



Charter Schools Program (CSP) Planning and Implementation / Replication Grants

Subgrant Competition Application Guidelines

Tennessee Department of Education – Division of Choice | 2024

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Grant Overview

General Grant Information

Inquiry	Information
Grant Name	TN Charter Schools Program Grant
Funding Source	U.S. Department of Education
Grant Project Director	Adam Holdren, adam.holdren@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	October 1, 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 – January 2024

Inquiry	Information
CSP Application Released	Wednesday, January 17, 2024
CSP New Applicant Webinar	Monday, January 22, 2024
CSP Application Due	Tuesday, February 20, 2024
Awards Announced	Monday, March 18, 2024
Grant Management Webinar	Wednesday, March 20, 2024
PLANNING PERIOD	March 18, 2024, 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

Available Subgrants

Both planning and implementation and replication grants are available under the TN charter schools program. Each grant type supports objective #1 by expanding the number of high-quality charter schools available to students in the state of Tennessee.

Planning and Implementation Grants will focus on providing funds to newly authorized Tennessee charter school operators to design, plan, and implement their schools.

Replication Grants will 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.

Eligibility

Tennessee's CSP grant funds are to be used by charter developers for post-award planning and design of the educational program and initial implementation of a new charter school as well as the replication of a successful school model.

To be eligible to **APPLY** to this grant, an applicant must meet the following conditions:

1. 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](#); and
 - a. Charter application has been approved by the chartering authority; OR
 - b. Charter application is pending; OR
 - c. Charter application is denied and pending an appeal.
2. Provided adequate and timely notification to that authorizer the applicants intent to apply for the Tennessee Charter School Planning & Implementation or Replication subgrant
3. Intention 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)
4. Meet the federal definition of a charter school (ESEA § 4310 (2)), and the federal definition of a charter developer (ESEA § 4310 (5)).
5. **(REPLICATION GRANTS ONLY)** Have a charter school that is currently operating within the state of Tennessee that:
 - a. Has evidence of improved educational results on Tennessee state assessments for the last three consecutive years; and
 - b. Meets the definition of a high-quality charter school as defined by ESEA § 4303 (8) A / D

To be eligible to **RECEIVE** this grant, an applicant must meet the following conditions:

1. Applicant must meet the above listed guidelines to apply to the grant; AND
2. 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 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 the TDOE. Charter schools may not receive more than one federal grant for activities associated with the planning and implementation of a charter school.

Allowable Use of Funds

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 subgrant, necessary to complete grant objectives, supported with justification for reimbursement, and aligned with state and federal law.

Allowable costs are for one or more of the following purposes:

Post-award planning and design of the educational program, including refining results (standards) and measurements (evaluation) of progress toward those results.

- 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

Finally, 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.

Unallowable Use of Funds

Unallowable costs include the following:

- 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

Grant Awards

The department will award up to eight planning and implementation subgrants and two replication subgrants for a total of \$750,000 each subgrant.

Tennessee's CSP subgrant competitions are discretionary. The department reserves the right to make the final determination of all grant awards and funding. All applications will be reviewed, scored, and ranked by a neutral panel of reviewers.

Funding will be provided on a reimbursement-only basis through the department's ePlan system and payments will be distributed through the department's Edison system.

The period of availability for these funds is dictated by the date the award is received as well as the grant award date and is 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 Funds** – implementation funds must be spent during the first two years of operation or within 24 months of school opening

Subgrant Applications

Planning and Implementation and Replication CSP Subgrants

The application contains several different components which are listed below. All components are required with the exception of the sixth component, Competitive Priorities. In addition to these components, applicants will be required to include their signed charter agreement and recently submitted charter application.

1. [Application Cover Page](#)
2. [Application Narrative](#)
3. [Budget Detail](#)
4. [Budget Narrative](#)
5. [Goals and Implementation Timeline](#)
6. [Competitive Priorities \(optional\)](#)
7. [Appendix Uploads](#)
8. [Assurances](#)

The application narrative will require the applicant to provide a general overview of their school model, address continued operations, and outline a plan for meeting project objectives and performance measurements. The proposed use of grant funds must align clearly with the mission, vision, and philosophy of the school. The applicant must provide strong evidence that the funds will assist the school in meeting the identified needs of the students. Budget and budget narrative information must be aligned, detailed, and leave no question regarding expenditures. Time frames must be logical with realistic projected costs stated for each goal indicator.

In addition, Tennessee's subgrant application includes competitive priorities with the opportunity for additional points awarded to applicants who demonstrate a clearly defined plan for one or more of the prompts provided within that section.

Submission Requirements

Applications must be filed electronically by emailing completed materials to charter.schools@tn.gov no later than 4:00 p.m. on February 20, 2024.

To apply, complete and submit each of the identified application components:

- Application Cover Page: *all fields populated*
- Application Narrative: *no more than 8 pages*
- Budget Detail: *all 3 worksheets*
- Budget Narrative: *no more than 6 pages*
- Goals and Implementation Timeline
- Competitive Priorities (optional)
- Appendix Uploads
- Assurances - *Signed*

Formatting Requirements

Number all pages of the application narrative and any supporting documents. Use one-inch margins and a 12-point font for the narrative. Heed all page limits. Only those parts of the application within the page limits will be judged as part of the grant competition. For questions related to the application, please contact Adam Holdren at adam.holdren@tn.gov.

1. Application Cover Page

**Charter Schools Program (CSP)
Planning and Implementation Grant
Subgrant Application Cover Page**

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	

****Unique Entity Identifier (UEI) & SAM Registration***

[2 CFR Part 25](#) states a UEI number is required “to apply and to receive the Federal award.” In order for federal funds to be disseminated to a public charter school, grantees 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 SAM.gov.

