-guidance.html>

APPENDIX B: EXECUTED CONTRACT WITH AUTHORIZER

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

APPENDIX C: [SCHOOL BUDGET](#) (5 YEAR)

Provide the proposed school budget for the next five years of operation.

APPENDIX D: PROOF OF NON-PROFIT STATUS

Provide documentation of the charter school's non-profit status or that of the charter school's fiscal agent. If you are currently applying for non-profit status please provide documentation from the Internal Revenue Service showing proof of application. Funds will not be released until proof of non-profit status for the charter school or the charter school's fiscal agent is provided.

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: ENROLLMENT POLICY, INCLUDING LOTTERY PROTOCOL (GUIDANCE INCLUDED)

Submit the charter school's board-adopted enrollment policy, lottery protocol and application. The policy should clearly describe how the lottery is administered, and how families are informed of the opportunity to submit an application to the lottery, as well as how families are 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.

Charter schools must get individual approval from the US Department of Education before implementing a weighted lottery. If a charter school applying for the *Implementation* Subgrant is using or will utilize the provisions described in SB 820 to implement a weighted lottery, the board-adopted policy submitted must include evidence that the US Department of Education has approved the charter school's proposed lottery protocol that is described in the policy.

APPENDIX G: LOTTERY APPLICATION FOR PROSPECTIVE STUDENTS

Provide the school's lottery application for prospective students.

APPENDIX H: [MARKETING PLAN](#) (GUIDANCE INCLUDED)

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 I: SUBGRANT MANAGEMENT PLAN

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

1. An overall description of how the subgrant will be managed, including key personnel assigned to manage specific aspects of the subgrant.
2. The school's plan to be compliant, strategic, and responsible with the financial and business aspects of the subgrant.
3. The school's plan to have sufficient cash on hand to front initial subgrant expenditures until reimbursement.
4. The capability of the governing board to oversee the performance and financial components of the subgrant.
5. The capability of the governing board to submit required reports on subgrant activities.
6. A detailed description of how performance will be measured against the Subgrant 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 subgrant period ends and subgrant funds are no longer available.
8. Attach a copy of the charter school's conflict of interest policy.

APPENDIX J: STUDENT ACHIEVEMENT DATA

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

APPENDIX K: MUNICIPAL AUDIT

Charter schools must provide the municipal audit of financial accounts for every year in operation.

APPENDIX L: ANNUAL REVIEWS

Charter schools must provide a copy of annual reviews conducted by the authorizer for every year in operation.

APPENDIX M: WAIVERS

If you are seeking a waiver, please submit documentation describing both a list of state statutes and their titles from which you will seek a waiver or for which a waiver has been attained.

APPENDIX N: ASSURANCE & CERTIFICATION FORMS

The charter school's Board President and Board-appointed authorized representative must sign below to indicate approval of the contents of this subgrant 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 subgrant 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 subgrant, to execute the subgrant, to comply with certifications, budget, and fiscal requirements, and to act as the governing body's authorized representative for the subgrant 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 subgrant award.
3. Subgrant 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 subgrantee, 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 subgrants and entering into contracts for equipment and services.
4. The applicant will annually, for the life of the subgrant, 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 subgrant.
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 subgrantee during the subgrant period and thereafter for three full years from the date of final payment. ODE must be permitted to audit, review, and inspect the subgrantee's activities, books, documents, papers and records relating to the expenditures of subgrant proceeds during the period of the subgrant and for three years following final payment.
14. Any modifications and/or changes to the subgrant budget will meet the approval of the ODE Project Director.
15. The awarded *implementation* subgrant funds will be spent or encumbered by the end of the subgrant period.
16. The charter school has provided the sponsor with a copy of the subgrant proposal on or before the due date.
17. The subgrantee 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 subgrant.

It is the responsibility of each local charter school that receives funds under this subgrant 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 subgrantees 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 subgrant 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.

Subgrant recipients will be required to keep and maintain all equipment purchased with subgrant 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 subgrant.

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 subgrant program will be filed on time. I further certify that all disbursements will be obligated after the subgrant 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 subgrant to notify their authorizers of the subgrant 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 subgrant.*

APPENDIX O: INTENT TO SUBMIT

All applicants must submit an Intent/Eligibility Form

*Intent to Submit and Eligibility Form is due by: **September 30, 2018***

Click [HERE](#) to fill out the Intent to Submit and Eligibility Form

<https://app.smartsheet.com/b/form/cb10a79a45154402830592784c0ddd29>

OCSP may choose not to review an Implementation Subgrant application that has not been preceded by an Intent to Submit and Eligibility Form.

Applications due date is October 28, 2018 by 11:59pm

[Click here to submit your application](#)

<https://app.smartsheet.com/b/form/32d8e0d4133a4ea3bf9df1dcee623e0b>

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