



Charter School Program (CSP) Grant

Subgrant Competition Application Guidelines

Tennessee Department of Education – Division of Choice | Fall 2025



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Grant Overview

General Grant Information

Item	Details
Grant Name	TN Charter Schools Program Grant
Funding Source	U.S. Department of Education
Grant Project Director	Crystal McCarver (Crystal.McCarver@tn.gov)
Maximum Subgrant Award	\$750,000
Award Type	Discretionary - Competitive
Subgrant Types	<ul style="list-style-type: none"> • Planning and Implementation • Replication
Overall USED Grant Period	December 6, 2022, through September 30, 2027
Individual Subgrant Period(s)	Post Award to 24 months after school opening
Planning Period	up to 18 months prior to school opening
Implementation Period	first 2 years of operation

Current Subgrant Application Cycle – Fall 2025

Event	Details
CSP Application Released	August 1, 2025
CSP Application Due	October 1, 2025
Awards Announced	November 1, 2025
Planning Period	November 1 to School Opening; OR 18 months prior to School Opening
Implementation Period	School Opening to End of Year 2 of Operation

Background and Purpose of the Grant

Under the 2022 Charter Schools Program (CSP) State Entities Competition, the United States Department of Education (USED) awarded grants to six states. Authorized under the Every Student Succeeds Act (ESSA) (20 U.S.C. 7221-7221j), the CSP State Entities Program is a competitive grant program that enables State entities to award subgrants to eligible applicants in their State. The purposes of the CSP program are to expand opportunities for all students, particularly traditionally underserved students, to attend charter schools and meet challenging State academic standards; provide financial assistance for the planning, program design, and initial implementation of public charter schools; increase the number of high-quality charter schools available to students across the United States; evaluate the impact of charter schools on student achievement, families, and communities; share best practices between charter schools and other public schools; encourage States to provide facilities support to charter schools; and support efforts to strengthen the charter school authorizing process.

On September 30, 2022, the Tennessee Department of Education (TDOE) was awarded a competitive five-year CSP grant in the amount of \$24,668,630.00 (Award No. S282A220010) to administer subgrants that will pursue the following three overarching objectives:

Grant Objectives

Increase the number of high-quality charter schools through new start-up, and replication of successful models.

Decrease the number of academically poor-performing charter schools by strengthening charter school accountability and oversight of authorizers.

Support improvement in all schools with emphasis collaboration and sharing best practices.

Tennessee Charter Schools Program Grants

The majority of the funding through the USED grant must awarded to new charter schools through two types of grants:

- **Planning and Implementation Grants** focus on providing funds to newly authorized Tennessee charter school operators to design, plan, and implement their schools.
- **Replication Grants** focus on providing funds to existing Tennessee charter school operators who have schools currently operating the state of Tennessee that have demonstrated academic, financial, and operational success and have a desire to replicate their successful school model to serve a greater number of economically disadvantaged students.

The Tennessee CSP grants are competitive and discretionary. At least 9 grants are available in this current cycle at \$750,000 each. The department reserves the right to make the final determination of all grant awards and funding.

The period of availability for these funds is dictated by the grant award date. The two phases of the grant period are outlined below:

- **Planning Period** – Planning funds are available to be used for expenditures incurred from 90 days prior to award notification up until school opening. If this exceeds 18 months, then funds will become available 18 months prior to school opening.
- **Implementation Period** – Implementation funds must be spent during the first two years of operation or within 24 months of school opening.

Allowable Use of Funds

The grant purpose is to provide funding for post-award planning and design of the educational program, including refining results (standards) and measurements (evaluation) of progress toward those results, which includes the following:

- Research-based professional development for teachers and other staff that includes national staff development standards.
- Initial implementation of the charter school including:
 - Informing the community about the school,
 - Acquiring necessary equipment and educational materials and supplies,
 - Acquiring, developing, or aligning curriculum, and
 - Other initial operational costs.

All grant expenditures must be reasonable, necessary, allowable, and allocable as defined in the Office of Management and Budget's Uniform Guidance (2 C.F.R. Part 200). All costs must be justified for the specific purposes of this CSP grant, necessary to complete grant objectives, supported with justification for reimbursement, and aligned with state and federal law.

Under section 4303(h) of the ESEA, grantees may use CSP funds to support one or more of the following activities:

- Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with—
 - providing professional development; and
 - hiring and compensating, during the eligible applicant's planning period specified in the application for subgrant funds, that is required under this section one or more of the following:
 - Teachers
 - School leaders
 - Specialized instructional support personnel

- Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
- Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).
- Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
- Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
- Providing for other appropriate, non-sustained costs related to the opening and preparation for the operation of new charter schools when such costs cannot be met from other sources.

A more comprehensive list of allowable expenditures and the associated period is available in the [CSP Recipient Guide](#).

Unallowable Use of Funds

There are some uses that are not allowable under the Tennessee CSP Grant. Three major categories of unallowable expenses are:

- construction;
- personnel costs that are related to ongoing operations of the charter school (personnel expenses incurred before or after the school's opening are allowed as long as these expenses are associated with initial implementation activities); and
- indirect costs.

A more comprehensive list of unallowable expenditures is available in the [CSP Recipient Guide](#).

Distribution of Funds

Funding will be provided on a reimbursement-only basis through Tennessee's online grants management system, ePlan (<https://eplan.tn.gov>), and payments will be distributed through the State's financial management system, Edison.

Application and Review Processes

Eligibility

To be eligible to **apply for a planning and implementation grant**, an applicant must meet the following conditions:

1. Meet the federal definition of a charter school (ESEA § 4310 (2)), and the federal definition of a charter developer (ESEA § 4310 (5))
2. Intend to open a new charter school within the next two years allowing for up to 18 months of planning and two additional years of implementation (not to exceed a total of 60 months)
3. Have submitted a charter school application to a Tennessee charter authorizer as defined by TCA § 49-13-104 (5) using the TDOE's "Application for a Public Charter School" available [at the Department's](#) website which:
 - has been approved by the chartering authority OR
 - is pending approval OR
 - has been denied and is pending an appeal.
4. Provide adequate and timely notification to the authorizer that the applicant intends to apply for the Tennessee Charter School Program Grant.