2. Application Narrative

The application narrative will be reviewed alongside the submitted charter application. The prompts below address a required component of the charter school program requirements that may not have been adequately addressed within your charter application. Questions should be addressed standalone, and answers can be brief. It is okay to reference specific pages in your charter application or previous questions in your responses. Please include page number guidance if this option is selected. Not all questions will be applicable to your application so you can simply type “not applicable” if this is the case. You will not be penalized for questions deemed not applicable.

In the application narrative, applicants should prepare a response to the following prompts/questions:

Mission / Vision

1. Provide a brief overview of the school’s vision and mission.
2. Describe:
 - a. the objectives of the charter school; and
 - b. the methods by which the charter school will determine its progress toward achieving those objectives;

Recruitment and Enrollment

3. Explain how you came up with the proposed charter school’s projected student enrollment and provide evidence to support these projections based on the needs analysis and other relevant data and factors. Be sure to identify the methodology and any calculations used in this determination.
4. 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).

5. 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.

Parent and Community Engagement and Support

6. Explain how parents and other members of the community will be involved in all aspects of the school program including the planning, program design and implementation
 - a. How will you ensure that parents of all backgrounds are included in this process, including underserved students, are represented in providing ongoing input in school decision making?
7. How have you or will you 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?

School Culture

8. 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. 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:
 - 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.
9. Provide a description of the steps the school has taken or will take to ensure that the proposed charter school:
 - 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. to ensure that the proposed charter school 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.
- 10.** Describe how the charter school will comply with Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;

Operations

- 11.** How will you ensure that 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? In addition, describe how the school's location (or anticipated location if a facility has not been secured) will facilitate access for the targeted student population. Think specifically about 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.

School Governance

- 12.** Describe how your school meets the federal definition of a charter school as defined in ESEA § 4310 (2).
- 13.** 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:
- a. programmatic decisions;
 - b. operational decisions;
 - c. budgetary decisions and,
 - d. personnel decisions.

Planning and Budget

- 14.** Explain how use of the grant funds will help the department meet its project objectives (items 1-3 in Appendix A). You do not need to address each of the bulleted points beneath those objectives;
- 15.** Describe briefly how grant funds will be used to finish planning and/or conduct initial implementation activities aligned with the school's mission (you will provide more detail in the budget narrative);
- 16.** Articulate why these grant funds are reasonable and necessary to meet initial operating costs. In other words, why can they not be met using Basic Education Program (BEP) and applicable federal funds? The expense-income analysis worksheet in the budget should inform this analysis;

17. Describe how the charter school will support continued operation of the school once this federal grant has expired;
18. 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;

Regulatory

19. List and provide justification for waivers of any statutory or regulatory provisions the applicant proposes to be waived;

External Relationships

20. If applicable, please provide the following information regarding any proposed collaborations between district(s) and the charter school: *(for Implementation only)*:
 - a. Describe each member of the collaboration and whether the collaboration would be a new or existing commitment;
 - b. States the purpose and duration of the collaboration;
 - c. Describe the anticipated roles and responsibilities of each member of the collaboration;
 - d. 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;
 - e. Describe the resources members of the collaboration will contribute; and
 - f. Include any other relevant information.
21. 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:
 - a. A copy or description of the EMO 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; and steps the applicant will take to ensure that it pays fair market value for any services or other items purchased or leased from the management organization, makes all programmatic decisions, maintains control over all CSP funds,

- and directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701.
- b. 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;
 - c. 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);
 - d. 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;
 - e. 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; and
 - f. 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.

3. Budget Detail

Subgrantee applicants will be required to complete three worksheets in the Excel template provided on the charter school webpage. Applicants will be asked to make every effort to fill each template out in completion to the best of their ability with as accurate information as they have available.

The following information is important to note as you're preparing your budget:

Planning Funds: an eligible applicant may use CSP planning funds for post-award planning and design of the educational program of a proposed new or replicated high-quality charter school that has not yet opened, which may include hiring and compensating teachers, school leaders,

and specialized instructional support personnel; providing training and professional development to staff; and other critical planning activities that need to occur prior to the charter school opening when such costs cannot be met from other sources.

Implementation Funds: an eligible applicant may use CSP planning funds for post-award implementation of their school program, which may include recruitment marketing, purchase of necessary equipment, educational material and/or supplies, acquiring or developing curriculum, or other initial operational costs that cannot be met through other state or local sources.

Listed below are the directions for how to complete each of the three worksheets.

Worksheet Template 1 - Expense-Income Analysis

On the first tab of the Excel budget spreadsheet, you will find the “Expense-Income Analysis” sheet. This form is designed to identify a gap between anticipated costs of a new school start-up and the funding sources currently available. Please follow the directions on the form and enter all of the required information in the cells that are highlighted yellow. Those cells in the “Total Income” columns and the cells in rows 17 and 19 are protected and will self-populate when you enter the “Anticipated # of Students” and the “Approximate Amount per Student”. 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 reflect that of your charter application).

Confirmation of Financial Need				Grantee/School:								
DIRECTIONS: 1. In row A, you will type in your estimate of the total anticipated costs of the charter school for each of the three years. This amount includes all of the costs that you anticipate incurring and should correspond to the amount you have indicated in your charter school application. Break out anticipated expenses for the Planning Period (before school opens) and Implementation Year 1 and Year 2. 2. In chart B, type in the "Anticipated # of Students" and "Approx Amount per student" for any applicable funding source. Repeat for each of the three years.				Planning			Implementation Y1			Implementation Y2		
				\$0			\$0			\$0		
Estimated Total Cost Per Year Planning & Implementation				Anticipated # of Students			Approx Amount per Student			Total Income		
Current / Expected Funding Sources				Anticipated # of Students	Approx Amount per Student	Total Income	Anticipated # of Students	Approx Amount per Student	Total Income	Anticipated # of Students	Approx Amount per Student	Total Income
1. State/Local (BEP)						\$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. All 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		

Worksheet Template 2 – Budget

Refer to Appendix B - Grant Budget Line-Item Definitions for information regarding the appropriate classification of proposed expenditures.

State of TN - GRANT BUDGET FORM						
Grantee / School						
Program Area		Charter Schools Program (CSP) Planning and Implementation Grant				
THE FOLLOWING IS APPLICABLE TO EXPENSES INCURRED IN THE PERIOD: Post authorization through 9/30/2019						
EXPENSE OBJECT LINE-ITEM CATEGORY <small>(detail schedule(s) attached as applicable)</small>	Planning Expenditures	Implementation Y1 Expenditures	Implementation Y2 Expenditures	GRANT CONTRACT TOTAL PROJECT	Allowable Activities	
1 Salaries	\$0.00	\$0.00	\$0.00	\$0.00		
2 Benefits & Taxes [(FEPCENT)]	\$0.00	\$0.00	\$0.00	\$0.00		
4-11 Professional Fees / Grant Awards <small>(detail attached)</small>	\$0.00	\$0.00	\$0.00	\$0.00		
1 Supplies <small>(detail attached)</small>	\$0.00	\$0.00	\$0.00	\$0.00		
1 Telephone	\$0.00	\$0.00	\$0.00	\$0.00		
7 Postage & Shipping	\$0.00	\$0.00	\$0.00	\$0.00		
1 Occupancy <small>(detail attached)</small>	\$0.00	\$0.00	\$0.00	\$0.00		
1 Equipment Rental & Maintenance	\$0.00	\$0.00	\$0.00	\$0.00		
11 Printing & Publications <small>(detail attached)</small>	\$0.00	\$0.00	\$0.00	\$0.00		
11-11 Travel / Conferences & Meetings <small>(detail attached)</small>	\$0.00	\$0.00	\$0.00	\$0.00		
11 Insurance <small>(detail attached)</small>	\$0.00	\$0.00	\$0.00	\$0.00		
11 Other Non-Personnel <small>(detail attached)</small>	\$0.00	\$0.00	\$0.00	\$0.00		
11 Capital Purchase <small>(detail attached)</small>	\$0.00	\$0.00	\$0.00	\$0.00		
11 GRAND TOTAL	\$0.00	\$0.00	\$0.00	\$0.00	May not exceed \$750,000	

- **Header:** Insert the name of the sponsor applying for this grant on the line that says Grantee. In parentheses, indicate the name of the charter school.
- **Column D:** Insert the amounts of grant funds budgeted for the planning period.
- **Column E:** Insert the amounts of grant funds budgeted for the implementation period year 1
- **Column F:** Insert the amounts of grant funds budgeted for the implementation period year 2 ***(The sum of the amounts in Columns D, E and F should total \$750,000.)***
- **Column H:** Section 5204(f)(3) of the Elementary and Secondary Education Act outlines allowable activities for the use of these grant funds. They are:

A. Post-award planning and design of the educational program, which may include:	Code to Use in Column H of the Budget Form
Refinement of the desired educational results and of the methods for measuring progress toward achieving those results	A.1.
Professional development of teachers and other staff who will work in the charter school	A.2.
B. Initial implementation of the charter school, which may include:	Code to Use in Column H of the Budget Form
Informing the community about the school	B.1
Acquiring necessary equipment and educational materials and supplies	B.2
Acquiring or developing curriculum materials	B.3
Other initial operational costs that cannot be met from State or local sources	B.4

For each budget line item, insert codes from the table above in column H to denote uses for which the funds will be expended. Multiple codes may be used for each. For example, if you allocate \$45,000 in line 10 for Printing and Publications, you might be planning to spend \$5,000 of that for printing brochures about the school and student handbooks and \$40,000 for purchase of textbooks. In that case, you would put B.1. and B.3 in column H for this line item.

Worksheet Template 3 – Grant Budget Detail

GRANT BUDGET LINE ITEM DETAIL	
For each item indicate P, I1, I2 or All.	
PROFESSIONAL FEE/ GRANT & AWARD	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
OCCUPANCY	AMOUNT
Specific, Descriptive, Detail (Repeat Row As Necessary)	\$0.00

1. Look in Column C of the Budget Worksheet and note line items that require additional budget detail. These items say “(detail attached).”
2. Underneath the appropriate heading for each item requiring budget detail, provide specific, descriptive information regarding expenditures. These may be grouped by category and with the amount listed for each category. The total for each set should equal the total in column G on the Budget Worksheet. For Example: If you are listing items from line item 5 “Supplies” in the budget detail, you may be expending funds for computers and office furniture. On line one of the budget detail, you might list “25 MacBooks & 5 Laser Printers-\$25,000.” On line two, you might list “Four Teacher Desks and Executive Chairs-\$1,500.” The total for that section would be \$26,500.

4. Budget Narrative

Provide a budget narrative that includes an explanation for each proposed expenditure including the justification and description of each expenditure on your grant budget. The budget narrative must correspond to the line-item sequence in the Budget Template and should include: line item, dollar amount, which year expenditure would occur in and a narrative justification aligning this expenditure with the allowability guidance and the purpose of the grant.

5. Goals and Implementation Timeline

Complete the chart below outlining areas of need that will be addressed with funds from this grant, along with accompanying goals and goal indicators. For each goal indicator, provide a proposed timeframe and a projected cost.

In preparing these, keep the following in mind:

1. Identify the needs of your school. If possible, categorize them (e.g., professional development, aligning curriculum to state standards, equipping classrooms, etc.) List the broad need in the first column titled “Area of Need.”
2. Decide what you want to accomplish in each of the areas of need. List one or more goals for each area.
3. For each goal, include at least one project indicator. What can be measured in your goal? How can it be quantified? What measure would demonstrate progress?
4. For each goal indicator, share a proposed timeframe and a projected cost. Indicate what line item(s) of the budget will be used to pay for each.
5. The total projected cost should not exceed the grant amount listed at the top of the page.