To be eligible to **apply for a replication grant**, an applicant must have a charter school that is currently operating within the state of Tennessee, meet all the conditions above, and:

1. have evidence of improved educational results on Tennessee state assessments for the last three consecutive years; and
2. meet the definition of a high-quality charter school as defined by ESEA § 4303 (8).

If a charter application is pending, the school **may be provisionally awarded** the grant but cannot receive the grant until the charter application has been approved for authorization by a local board of education, or Tennessee charter authorizer as defined by Tenn. Code Ann. TCA § 49-13-104 (5).

In addition, each awarded school must have a contract with its authorizer that fully meets all requirements stated within the CSP grant. The contract must include the rights and responsibilities of the charter school and the rights and responsibilities of the authorizer.

Charter schools receiving CSP funds through a national grant are not eligible to apply for these funds through TDOE. Charter schools may not receive more than one federal grant for activities associated with the planning and implementation of a charter school.

Submission

The application must be completed and submitted via email to Crystal McCarver at Crystal.McCarver@tn.gov by **4:30 pm (CT) on October 1, 2025. Paper copies of this application will not be accepted.**

Any application received after this deadline, that takes exception to any of the stated requirements, or that fails to comply with specified procedures will not be eligible.

Components

The application should provide comprehensive information on the proposed use of the grant funds which clearly align with the mission, vision, and philosophy of the school. Strong evidence that the funds will assist in meeting the needs of the students and an outline for meeting project objectives and performance measurements should be included.

The application contains several different components which are listed below and then explained in more detail.

1. Cover Page

The cover page should be completed fully, including the Unique Entity Identifier (UEI). As outlined in 2 CFR Part 25, a UEI number is required “to apply and to receive the Federal award.” The school must have an EIN number and be registered within SAM (System for Award Management). Once registered within the SAM system, a UEI will automatically be generated. To complete the SAM registration, go to www.SAM.gov

1. Charter Application

The most recently submitted version of the charter application must be provided. All pages must be clearly numbered for reference in the application.

2. Signed Charter Agreement

If applicable, include a copy of the signed agreement. Each awarded school must have a contract with its authorizer that fully meets all requirements stated within the CSP grant. The contract must include the rights and responsibilities of the charter school and the rights and responsibilities of the authorizer.

3. Project Narrative

The project narrative will be reviewed alongside the submitted charter application. The prompts included address required elements of the CSP grant. If those have been adequately addressed within your charter application, please reference the section with specific page numbers in the charter application so that reviewers can quickly locate the information needed. If additional information is needed, provide a brief response. **Do not duplicate information that is in the charter application.** Not all questions will be applicable; simply type “not applicable” if this is the case.

4. Goals and Implementation Timeline

This section contains areas of need to be addressed with funds from this grant, along with accompanying goals and goal indicators. For each goal indicator, a proposed timeframe and projected cost must be included. The project should include specified goals that align with the purpose of the grant and allowable use of funds. As mentioned in the Grant Overview section (add link), the grant period is divided into two phases: Planning and Initial Implementation. Goals can align with one or both phases. The activities associated with each are outlined below:

A. Planning and design of the educational program
1. Refinement of the desired educational results and of the method for measuring progress toward achieving those results
2. Professional development of teachers and other staff who will work in the charter school
B. Initial implementation of the charter school
1. Informing the community about the school
2. Acquiring necessary equipment, educational materials, and supplies
3. Acquiring or developing curriculum materials
4. Other initial operational costs that cannot be met from State or local sources

Follow the steps below and complete the table provided in the application. A couple of examples are provided, which should be deleted for the submission. Add lines as needed.

1. Identify the needs of your school and categorize them according to the chart above (e.g., professional development, acquiring or developing curriculum, equipping classrooms, etc.) Number and list the broad need in the first column titled "Area of Need." Be sure to tag the area with t
2. List one or more goals for each area of need identified. Be sure the goals are SMART (Specific, Measurable, Achievable, Realistic, and Time-Bound).
3. Describe how the goal will be measured and how progress will be demonstrated.
4. Identify the timeframe of the goal which clearly designates when the goal will be accomplished.
5. Indicate the projected cost to address the need and accomplish the goal.

5. Budget

The budget section contains three parts: Expense-Income Analysis, Grant Budget, and Budget Line-Item Detail. All three must be completed and align with the proposed project narrative, identified goals, and allowable activities of the grant.

The Expense-Income Analysis form is designed to identify a gap between anticipated costs of a new school start-up and the funding sources currently available. The estimated total cost per year includes all the costs anticipated for each of the three years (Planning Period before school opens, Implementation Year 1 and Year 2) and should correspond to the amount in the charter school application. While it is understandable that both the number of students and the amount per student may fluctuate between years, please make every attempt to enter a realistic number (e.g., student enrollment should be consistent with the charter application).

The CSP grant requires that expenditures be limited to certain federal categories, and all expenditures must be classified under one 13 categories. The Grant Budget form documents the identified the categories proposed to be utilized with the gran funds.

Each expense object line-item is defined by the *U.S. OMB's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Subpart E Cost Principles* (posted on the Internet at: <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E>) and CPO Policy 2013-007 (posted online at <https://www.tn.gov/generalservices/procurement/central-procurement-office--cpo-/library-.html>). The following chart provides clarification on how each item relates to the CSP grant.