Goals and Implementation Timeline (Example)				
Area of Need	Goals and Goal Indicators	Proposed Timeframe	Projected Costs	Budget Line Items Involved
Professional Development	Professional development will be comprehensive and ongoing and will specifically train staff in the curriculum			
	At least 75% of staff will participate in Open Court and Saxon Math trainings.	June 1, 2023 – August 31, 2023	\$1800	4, 15

6. Competitive Priorities (optional)

Respond to one or more of the following prompts.

1. Describe your plan to help educationally disadvantaged students demonstrate success in academic achievement and your plan for closing achievement gaps.
2. Describe your plan to incorporate current or former teachers and other educators in the ongoing development and implementation of your school plan.
3. Describe how you 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

4. If you are proposing to replicate, provide the reasons for your decision, student performance data from the existing school, and describe the most important aspects of the school that you feel contribute to its success.

7. Appendix Uploads

Applicants will need to include the following documents as part of their application submission. Applicants are encouraged to reference these documents when responding to their application narrative questions.

1. A current list of eligible applicants, partnering organizations and those members of any charter management organizations. This list should include: (1) roles and responsibilities for each identified member; (2) any administrative or contractual responsibilities this member may hold as well as the contact information of each member. (required)
2. (*REPLICATION ONLY*) Evidence of improved educational results as measured by Tennessee state assessments for the last three consecutive years
3. Any other graphs, tables, or relevant supporting documentation (optional)

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 2022 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) The Applicant shall provide the scope of services and deliverables as required, described, and detailed in this Grant Application.
- 2) Applicant has submitted a charter application to the TDOE 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.
- 3) 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.
 - 4) 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.
 - 5) 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.
 - 6) 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.
 - 7) If awarded, applicant will follow guidance surrounding annual audits as outlined in TCA § 49-13-127. Audits must be provided to the department, the local board of education and the comptroller. In addition, applicant will ensure that this audit is made publicly available.
 - 8) 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.
 - 9) 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)
 - 10) 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.

- 11) 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).
- 12) 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].
- 13) 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).
- 14) 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.
- 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 Grantee Name

Name of Authorized Applicant Representative

Title of Authorized Applicant Representative

Appendix A – Project Objectives & Performance Measures

2022 Tennessee Charter School Program Grant

Project Objectives and 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 B – Grant Budget Line-Item Definitions

Grant Budget Line-Item Definitions

Definitions are from the Tennessee Department of Finance & Administration’s Policy 3. That policy document includes references to applicable documents like the Office of Management and Budget’s circulars. Italics are used to indicate applicable laws and the USDOE’s nonregulatory guidance limit the use of these grant funds for certain expenses.

Line 1 — Salaries and Wages: compensation, fees, salaries, and wages paid to officers, directors, trustees, and employees.

Line 2 — Employee Benefits & Payroll Taxes: contributions to pension plans, employee benefit programs (such as health, life, and disability insurance) and for payroll taxes (such as social security, Medicare taxes, unemployment, and workers’ compensation insurance).

Line 4, 15 — Professional Fees / Grants & Awards: fees to outside professionals, consultants, and personal- service contractors and for awards, grants, subsidies, and other pass-through expenditures to individuals and to other organizations (including allocations to affiliated organizations, in-kind grants to individuals and organizations . . .). Examples: curriculum consultants, payroll services.

Line 5 — Supplies: (typically consumable items) office supplies, housekeeping supplies, food and beverages, and other supplies. One commonly cited example might be for school uniforms.

Line 6 — Telephone: telephone, cellular phones, beepers, telegram, FAX, E-mail, telephone equipment maintenance, and other related expenses.

Line 7 — Postage & Shipping: postage, mailings, messenger services, overnight delivery, outside mailing service fees, freight and trucking, and maintenance of delivery and shipping vehicles. Does not include cost of supplies and printed materials.

Line 8 — Occupancy: use of office space and other facilities, heat, light, power, other utilities, outside janitorial services, mortgage interest, real estate taxes, and similar expenses.

Line 9 — Equipment Rental and Maintenance: renting and maintaining computers, copiers, postage meters, other office equipment, and other equipment (except for telephone, truck, and automobile expenses). All charges, including overage fees are to be charged in this category.

Line 10 — Printing and Publications: producing printed materials, purchasing books and publications, and buying subscriptions to publications (this line would include textbooks).

Line 11, 12 — Travel / Conferences and Meetings: travel, including transportation, meals, and lodging, and per diem payments (including gas and oil, repairs, licenses and permits, and leasing costs for vehicles) and for conducting or attending meetings, conferences, and conventions (including facility

rental, speakers' fees and expenses, printed materials, and registration fees. Expenses claimed cannot exceed those allowed by the State of Tennessee Travel Regulations.

Line 14 – Insurance: liability insurance, fidelity bonds, and other insurance. Do not include employee-related insurance reportable on line 2. Do not include property and vehicle insurance if reported on lines 7, 8, or 11.

Line 18 — Other Non-personnel Expenses: advertising, contingency provisions, independent research and development, recruiting, taxes, membership dues in associations and professional societies other fees for licenses, permits, registrations, etc. (NOTE: DO NOT include any expense that should be detailed in other line- items).

Line 20 — Reimbursable Capital Purchases: Only purchases that are \$5,000 or more, per item, are to be included in this category. All capital purchases must include copies of bids from at least three (3) vendors. Expenses for purchases of fixed assets. Example: computer hardware, furniture, laboratory equipment

Appendix C – Application Scoring Guidance and Rubric

Scoring Allocation Chart

Peer reviewers will use the following scoring allocation chart in evaluating each response and assigning points to each section.