Line	Item Information	Examples/Notes
1	Compensation, fees, salaries, and wages paid to personnel	Principal, executive director, administrators, and other school personnel as allowed by the grant
2	Contributions to pension plans, employee benefit programs and for payroll for the salaries included	Benefits for the salaries included
4, 15	Fees to outside professionals, consultants, and contractors	Curriculum consultants, payroll services, legal services
5	Classroom consumable supplies, outreach and recruitment supplies, software, etc.	workbooks, paper, pencils, brochures, postcards, instructional and operational software
6	Telephone, cellular phones, E-mail, telephone equipment maintenance, and other related expenses	
7	Postage and mailing costs	This does not include cost of items mailed or printed.
8	Use of office space and other facilities	Mortgage and lease payments

9	Renting and maintaining computers, copiers, postage meters, other office equipment, and other equipment	Use only for rental items, not items purchased.
10	Producing printed materials, purchasing books and publications, and buying subscriptions to publications	Textbook purchases go here.
11,12	Professional development travel and fees	Travel includes hotel, meals, transportation expenses. Other fees include speakers' fees and expenses, printed materials, registration fees, etc.
14	Insurance and/or bond premiums paid	Liability insurance, fidelity bonds, property insurance, etc. Do not include employee-related insurance which is reportable on line 2.
18	Any other non-personnel expenses not included in other line items	Furniture and equipment that does not meet the definition of a capital expense.
20	Purchases that are \$5,000 or more, per item,	Network server, playground equipment, specialized equipment, etc.

For each line item in which an expenditure is included, a description of the expenditure is required on the *Grant Budget Line-Item Detail*. The description should be sufficient to understand what is proposed to be expended in that line item. For items that specific amounts are not known, an estimate can be used.

Each line item must include a breakdown of the dollar amount, the year in which the expenditure would occur, and a narrative justification. Expenditures must be categorized into the two phases of the grant—planning and implementation. Some expenditures are only allowed in one phase or the other. The allowable phases are included in the allowability guidance linked above. Please indicate the phase of the expenditure with the abbreviations: “P” for planning, “I1” for implementation year one, and “I2” for implementation year two.

Examples:

1. Salaries:

Executive Director 100%	\$95,000	P	Justification
Recruitment Specialist 50%	\$35,000	P	Justification
Principal 25%	\$20,000	I1	Justification

2. Supplies:

25 science workbooks @ \$15/each	\$375	I1	Justification
Accelerated reader Software	\$2500	I2	Justification

3. Other Non-personnel:

25 MacBooks	\$25,000	I1	Justification
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Five Laser Printers	\$1,500	I1	Justification
Four Teacher Desks	\$5,000	I1	Justification
Two Executive Chairs	\$1500	I2	Justification

The justification for the expenditures must clearly align the expenditure with the allowability guidance and the purpose of the grant. Please be sure to utilize the [allowability guidance](#) when determining expenditures. Please note that a much more comprehensive breakdown of the expenditures will be required if awarded the grant.

6. Competitive Priorities

This section is optional, and applicants will not be penalized for no response. Applicants will be awarded additional points for a clearly defined plan for one or more of the prompts provided within that section.

7. Replication Grant Information

This section is required for applications for a replication grant and must include evidence of improved educational results as measured by Tennessee state assessments for the last three consecutive years. Any additional data that supports improved results can also be included. Any graphs, tables, or relevant supporting documentation should be included in the response section.

8. Signed Assurances

The application requires the submission of signed assurances that involve eligibility and an agreement to adhere to the requirements of the grant. Applications without signed assurances will not be reviewed. Additional assurances are required if awarded the grant.

Appendix A – CSP Application

Charter Schools Program (CSP) Grant Application Cover Page

☐ Planning and Implementation

☐ Replication Grant

School Information			
Name of Charter School			
School Regional District			
Mailing Address			
School Phone		School Website	
Grades Served		Approved Seats	
Y1 Projected Enrollment		Y2 Projected Enrollment	
Unique Entity Identifier (UEI)			

Contact Information			
School Leader Name			
School Leader Phone		School Leader Email	
Grant Contact Name			
Grant Contact Phone		Grant Contact Email	

Authorizing Information			
Authorizing Status			
Approved Authorizer			
Date Authorized		Opening Year	

Project Narrative

Mission and Vision	
Prompt	Charter Application Reference Page #
Provide an overview of the school's mission and vision.	
Response (if needed)	
Describe how the school's mission and vision align with the objectives and performance measures of the grant (See Appendix B.)	N/A
Response	

Recruitment and Enrollment	
Prompt	Charter Application Reference Page #
Explain how you came up with the proposed charter school's projected student enrollment and provide evidence to support these projections based on a needs analysis and other relevant data. Be sure to identify the methodology and any calculations used in this determination.	
Response (if needed)	
Explain how the school's recruitment, admissions, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color. Some examples may include holding enrollment and recruitment events on weekends or during non-standard work hours, making interpreters available, and providing enrollment and recruitment information in widely accessible formats (e.g., hard copy and online in multiple languages; as appropriate, large print or braille for visually impaired individuals) through widely available and transparent means (e.g., online and at community locations).	
Response (if needed)	
Identify existing examples of local community support, including information that demonstrates interest in, and need for, the proposed charter school. Examples should highlight benefits to the community as well as other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections.	
Response (if needed)	

Parent and Community Engagement	
Prompt	Charter Application Reference Page #
Explain how parents and other members of the community have or will be involved in all aspects of the school program including the planning, program design and implementation.	
Response (if needed)	
Explain how you have or will engage families and the community to develop an instructional model to best serve the targeted student population and their families, including students with disabilities and English learners.	
Response (if needed)	
Explain how you will ensure that parents of all backgrounds are included in this process, including underserved students, are represented in providing ongoing input in school decision making.	
Response (if needed)	

School Culture	
Prompt	Charter Application Reference Page #
Describe how the school plans to establish and maintain a racially and socio-economically diverse student body. Include any proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body.	
Response (if needed)	
<p>If unlikely to establish and maintain a racially and socio-economically diverse student body at the proposed charter school, explain why and address the following:</p> <ul style="list-style-type: none"> a) How the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP to provide high-quality educational opportunities to all students, which may include a specialized educational program or mission; and b) The anticipated impact of the proposed charter school on the racial and socio- economic diversity of the public schools and school districts from which students would be drawn to attend the charter school. 	
Response (if needed)	
<p>Provide a description of the steps the school has taken or will take to ensure that the proposed charter school:</p> <ul style="list-style-type: none"> a. would not hamper, delay, or negatively affect any desegregation efforts in the community in which the charter school would be located and the public-school districts from which students are, or would be, drawn to attend the charter school, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools; and b. would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school. 	