Component	Maximum Points
<p style="text-align: center;">Technical Requirements</p>	<p style="text-align: center;">___ / 10</p>
<p style="text-align: center;">Application Narrative</p> <p style="text-align: center;">*One optional item. Maximum points in this section varies between 35-40</p>	<p style="text-align: center;">___ / ___*</p>
<p style="text-align: center;">Budget Detail and Narrative</p>	<p style="text-align: center;">___ / 20</p>
<p style="text-align: center;">Goals and Implementation Timeline</p>	<p style="text-align: center;">___ / 10</p>
<p style="text-align: center;">TOTAL SCORE</p>	<p style="text-align: center;">___ / ___</p>
<p style="text-align: center;">Competitive Priorities</p> <p style="text-align: center;">Three optional items. Maximum points in this section varies between 0-15</p>	<p style="text-align: center;">___ / ___*</p>
<p style="text-align: center;">TOTAL (with priorities)</p>	<p style="text-align: center;">___ / ___</p>
<p style="text-align: center;">Final Percentage of Total Points Earned</p>	<p style="text-align: center;">_____%</p>

Applicants who choose not to complete the optional priorities will not be reduced by total points. Completion of one or more of the preference priorities will only add extra points to the applicant’s final score.

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.	
Appendices	A list of applicants, partnering organizations and members of any CMOs is not included.	A list of applicants, partnering organizations and members of any CMOs is included but does not include the roles and responsibilities; contractual responsibilities; contact information for those members.	A list of applicants, partnering organizations and members of any CMOs is included but includes only one of the three of the following: roles and responsibilities; contractual responsibilities; contact information for those members.	A list of applicants, partnering organizations and members of any CMOs is included but includes only two of the three of the following: roles and responsibilities; contractual responsibilities; contact information for those members.	A list of applicants, partnering organizations and members of any CMOs is included and includes all the following: roles and responsibilities; contractual responsibilities; contact information for those members.	

Application Narrative						
Rubric Indicator	Sub-Par (1pts.)	Developing (2 pts.)	Satisfactory (3pts)	Strong (4 pts)	Exemplary (5 pts)	Score
Mission and Vision	The school's objectives and measurements of progress are not defined and demonstrate no alignment with the purpose of the grant.	The school's objectives and measurements of progress are loosely defined and demonstrate little alignment with the purpose of the grant.	The school's objectives and measurements of progress are somewhat defined and demonstrate some alignment with the purpose of the grant.	The school's objectives and measurements of progress are mostly defined and demonstrate alignment with the purpose of the grant.	The school's objectives and measurements of progress are well defined and demonstrate a clear alignment with the purpose of the grant.	