Response (if needed)	
Describe how the charter school will comply with Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.	
Response (if needed)	

Operations	
Prompt	Charter Application Reference Page #
Describe how the operation of the charter school will support and reflect the needs of the students and families in the community including consideration of available district or community assets.	
Response (if needed)	
Describe how the school's location (or anticipated location if a facility has not been secured) will facilitate access for the targeted student population.	
Response (if needed)	
Explain how access to public transportation or other transportation options, the demographics of neighborhoods within walking distance of the school, and transportation plans and costs for students who are not able to walk or use public transportation to access the school were considered when deciding on a location.	
Response (if needed)	

School Governance	
Prompt	Charter Application Reference Page #
Describe how your school meets the federal definition of a charter school as defined in ESEA § 4310 (2).	
Response (if needed)	
Describe how the autonomy and flexibility has been granted to your charter school and is consistent with the definition of a charter school in ESEA § 4310 (2) as it pertains to: <ul style="list-style-type: none"> a. programmatic decisions, b. operational decisions, c. budgetary decisions, and d. personnel decisions. 	
Response (if needed)	

External Relationships	
Prompt	Charter Application Reference Page #
<p>If applicable, please provide the following information regarding any proposed collaborations between district(s) and the charter school:</p> <ol style="list-style-type: none"> Describe each member of the collaboration and whether the collaboration would be a new or existing commitment. States the purpose and duration of the collaboration. Describe the anticipated roles and responsibilities of each member of the collaboration. Describe how the collaboration will benefit one or more members of the collaboration, including how it will benefit students or families affiliated with one or more members and lead to increased or improved educational opportunities for students, and meet specific and measurable, if applicable, goals. Describe the resources members of the collaboration will contribute. Include any other relevant information. 	
<p>Response (if needed)</p>	
<p>If applicable, provide the following information regarding any proposed contracts with a for-profit management organization (including a nonprofit management organization operated by or on behalf of a for-profit entity), without regard to whether the management organization or its related entities exercises full or substantial administrative control over the charter school or the subgrant project, please include the following:</p> <ol style="list-style-type: none"> A copy or description of the contract including the name and contact information of the management organization The cost (i.e., fixed costs and estimates of any ongoing costs or fees), including the amount of CSP funds proposed to be used toward such cost, and the percentage such cost represents of the school's overall funding The duration of the contract Roles and responsibilities of the management organization Steps the applicant will take to ensure that it: <ol style="list-style-type: none"> pays fair market value for any services or other items purchased or leased from the management organization, makes all programmatic decisions, 	

<ul style="list-style-type: none"> iii. maintains control over all CSP funds, and iv. directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701. <p>f. A description of any business or financial relationship between the charter school developer/founding group and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities that will be used by the charter school.</p> <p>g. The name and contact information for each member of the governing board of the charter school and a list of the management organization's officers, chief administrator, or other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c)</p> <p>h. A description of how the applicant will ensure that members of the governing board of the charter school are not selected, removed, controlled, or employed by the management organization and that the charter school's legal, accounting, and auditing services will be procured independently from the management organization.</p> <p>i. An explanation of how the applicant will ensure that the management contract is severable, severing the management contract will not cause the proposed charter school to close, the duration of the management contract will not extend beyond the expiration date of the school's charter, and renewal of the management contract will not occur without approval and affirmative action by the governing board of the charter school.</p> <p>j. A description of the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school, in accordance with section 4308 of the ESEA</p>	
<p>Response (if needed)</p>	
<p>Provide a current list of partnering organizations and those members of any charter management organizations. This list should include roles and</p>	

responsibilities for each identified member, any administrative or contractual responsibilities this member may hold, and contact information of each member.	
Response (if needed)	

Goals and Implementation Timeline				
Identified Need	Goal(s)	Method of Evaluation	Timeframe	Projected Costs
1) Professional Development (A.2)	<i>At least 75% of staff will participate in Open Court and Saxon Math trainings.</i>	<i>Professional development logs</i>	<i>By August 31, 2024</i>	<i>\$5000</i>
2) Measuring student progress (A.1.)	<i>A system for assessing student achievement three times per year will be purchased and implemented.</i>	<i>Invoice for purchase and student data</i>	<i>June 1, 2024 – May 24, 2025</i>	<i>\$1800</i>

Expense-Income Analysis

	Planning			Implementation Y1			Implementation Y2		
Estimated Total Cost Per Year	\$0			\$0			\$0		
	Anticipated # of Students	Approx Amount per Student	Total Income	Anticipated # of Students	Approx Amount per Student	Total Income	Anticipate d # of Students	Approx Amount per Student	Total Income
Current / Expected Funding Sources									
1. State/Local (TISA)			\$0			\$0			\$0
2. Title I			\$0			\$0			\$0
3. IDEA			\$0			\$0			\$0
4. All Other Title Programs (not including CSP)			\$0			\$0			\$0
5. External Grants			\$0			\$0			\$0
6. Other External Sources (donations, fundraising, etc.)			\$0			\$0			\$0
7. Other Current or Expected Income Not Listed			\$0			\$0			\$0
Total Estimated Funding from All Sources	\$0			\$0			\$0		
Estimated Financial Need	\$0			\$0			\$0		
<p>From the information provided in the Expense-Income Analysis form, explain why these grant funds are reasonable and necessary to meet initial operating costs. In other words, explain why funding received from TISA and other federal funds are insufficient to meet the school's objectives.</p>									
<p>Explain how other funds (federal, state, local, or private) are or will be leveraged to institutionalize effective practices. Note which federal funds the charter school will be receiving or requesting.</p>									
<p>Describe how the charter school will support continued operation of the school once this federal grant has expired.</p>									

Grant Budget

THE FOLLOWING IS APPLICABLE TO EXPENSES INCURRED IN THE PERIOD: Post authorization through end of second implementation year.