<p style="text-align: center;">Recruitment and Enrollment</p>	<p>The recruitment and enrollment plan does not address the following three areas:</p> <p>a) Clear evidence detailing the school's projected student enrollment based on the needs analysis and other relevant data and factors.</p> <p>b) Clear examples of how the school's recruitment, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color.</p> <p>c) Clear examples of existing local community support, including information that demonstrates interest in, and need for, the proposed charter school. Examples demonstrate a strong likelihood that the charter school will achieve and maintain its enrollment projections.</p>	<p>The recruitment and enrollment plan mostly addresses at least one of the following three areas:</p> <p>a) Clear evidence detailing the school's projected student enrollment based on the needs analysis and other relevant data and factors.</p> <p>b) Clear examples of how the school's recruitment, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color.</p> <p>c) Clear examples of existing local community support, including information that demonstrates interest in, and need for, the proposed charter school. Examples demonstrate a strong likelihood that the charter school will achieve and maintain its enrollment projections.</p>	<p>The recruitment and enrollment plan mostly addresses at least two of the following three areas :</p> <p>a) Clear evidence detailing the school's projected student enrollment based on the needs analysis and other relevant data and factors.</p> <p>b) Clear examples of how the school's recruitment, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color.</p> <p>c) Clear examples of existing local community support, including information that demonstrates interest in, and need for, the proposed charter school. Examples demonstrate a strong likelihood that the charter school will achieve and maintain its enrollment projections.</p>	<p>The recruitment and enrollment plan mostly addresses the following three areas:</p> <p>a) Clear evidence detailing the school's projected student enrollment based on the needs analysis and other relevant data and factors.</p> <p>b) Clear examples of how the school's recruitment, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color.</p> <p>c) Clear examples of existing local community support, including information that demonstrates interest in, and need for, the proposed charter school. Examples demonstrate a strong likelihood that the charter school will achieve and maintain its enrollment projections.</p>	<p>The recruitment and enrollment plan fully addresses the following three areas:</p> <p>a) Clear evidence detailing the school's projected student enrollment based on the needs analysis and other relevant data and factors.</p> <p>b) Clear examples of how the school's recruitment, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color.</p> <p>c) Clear examples of existing local community support, including information that demonstrates interest in, and need for, the proposed charter school. Examples demonstrate a strong likelihood that the charter school will achieve and maintain its enrollment projections.</p>	
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<p>Parent and Community Engagement and Support</p>	<p>The parent and community engagement plan does not define how community members of all backgrounds will be involved in individual aspects of the school program including the planning, program design, implementation, and an instructional model that serves targeted student populations and their families.</p>	<p>The parent and community engagement plan loosely defines how community members of all backgrounds will be involved in individual aspects of the school program including the planning, program design, implementation, and an instructional model that serves targeted student populations and their families.</p>	<p>The parent and community engagement plan mostly defines how community members of all backgrounds will be involved in some aspects of the school program including the planning, program design, implementation, and an instructional model that serves targeted student populations and their families.</p>	<p>The parent and community engagement plan clearly defines how community members of all backgrounds will be involved in most aspects of the school program including the planning, program design, implementation, and an instructional model that serves targeted student populations and their families.</p>	<p>The parent and community engagement plan clearly defines how community members of all backgrounds will be involved in all aspects of the school program including the planning, program design, implementation, and an instructional model that serves targeted student populations and their families.</p>	
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<p style="text-align: center;">School Culture</p>	<p>The school culture plan does not address the following three areas:</p> <p>a) Either outlines strategies to recruit, admit, enroll, and retain a diverse student body or outlines how the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP and impact local public schools and districts.</p> <p>b) Describes how the proposed charter school would not negatively affect any desegregation efforts or otherwise increase racial or socio-economic segregation or isolation in the community in which the charter school would be located.</p> <p>c) Describe how the charter school will comply with Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;</p>	<p>The school culture plan mostly addresses at least one of the following three areas:</p> <p>a) Either outlines strategies to recruit, admit, enroll, and retain a diverse student body or outlines how the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP and impact local public schools and districts.</p> <p>b) Describes how the proposed charter school would not negatively affect any desegregation efforts or otherwise increase racial or socio-economic segregation or isolation in the community in which the charter school would be located.</p> <p>c) Describe how the charter school will comply with Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;</p>	<p>The school culture plan mostly addresses at least two of the following three areas:</p> <p>a) Either outlines strategies to recruit, admit, enroll, and retain a diverse student body or outlines how the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP and impact local public schools and districts.</p> <p>b) Describes how the proposed charter school would not negatively affect any desegregation efforts or otherwise increase racial or socio-economic segregation or isolation in the community in which the charter school would be located.</p> <p>c) Describe how the charter school will comply with Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;</p>	<p>The school culture plan mostly addresses the following three areas:</p> <p>a) Either outlines strategies to recruit, admit, enroll, and retain a diverse student body or outlines how the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP and impact local public schools and districts.</p> <p>b) Describes how the proposed charter school would not negatively affect any desegregation efforts or otherwise increase racial or socio-economic segregation or isolation in the community in which the charter school would be located.</p> <p>c) Describe how the charter school will comply with Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;</p>	<p>The school culture plan fully addresses the following three areas:</p> <p>a) Either outlines strategies to recruit, admit, enroll, and retain a diverse student body or outlines how the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP and impact local public schools and districts.</p> <p>b) Describes how the proposed charter school would not negatively affect any desegregation efforts or otherwise increase racial or socio-economic segregation or isolation in the community in which the charter school would be located.</p> <p>c) Describe how the charter school will comply with Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;</p>	
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<p style="text-align: center;">Operations</p>	<p>The operations plan does not support or reflect the needs of students in the following areas:</p> <p>a) Demonstrates consideration of available district or community assets</p> <p>b) Describes how the location will facilitate access for the targeted student population using public transportation and walking options</p> <p>c) Describes transportation plans and costs for students who are not able to walk or use public transportation to access the school.</p>	<p>The operations plan somewhat supports and reflects the needs of students by mostly addressing at least one of the following areas:</p> <p>a) Demonstrates consideration of available district or community assets</p> <p>b) Describes how the location will facilitate access for the targeted student population using public transportation and walking options</p> <p>c) Describes transportation plans and costs for students who are not able to walk or use public transportation to access the school.</p>	<p>The operations plan mostly supports and reflects the needs of students by mostly addressing at least two of the following areas:</p> <p>a) Demonstrates consideration of available district or community assets</p> <p>b) Describes how the location will facilitate access for the targeted student population using public transportation and walking options</p> <p>c) Describes transportation plans and costs for students who are not able to walk or use public transportation to access the school.</p>	<p>The operations plan supports and reflects the needs of students by mostly addressing all of the following areas:</p> <p>a) Demonstrates consideration of available district or community assets</p> <p>b) Describes how the location will facilitate access for the targeted student population using public transportation and walking options</p> <p>c) Describes transportation plans and costs for students who are not able to walk or use public transportation to access the school.</p>	<p>The operations plan supports and reflects the needs of students by fully addressing all of the following areas:</p> <p>a) Demonstrates consideration of available district or community assets</p> <p>b) Describes how the location will facilitate access for the targeted student population using public transportation and walking options</p> <p>c) Describes transportation plans and costs for students who are not able to walk or use public transportation to access the school.</p>	
<p style="text-align: center;">School Governance</p>	<p>The school does not meet the federal definition of a charter school and fails to describe how its autonomy and flexibility is consistent with this definition as it pertains to the following: programmatic decisions, operational decisions, budgetary decisions, and personnel decisions.</p>	<p>The school meets the federal definition of a charter school and describes how its autonomy and flexibility is consistent with this definition as it pertains to at least one of the following: programmatic decisions, operational decisions, budgetary decisions, and personnel decisions.</p>	<p>The school meets the federal definition of a charter school and describes how its autonomy and flexibility is consistent with this definition as it pertains to at least two of the following: programmatic decisions, operational decisions, budgetary decisions, and personnel decisions.</p>	<p>The school meets the federal definition of a charter school and describes how its autonomy and flexibility is consistent with this definition as it pertains to at least three of the following: programmatic decisions, operational decisions, budgetary decisions, and personnel decisions.</p>	<p>The school meets the federal definition of a charter school and describes how its autonomy and flexibility is consistent with this definition as it pertains to all the following: programmatic decisions, operational decisions, budgetary decisions, and personnel decisions.</p>	