	EXPENSE OBJECT LINE-ITEM CATEGORY	Planning Expenditures	Implementation Y1 Expenditures	Implementation Y2 Expenditures	TOTAL PROJECT
1	Salaries	\$0.00	\$0.00	\$0.00	\$0.00
2	Benefits & Taxes	\$0.00	\$0.00	\$0.00	\$0.00
4, 15	Professional Fees/Grant Awards	\$0.00	\$0.00	\$0.00	\$0.00
5	Supplies	\$0.00	\$0.00	\$0.00	\$0.00
6	Telephone	\$0.00	\$0.00	\$0.00	\$0.00
7	Postage & Shipping	\$0.00	\$0.00	\$0.00	\$0.00
8	Occupancy	\$0.00	\$0.00	\$0.00	\$0.00
9	Equipment Rental & Maintenance	\$0.00	\$0.00	\$0.00	\$0.00
10	Printing & Publications	\$0.00	\$0.00	\$0.00	\$0.00
11, 12	Travel/Conferences & Meetings	\$0.00	\$0.00	\$0.00	\$0.00
14	Insurance	\$0.00	\$0.00	\$0.00	\$0.00
18	Other Non-Personnel	\$0.00	\$0.00	\$0.00	\$0.00
20	Capital Purchase	\$0.00	\$0.00	\$0.00	\$0.00
25	GRAND TOTAL	\$0.00	\$0.00	\$0.00	\$0.00 MAY NOT EXCEED \$750,000

Grant Budget Line-Item Detail

Category		Year Occurring (P, I1, I2)	Narrative Justification
Salaries	AMOUNT		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
TOTAL	\$0.00		

Benefits and Taxes	AMOUNT		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
TOTAL	\$0.00		

Professional Fees/Grant Awards	AMOUNT		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
TOTAL	\$0.00		

Supplies	AMOUNT		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
TOTAL	\$0.00		

Telephone	AMOUNT		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		

Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
TOTAL	\$0.00	

Postage & Shipping	AMOUNT	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
TOTAL	\$0.00	

Occupancy	AMOUNT	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
TOTAL	\$0.00	

Equipment Rental & Maintenance	AMOUNT	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
TOTAL	\$0.00	

Printing & Publications	AMOUNT	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00	
TOTAL	\$0.00	

Travel/Conferences & Meetings	AMOUNT		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
TOTAL	\$0.00		
Insurance	AMOUNT		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
TOTAL	\$0.00		
Other Non-personnel	AMOUNT		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
TOTAL	\$0.00		
Capital Purchase	AMOUNT		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00		
TOTAL	\$0.00		

Competitive Priorities (Optional)	
Prompt	Charter Application Reference Page #
Describe the plans to help educationally disadvantaged students demonstrate success in academic achievement and the plan for closing achievement gaps.	
Response (if needed)	
Describe the plan to incorporate current or former teachers and other educators in the ongoing development and implementation of the school plan.	
Response (if needed)	
Describe the plan to use a community-centered approach that includes an assessment of community assets, informs the development of the charter school, and includes the implementation of protocols and practices designed to ensure that the charter school will use and interact with community assets on an ongoing basis to create and maintain strong community ties.	
Response (if needed)	

Replication Grant Information	
Prompt	
	Explain the reasons for the decision to replicate.
Response (use as much space as needed)	
	Describe the student performance data from the existing school and include evidence of improved educational results as measured by Tennessee state assessments for the last three consecutive years and any other relevant data sources.
Response (use as much space as needed)	
	Describe the most important aspects of the school that contribute to its success.
Response (use as much space as needed)	

Grant Assurances

An authorized Grantee representative must sign below to indicate approval of the contents of the sponsor application and these Application Assurances for the Charter Schools Program (CSP).

The undersigned authorized representative hereby applies for the program funds requested in the application on behalf of the charter school sponsor ("Applicant"). These Assurances, together with all application information submitted by the applicant constitute the "Grant Application." An additional award assurances document will be required should the applicant be awarded grant funds.

The Applicant hereby agrees to the following Assurances:

- 1) Applicant possesses the legal authority to apply for this grant; a resolution or motion has been adopted by the charter school's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the "charter school contact person/administrator" to act in connection with the application and to provide such additional information as required.
- 2) The Applicant shall provide the scope of services and deliverables as required, described, and detailed in this Grant Application.
- 3) Applicant has submitted a charter application to an authorizer containing:
 - a) A description of the educational program to be implemented by the proposed charter school, including (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;
 - b) A description of how the charter school will be managed;
 - c) A description of (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;
 - d) A description of the proposed school's recruitment and enrollment practices;
 - e) A description of the school's retention and discipline practices;
 - f) A description of how the school will meet the educational needs of its students, including "children with disabilities" and English learners;
 - g) A description of how the school will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under the SE's program;
 - h) A description of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funding under the SE's program;
 - i) A description of how the proposed school would serve the interests and meet the needs of students and families in the communities the charter school intends to serve. This needs analysis provides:
 - (1) descriptions of local community;
 - (2) information on projected student enrollment;
 - (3) an analysis of proposed school student demographics;
 - (4) a robust family and community engagement plan and
 - (5) recognition of how the proposed school will support and reflect the needs of students and families in the community.
 - j) A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school;