<p style="text-align: center;">Planning and Budget</p>	<p>The school gives brief, but clear explanations of how the grant funds meet fewer than two of the following criteria:</p> <p>a) The grant funds will help the department meet its project objectives.</p> <p>b) The grant funds will be used to finish planning and/or conduct initial implementation activities aligned with the school's mission.</p> <p>c) The grant funds are reasonable and necessary to meet initial operating costs.</p> <p>d) Details a path to continued operation once this grant has expired.</p> <p>e) Explains how other funding sources are or will be leveraged to institutionalize effective practices.</p>	<p>The school gives brief, but clear explanations of how the grant funds meet two of the following criteria:</p> <p>a) The grant funds will help the department meet its project objectives.</p> <p>b) The grant funds will be used to finish planning and/or conduct initial implementation activities aligned with the school's mission.</p> <p>c) The grant funds are reasonable and necessary to meet initial operating costs.</p> <p>d) Details a path to continued operation once this grant has expired.</p> <p>e) Explains how other funding sources are or will be leveraged to institutionalize effective practices.</p>	<p>The school gives brief, but clear explanations of how the grant funds meet three of the following criteria:</p> <p>a) The grant funds will help the department meet its project objectives.</p> <p>b) The grant funds will be used to finish planning and/or conduct initial implementation activities aligned with the school's mission.</p> <p>c) The grant funds are reasonable and necessary to meet initial operating costs.</p> <p>d) Details a path to continued operation once this grant has expired.</p> <p>e) Explains how other funding sources are or will be leveraged to institutionalize effective practices.</p>	<p>The school gives brief, but clear explanations of how the grant funds meet four of the following criteria:</p> <p>a) The grant funds will help the department meet its project objectives.</p> <p>b) The grant funds will be used to finish planning and/or conduct initial implementation activities aligned with the school's mission.</p> <p>c) The grant funds are reasonable and necessary to meet initial operating costs.</p> <p>d) Details a path to continued operation once this grant has expired.</p> <p>e) Explains how other funding sources are or will be leveraged to institutionalize effective practices.</p>	<p>The school gives brief, but clear explanations of how the grant funds meet all the following criteria:</p> <p>a) The grant funds will help the department meet its project objectives.</p> <p>b) The grant funds will be used to finish planning and/or conduct initial implementation activities aligned with the school's mission.</p> <p>c) The grant funds are reasonable and necessary to meet initial operating costs.</p> <p>d) Details a path to continued operation once this grant has expired.</p> <p>e) Explains how other funding sources are or will be leveraged to institutionalize effective practices.</p>	
<p style="text-align: center;">External Relationships (Optional)</p>	<p>Proposed collaborations between districts and the charter school are not detailed to include the following: descriptions of each member of the collaboration including their roles and contributed resources,</p>	<p>Proposed collaborations between districts and the charter school are vaguely detailed to include some of the following: descriptions of each member of the collaboration including their roles and contributed resources, the</p>	<p>Proposed collaborations between districts and the charter school are clearly detailed to include some of the following: descriptions of each member of the collaboration including their roles and contributed resources, the purpose and duration of the collaboration,</p>	<p>Proposed collaborations between districts and the charter school are clearly detailed to include most of the following: descriptions of each member of the collaboration including their roles and contributed resources, the purpose and duration of the</p>	<p>Proposed collaborations between districts and the charter school are clearly detailed to include all the following: descriptions of each member of the collaboration including their roles and contributed resources, the purpose and duration of the</p>	

	<p>the purpose and duration of the collaboration, and the benefits of the collaboration.</p> <p>Proposed contracts with for-profit management organizations are not detailed to include the following: a copy or description of the EMO contract that provides requested specifics, a description of any business or financial relationship with the management organization, contact information for each member involved in approving or executing the management contract, descriptions of how the applicant will ensure that the contract is severable and does not allow the management organization to adversely influence the school's governing board or control of student records</p>	<p>purpose and duration of the collaboration, and the benefits of the collaboration.</p> <p>Proposed contracts with for-profit management organizations are vaguely detailed to include some of the following: a copy or description of the EMO contract that provides requested specifics, a description of any business or financial relationship with the management organization, contact information for each member involved in approving or executing the management contract, descriptions of how the applicant will ensure that the contract is severable and does not allow the management organization to adversely influence the school's governing board or control of student records</p>	<p>and the benefits of the collaboration.</p> <p>Proposed contracts with for-profit management organizations are clearly detailed to include some of the following: a copy or description of the EMO contract that provides requested specifics, a description of any business or financial relationship with the management organization, contact information for each member involved in approving or executing the management contract, descriptions of how the applicant will ensure that the contract is severable and does not allow the management organization to adversely influence the school's governing board or control of student records</p>	<p>collaboration, and the benefits of the collaboration.</p> <p>Proposed contracts with for-profit management organizations are clearly detailed to include most of the following: a copy or description of the EMO contract that provides requested specifics, a description of any business or financial relationship with the management organization, contact information for each member involved in approving or executing the management contract, descriptions of how the applicant will ensure that the contract is severable and does not allow the management organization to adversely influence the school's governing board or control of student records</p>	<p>collaboration, and the benefits of the collaboration.</p> <p>Proposed contracts with for-profit management organizations are clearly detailed to include all of the following: a copy or description of the EMO contract that provides requested specifics, a description of any business or financial relationship with the management organization, contact information for each member involved in approving or executing the management contract, descriptions of how the applicant will ensure that the contract is severable and does not allow the management organization to adversely influence the school's governing board or control of student records</p>	
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Budget Detail and Narrative

Rubric Indicator	Sub-Par (1pts.)	Developing (2 pts.)	Satisfactory (3pts)	Strong (4 pts)	Exemplary (5 pts)	Score
Budget Detail: Expense-Income Analysis	Fewer than 50% of total costs and funding sources are	50% of total costs and funding sources are complete and reasonable.	80% of total costs and funding sources are complete and reasonable.	90% of total costs and funding sources are complete and reasonable.	100% of total costs and funding sources are complete and reasonable.	

	complete and reasonable.					
Budget Detail: Budget	Budgeting codes are not provided, and all funds are not allocated.	Budgeting codes are provided and allocate all funds.	Most calculations are accurate and the correct budgeting codes are provided such that the budget is clear and allocates all funds appropriately.	Almost all calculations are accurate and the correct budgeting codes are provided such that the budget is clear and allocates all funds appropriately.	All calculations are accurate and the correct budgeting codes are provided such that the budget is clear and allocates all funds appropriately.	
Budget Detail: Grant Budget Line-Item Detail	No line items requiring budget detail are completed with specific, descriptive information with correct amounts.	Some line items requiring budget detail are completed with specific, descriptive information with correct amounts.	Most line items requiring budget detail are completed with specific, descriptive information with correct amounts.	Almost all line items requiring budget detail are completed with specific, descriptive information with correct amounts.	All line items requiring budget detail are completed with specific, descriptive information with correct amounts.	