- k) A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in subparagraph (C)(i);
 - l) A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school;
 - m) A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary;
 - n) A description of how students in the community will be (i) informed about the charter school; and
 - (ii) given an equal opportunity to attend the charter school;
 - o) An assurance that the eligible applicant will annually provide the Secretary and the TDOE such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);
 - p) An assurance that the applicant will cooperate with the Secretary and the TDOE in evaluating the program assisted under this subpart;
 - q) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act
 - r) If the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and
 - s) Such other information and assurances as the Secretary and the TDOE may require.
- 4) If applying for a replication subgrant, applicant has a charter school currently operating in the state of Tennessee that meets the requirements of a high-quality charter school as defined in by ESEA § 4303 (8) A / D and has uploaded evidence to support this requirement.
 - 5) Applicant is familiar with and will support implementation of diverse charter schools' models, including those that serve rural communities, as is appropriate with the school's academic plan.
 - 6) If awarded, applicant will, for the life of the charter, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the TDOE; this includes participation in any federal or state funded charter school evaluations or studies, final grant report documentation and financial statements.
 - 7) If awarded, applicant will comply with federal laws including, but not limited to, 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 sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.
 - 8) If awarded, applicant will follow guidance surrounding annual audits as outlined in TCA § 49-13-127. Audits must be provided to the department, the authorizer, and the comptroller. Authorizers must review the school's independent annual audits of financial statements prepared in accordance with generally accepted accounting principles. In addition, applicant will ensure that this audit is made publicly available.
 - 9) If awarded, applicant will comply with all provisions of the Non-regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed.
 - 10) If awarded, applicant will make publicly available the annual State report card, including on the website of the school, information to help parents make informed decisions about the education

options available to their children including the information required in ESEA § 4303 (f)(2)(G)

- 11) If awarded, applicant will operate a charter school in compliance with all state and federal laws, and the charter school does not discriminate based on race, gender, national origin, color, disability, or age.
- 12) If awarded, applicant shall ensure that a student's records, and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107- 110, section 5208).
- 13) If awarded, applicant will comply with all provisions of ESSA, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments [P.L. 107-110].
- 14) Internal controls must ensure compliance with federal statutes, regulations, and terms of the award. If awarded, applicant will evaluate and monitor compliance, take prompt action when instances of noncompliance are identified; and safeguard protected personally identifiable information (PII).
- 15) If awarded, applicant will ensure that the awarded grant funds will be spent or encumbered in accordance with the guidance provided. Applicant agrees to use the funds only for allowable costs and in a manner consistent with its approved application. Any modifications and/or changes to the use of grant funds by applicant must be pre-approved in writing by the TDOE.
- 16) If awarded, applicant will maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the applicant during the grant period and thereafter for five full years from the date of final payment. The TDOE must be permitted to audit, review, and inspect the applicant's activities, books, documents, papers, and other records relating to the expenditures of grant proceeds. The applicant further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits.
- 17) If awarded, applicant is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.
- 18) If awarded, applicant will ensure equitable program participation, as required under section 427 of the General Education Provision Act.
- 19) If awarded, applicant will comply with the lower-tier certification covering lobbying and debarment/suspension in 34 CFR Parts 82 and 85.
- 20) If awarded, applicant understands that, if any findings of misuse of grant funds or non-compliance with the terms of these Assurances are discovered, project funds must be returned to the TDOE, and that the TDOE may terminate a grant award upon 30 days' notice if it deems that the applicant is not fulfilling the funded program as specified in the approved grant application.
- 21) Applicant shall attend all mandatory meetings/trainings required by the TDOE.
- 22) If awarded, applicant agrees that at least one representative from the charter school sponsoring entity or a charter school administrator will serve as a peer reviewer to read Charter School Program (CSP) Grant applications at least once during the cumulative grant cycle.
- 23) If awarded, applicant agrees to onsite monitoring by the TDOE as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward, and that subaward performance goals are achieved.
- 24) If awarded, applicant agrees to use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

- 25) Applicant will provide a written performance contract or charter agreement with its authorized public chartering agency that includes a description of the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the State Entity and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school. Applicant understands that this will be required before a subgrant award is awarded.
- 26) Applicant has provided its authorized public chartering authority timely notice, and a copy, of this grant application.
- 27) Applicant understands that an additional assurances document will be required should the applicant receive a grant award.

By my signature below, I hereby agree to the above assurances and to the content of the grant application submitted on behalf of the Grantee designated below

Signature of Authorized Applicant Representative

Date

Print Name of Authorized Applicant Representative

Title of Authorized Applicant Representative

Appendix B-Project Objectives & Performance Measures

Objective 1: By year three of the grant period, the department will have supported the opening of thirty (30) charter schools with CSP funded sub-grants.
By the end of the grant period, the department will award 30 subgrants to support the opening, or replication, of charter schools with CSP funded sub-grants.
By the end of year three, at least 20% of CSP-funded sub-grants will support the replication of high-quality charter schools.
By the end of year five, 95% of 2022 CSP-fund charter schools will report satisfaction with department-provided supports during their planning and implementation years as measured by an annual survey.
Objective 2: The grant will improve the percentage of fourth grade, eighth grade, and tenth grade charter school students who are achieving at or above the proficient level on State examinations in mathematics and reading/language arts.
By the end of year five, the percentage of fourth grade charter students achieving at or above the proficient level on State examinations in ELA and Math will increase by 25% overall, with an annual increase of 5% during each year of the grant period.
By the end of year five, the percentage of eighth grade charter students achieving at or above the proficient level on State examinations in ELA and Math will increase by 25% overall, with an annual increase of 5% during each year of the grant period.
By the end of year five, the percentage of tenth grade charter students achieving at or above the proficient level on State examinations in ELA and Math will increase by 25% overall, with an annual increase of 5% during each year of the grant period.
By the end of year five, the number academically poor performing charter schools designated as priority schools will decrease by 10, with an annual decrease of 2.
The number of charter schools designated as reward schools will increase by 2 schools annually, with a total increase of 10 by the end of year five.
Objective 3: By year five of the grant period, the department will have awarded 10 dissemination grants and facilitated the sharing of best practices produced by subrecipients.
By the end of year five, the department will award at least 10 dissemination grants, with an annual target of two dissemination grants awarded annually to impact educationally disadvantaged and other students in meeting state academic content and achievement standards, and/or to promote best practices in student discipline and school climate.
By end of year one, the department will have formed a charter school consortium. Over the course of the grant, charter school participation in the consortium will increase to an average of 75% in order to share promising practices based on gaps in charter school performance annually.
By the end of each program year, 100% of dissemination grant recipients will have formally codified, presented, and shared their final deliverable to an audience including both charter and district-run schools at a charter school consortium meeting.
By the end of year five, 75% of charter and district-run schools participating in the consortium will report an increase in district-charter collaboration on an annual survey.

Appendix C – Application Scoring Rubric

Technical Requirements						
Rubric Indicator	Sub-Par (1pts.)	Developing (2 pts.)	Satisfactory (3pts)	Strong (4 pts)	Exemplary (5 pts)	Score
Charter Agreement			Applicant is on track to submit charter application by the February 1 deadline.	Applicant submitted a charter application that has been received by an authorizer and is eligible for review.	Applicant submitted a signed charter agreement with a Tennessee authorizer OR Charter application was approved prior to close of review period.	_____ (Score)
Authorizer Notification	No documentation of authorizer notification has been included with the application.				Documentation of authorizer notification has been included with the application.	_____ (Score)
Cover Page	The cover page is missing information.				All required information is provided on the cover page.	_____ (Score)

Project Narrative						
Rubric Indicator	Sub-Par (1pts.)	Developing (2 pts.)	Satisfactory (3pts)	Strong (4 pts)	Exemplary (5 pts)	Score
Mission and Vision	The school's mission and vision are not defined and demonstrate no alignment with the purpose of the grant.	The school's mission and vision are loosely defined and demonstrate little alignment with the purpose of the grant.	The school's mission and vision are somewhat defined and demonstrate some alignment with the purpose of the grant.	The school's mission and vision are mostly defined and demonstrate alignment with the purpose of the grant.	The school's mission and vision are well defined and demonstrate a clear alignment with the purpose of the grant.	_____ (Score)
Recruitment and Enrollment	The recruitment and enrollment plan does not address the three areas: projected enrollment, engagement and accommodation of families from various backgrounds, and the local community support.	The recruitment and enrollment plan addresses one of the three areas: projected enrollment, engagement and accommodation of families from various backgrounds, and the local community support.	The recruitment and enrollment plan addresses two of the three areas: projected enrollment, engagement and accommodation of families from various backgrounds, and the local community support.	The recruitment and enrollment plan mostly addresses all three areas: projected enrollment, engagement and accommodation of families from various backgrounds, and the local community support.	The recruitment and enrollment plan fully addresses all three areas: projected enrollment, engagement and accommodation of families from various backgrounds, and the local community support.	_____ (Score)
Parent and Community Engagement	The parent and community engagement plan does not address how parents and the community have or will be involved in program design and implementation, the development of an instructional model to best serve the target population, and on-going decision making.	The parent and community engagement plan addresses one of the areas: program design and implementation, the development of an instructional model to best serve the target population, and on-going decision making.	The parent and community engagement plan addresses two of the areas: program design and implementation, the development of an instructional model to best serve the target population, and on-going decision making.	The parent and community engagement plan mostly addresses how parents and the community have or will be involved in program design and implementation, the development of an instructional model to best serve the target population, and on-going decision making.	The parent and community engagement plan fully addresses how parents and the community have or will be involved in program design and implementation, the development of an instructional model to best serve the target population, and on-going decision making.	_____ (Score)
School Culture	The school culture plan does not address any of the three areas: the establishment of a diverse student body, desegregation efforts, and compliance with IDEA.	The school culture plan addresses one area: the establishment of a diverse student body, desegregation efforts, and compliance with IDEA.	The school culture plan addresses two areas: the establishment of a diverse student body, desegregation efforts, and compliance with IDEA.	The school culture plan mostly addresses all three areas: the establishment of a diverse student body, desegregation efforts, and compliance with IDEA.	The school culture plan fully addresses all three areas: the establishment of a diverse student body, desegregation efforts, and compliance with IDEA.	_____ (Score)

Operations	The operations plan does not address the three areas: consideration of community assets, the location facilitating access for targeted population, and transportation options.	The operations plan addresses one area: consideration of community assets, the location facilitating access for targeted population, and transportation options.	The operations plan addresses two areas: consideration of community assets, the location facilitating access for targeted population, and transportation options.	The operations plan mostly addresses all three areas: consideration of community assets, the location facilitating access for targeted population, and transportation options.	The operations fully addresses all three areas: consideration of community assets, the location facilitating access for targeted population, and transportation options.	<hr/> (Score)
School Governance	The school does not meet the federal definition of a charter school OR fails to describe describes how autonomy and flexibility has been granted in at least two areas.	The school meets the federal definition of a charter school and describes how autonomy and flexibility has been granted in at least one area.	The school meets the federal definition of a charter school and describes how autonomy and flexibility has been granted in at least two areas.	The school meets the federal definition of a charter school and somewhat describes how autonomy and flexibility has been granted in all areas.	The school meets the federal definition of a charter school and fully describes how autonomy and flexibility has been granted in all areas.	<hr/> (Score)
External Relationships	Proposed collaborations with districts and/or a for-profit management organization is not detailed, and no list is provided.	Proposed collaborations with districts and/or a for-profit management organization are provided, but no list is provided.	Proposed collaborations with districts and/or a for-profit management organization somewhat detailed, and an incomplete list is provided.	Proposed collaborations with districts and/or a for-profit management organization are somewhat detailed, and a complete list is provided.	Proposed collaborations with districts and/or a for-profit management organization are fully detailed, and a complete list of those is provided.	<hr/> (Score)