Budget Narrative	<p>Budget narrative justifies how some proposed costs are critical to the successful opening and launch of the school.</p> <p>Some proposed expenditures correspond to the line-item sequence in the Budget Template and includes: line item, dollar amount, which year expenditure would occur in and a narrative justification aligning this expenditure with the allowability guidance and the purpose of the grant.</p>	<p>Budget narrative justifies how 50% of proposed costs are critical to the successful opening and launch of the school.</p> <p>50% of proposed expenditures correspond to the line-item sequence in the Budget Template and includes: line item, dollar amount, which year expenditure would occur in and a narrative justification aligning this expenditure with the allowability guidance and the purpose of the grant.</p>	<p>Budget narrative justifies how 80% of proposed costs are critical to the successful opening and launch of the school.</p> <p>80% of proposed expenditures correspond to the line-item sequence in the Budget Template and includes: line item, dollar amount, which year expenditure would occur in and a narrative justification aligning this expenditure with the allowability guidance and the purpose of the grant.</p>	<p>Budget narrative justifies how 90% of proposed costs are critical to the successful opening and launch of the school.</p> <p>90% of proposed expenditures correspond to the line-item sequence in the Budget Template and includes: line item, dollar amount, which year expenditure would occur in and a narrative justification aligning this expenditure with the allowability guidance and the purpose of the grant.</p>	<p>Budget narrative justifies how 100% of proposed costs are critical to the successful opening and launch of the school.</p> <p>100% of proposed expenditures correspond to the line-item sequence in the Budget Template and includes: line item, dollar amount, which year expenditure would occur in and a narrative justification aligning this expenditure with the allowability guidance and the purpose of the grant.</p>	
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Goals and Implementation Timeline

Rubric Indicator	Sub-Par (1pts.)	Developing (2 pts.)	Satisfactory (3pts)	Strong (4 pts)	Exemplary (5 pts)	Score
Goals and Goal Indicators in Areas of Need	Goals, goal indicators, and areas of need are incomplete.	50% of goals have measurable goal indicators that address listed areas of need.	80% of goals have measurable goal indicators that address listed areas of need.	90% of goals have measurable goal indicators that address listed areas of need.	100% of goals have measurable goal indicators that address listed areas of need.	

Logistics	Goals do not list a proposed timeline, projected costs, or the corresponding line item of the budget that will be used to pay for each.	50% of goals have a proposed timeline, projected costs, and list the corresponding line item of the budget that will be used to pay for each.	80% of goals have a proposed timeline, projected costs, and list the corresponding line item of the budget that will be used to pay for each.	90% of goals have a proposed timeline, projected costs, and list the corresponding line item of the budget that will be used to pay for each.	100% of goals have a proposed timeline, projected costs, and list the corresponding line item of the budget that will be used to pay for each.	
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Competitive Priorities

Rubric Indicator	Sub-Par (1pts.)	Developing (2 pts.)	Satisfactory (3pts)	Strong (4 pts)	Exemplary (5 pts)	Score
Teacher and Educator Engagement	Applicant does not demonstrate commitment to engagement with current or former teachers. Applicant does not provide an account of how educator inputs were integrated into their plan.	Applicant demonstrates some commitment to engagement with current or former teachers, but their response lacks specificity and depth. Applicant mentions educators, but it is unclear how their input was incorporated into their plan.	Applicant demonstrates commitment to engagement with current or former teachers but does not provide evidence that this engagement was meaningful and ongoing. Applicant provides an account of how educator inputs were integrated into their plan, but this account lacks detail.	Applicant demonstrates commitment to meaningful and ongoing engagement with current or former teachers. Applicant provides an account of how educator inputs were integrated into their plan, but this account lacks detail.	Applicant demonstrates a strong commitment to meaningful and ongoing engagement with current or former teachers and other educators. Applicant provides a detailed account of how educator inputs were integrated into their plan.	

<p>Community-Centered Approach</p>	<p>Applicant does not outline a community-centered approach that addresses the following areas:</p> <p>a) Provides an assessment of community assets</p> <p>b) Demonstrates how a community-centered approach informs the development of the charter school</p> <p>c) 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</p>	<p>Applicant outlines a community-centered approach that mostly addresses at least one of the following three areas:</p> <p>a) Provides an assessment of community assets</p> <p>b) Demonstrates how a community-centered approach informs the development of the charter school</p> <p>c) 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</p>	<p>Applicant outlines a community-centered approach that mostly addresses at least two of the following three areas:</p> <p>a) Provides an assessment of community assets</p> <p>b) Demonstrates how a community-centered approach informs the development of the charter school</p> <p>c) 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</p>	<p>Applicant outlines a community-centered approach that mostly addresses the following three areas:</p> <p>a) Provides an assessment of community assets</p> <p>b) Demonstrates how a community-centered approach informs the development of the charter school</p> <p>c) 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</p>	<p>Applicant outlines a community-centered approach that fully addresses the following three areas:</p> <p>a) Provides an assessment of community assets</p> <p>b) Demonstrates how a community-centered approach informs the development of the charter school</p> <p>c) 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</p>	
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<p>Student Performance Data</p>	<p>Student performance data is provided, but it does not demonstrate a history of academic success. The factors contributing to this data have no evidence of their impact.</p>	<p>Student performance data is provided, but it may not demonstrate a history of academic success. The factors contributing to this data have little evidence of their impact.</p>	<p>Student performance data features more than one relevant metric that demonstrates a history of academic success. The factors contributing to this success are explained, but there may be limited evidence of their impact.</p>	<p>Student performance data features several relevant metrics that demonstrate a history of academic success. The factors contributing to this success are insightfully explained.</p>	<p>Student performance data features a range of relevant metrics that demonstrate a history of academic success. The factors contributing to this success are insightfully explained and suggest continued success in future schools.</p>	
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