Goals and Implementation Timeline

Rubric Indicator	Sub-Par (1pts.)	Developing (2 pts.)	Satisfactory (3pts)	Strong (4 pts)	Exemplary (5 pts)	Score
Goals and Implementation	The goals and implementation timeline are incomplete.	At least 50% of goals address an identified need, are measurable, and include a reasonable timeline and cost.	80% of goals address an identified need, are measurable, and include a reasonable timeline and cost.	90% of goals address an identified need, are measurable, and include a reasonable timeline and cost.	100% of goals address an identified need, are measurable, and include a reasonable timeline and cost.	_____ (Score)

Budget

Rubric Indicator	Sub-Par (1pts.)	Developing (2 pts.)	Satisfactory (3pts)	Strong (4 pts)	Exemplary (5 pts)	Score
Expense-Income Analysis	No explanations of why the grant funds are necessary, how other funds will be leveraged, and how the school will sustain operations after the grant period are provided.	Only one of the explanations of why the grant funds are necessary, how other funds will be leveraged, or how the school will sustain operations after the grant period is provided.	At least two of the explanations of why the grant funds are necessary, how other funds will be leveraged, and how the school will sustain operations after the grant period are provided.	The explanations of why the grant funds are necessary, how other funds will be leveraged, and how the school will sustain operations after the grant period are somewhat detailed.	The explanations of why the grant funds are necessary, how other funds will be leveraged, and how the school will sustain operations after the grant period are fully detailed.	_____ (Score)
Grant Budget	The grant budget is incomplete.	At least 50% of the proposed budget items are complete.	80% of the proposed budget items are complete	90% of the proposed budget items are complete.	100% of the proposed budget items are complete.	_____ (Score)
Grant Budget Line-Item Detail	The grant budget line-item detail is incomplete.	The budget line-item detail shows little correspondence to the budget form and/or insufficient descriptions of the expenditures.	Most of the budget line-item detail corresponds to the budget form and includes sufficient descriptions of the expenditures.	The budget line-item detail corresponds to the budget form and includes good descriptions of most of the expenditures.	The budget line-item detail corresponds to the budget form and includes comprehensive descriptions of all the expenditures.	_____ (Score)

Narrative Justification	The justifications are neither adequate nor show an understanding of the purpose of the grant.	The justifications are not adequate OR do not show an understanding of the purpose of the grant.	The justifications are adequate and show an understanding of the purpose of the grant.	The justifications are somewhat strong and show a good understanding of the purpose of the grant.	The justifications are strong and show a clear understanding of the purpose of the grant.	_____ (Score)
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Competitive Priorities

Rubric Indicator	Sub-Par (1 pts.)	Developing (2 pts.)	Satisfactory (3pts)	Strong (4 pts)	Exemplary (5 pts)	Score
Economically Disadvantaged	A plan for helping economically disadvantaged is not outlined.	A plan for helping economically disadvantaged students is provided but lacks specificity and depth.	A plan for helping economically disadvantaged students is provided but does not include relevant data and a timeline for closing any achievement gaps.	A somewhat strong plan for helping economically disadvantaged students is provided and includes relevant data and a timeline for closing any achievement gaps.	A strong plan for helping economically disadvantaged students is provided and includes relevant data and a timeline for closing any achievement gaps.	_____ (Score)
Teacher and Educator Engagement	A plan for incorporating teacher and educator engagement is not outlined.	A plan for incorporating teacher and educator engagement is included but lacks specificity and depth.	A plan for incorporating teacher and educator engagement is included but lacks details how educator inputs were integrated into the plan.	A somewhat strong plan for incorporating teacher and educator engagement is included and details how educator inputs were integrated into the plan.	A strong plan for incorporating teacher and educator engagement is included and details how educator inputs were integrated into the plan.	_____ (Score)
Community-Centered Approach	A plan for utilizing a community-centered approach is not provided or does not address any of the these: assessment of community assets, how it informed the development of the school, and how on-going interaction will occur.	A plan for utilizing a community-centered approach is provided and addresses one of these areas: assessment of community assets, how it informed the development of the school, and how on-going interaction will occur.	A plan for utilizing a community-centered approach is provided and addresses two of these areas: assessment of community assets, how it informed the development of the school, and how on-going interaction will occur.	A somewhat strong plan for utilizing a community-centered approach is provided which addresses all three areas: assessment of community assets, how it informed the development of the school, and how on-going interaction will occur.	A strong plan for utilizing a community-centered approach is provided which fully addresses all three areas: assessment of community assets, how it informed the development of the school, and how on-going interaction will occur.	_____ (Score)

Replication Grant Information

Rubric Indicator	Sub-Par (1pts.)	Developing (2 pts.)	Satisfactory (3pts)	Strong (4 pts)	Exemplary (5 pts)	Score
Data	The response includes data but no evidence of academic success.	The response includes at least one metric of academic success but does not include the TCAP.	The response includes at least one metric of academic success, which includes the TCAP.	The response includes at least two metrics of academic success, which includes the TCAP.	The response includes numerous metrics of academic success, which includes the TCAP.	_____ (Score)
Analysis	The analysis of the factors contributing to success is limited with no evidence of the impact of the factors.	The analysis of the factors contributing to success is limited with little evidence of the impact of the factors.	The analysis of the factors contributing to success is adequate, with little evidence of the impact of the factors.	The analysis of the factors contributing to success is detailed, with little evidence of the impact of the factors.	The analysis of the factors contributing to success is detailed, with evidence of the impact of the factors.	_____ (Score)

Summary Scoring Sheet

Component	Points Earned
Technical Requirements Maximum of 15 points	
Project Narrative Maximum of 30 or 35 points due to one optional item	
Goals and Implementation Timeline Maximum of 5 points	
Budget Maximum of 20 points	
Competitive Priorities (optional) Maximum of 5 to 15 points	
Replication Grant Information Maximum of 10 points	
TOTAL SCORE The total score is calculated by dividing the number of points received by the maximum number of points possible based upon the components completed.	
Final Percentage of Points Earned	