**Georgia Charter Schools Program**

**Federal Planning and Implementation Subgrant Application**

**Deadline to Receive Applications: Friday, January 19, 2018 at 4:00 PM**

Technical Assistance for Applicants: December 5, 2017

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**Table of Contents**

Introduction 3

Submission Requirements 4

Types of Charter School Program Federal Grants 4

Amount of Awards 4

Selection of Awards 5

Grant Monitoring 5

Planning Grant Specifications 6

Implementation Grant Specifications 6

Eligible Applicants 6

Federal Definition of Charter School 7

Admissions/Enrollment Process and Lottery 8

Grant Payment Schedule 9

Certification of Assurances 9

Appeals Process 10

Application Instructions 10

Selection Criteria 11

Permissible Use of the Grant Award 14

Appendices

Forms

Application Checklist 17

Application Cover Sheets 18

Affidavit – Secure and Verifiable Documents 20

Federal CSP Requirements 21

CSP Assurances and Certifications 22

GaDOE Assurances and Certifications 25-29

Budget Templates Available on Website

Resources

Appendix A: Definitions of CSP Terms 30

Appendix B: Allowable Expenses and Budget Cost Codes 32

Appendix C: Contract Standards 34

Appendix D: Equipment and Supplies Standards 34

Appendix E: Financial Management Standards 35

Appendix F: GaDOE Weighted Lottery Memo 36

CSP Non-Regulatory Guidance Available on Website

Evaluation Rubric Available on Website

1. **Introduction**

The Charter Schools Program (CSP) grant, authorized by 20 U.S.C. §§ 7221-7221j, is administered by the United States Department of Education. It is a competitive grant program, and each state may compete for available funds. States awarded these federal funds, must conduct a competitive sub-grant competition to assist charter schools in the development and initial operations of newly established high quality charter schools. Georgia was awarded approximately $46.4 million in grant funds for years 2016-2019.

The general purpose of the CSP is to:

* Increase the national understanding of the charter school model;
* Expand the number of high-quality charter schools available to students by providing financial assistance for the planning, program design, and initial implementation of charter schools; and
* Evaluate the effects of charter schools, including their effects on students, student academic achievement, staff and parents.

In addition, the Georgia Department of Education (GaDOE) has four program objectives for the Federal CSP grant:

* + - 1. To increase the number of high quality charter schools, in Georgia, especially among underserved students in rural and urban settings;
			2. To use CSP funding to improve student outcomes, specifically amongst educationally disadvantaged students;
			3. To increase the number of educationally disadvantaged students attending high quality charter schools around the state; and
			4. To increase support for charter schools and their academic success in working with students of all backgrounds including students with disabilities, students of all racial and economic backgrounds, and ensuring compliance with all special education and civil rights laws.

To be eligible to apply for a planning or implementation grant, your charter must have been approved. Charter approval does not guarantee eligibility for either grant program. All grant recipients MUST attend all mandatory trainings. Failure to complete all components of the CSP grant training program will result in corrective action. Please review the more extensive list of eligibility requirements in Section I prior to submitting your application. Only those schools determined to meet the eligibility requirements are eligible to submit a grant application and receive federal CSP funds.

CSP planning and implementation grants are competitive in nature and not every application will be funded by the program. Only applications that receive an average score of 80 or higher by three independent raters will be considered for funding. Charter schools may receive one federal CSP planning and implementation award.

1. **Submission Requirements**

In assembling the grant application and accompanying materials, please adhere to the following guidelines:

* All applications must be computer generated.
* Each page (including appendices and attachments) should be consecutively numbered. Tab and paginate all attachments/appendices.
* Do NOT enclose the application in a notebook, binder, or folder.
* Please staple or bind the pages of the original and of each copy. Do not use paperclips.
* All pages must be standard letter size, 8½” X 11” using 12 point, Times New Roman, one-inch margins.
* The original must contain original signatures in blue ink. Stamped signatures will not be accepted.
* Applications that are faxed or e-mailed will not be accepted.

Only applications that are complete, follow the guidelines, and are submitted by the deadline will be evaluated. Failure to comply with any requirements will result in ineligibility for the grant. Applications will not be returned. Please keep a copy of the complete application (with signatures) for your records. Please use the checklist as a guide.

Applicants must submit one original, three copies, plus two electronic versions in both PDF and original form (Excel for the budget and Word for narrative) (USB drive or CD) of your application to:

Georgia Department of Education

Charter Schools Division

2053 Twin Towers East

205 Jesse Hill Jr. Drive SE

Atlanta, Georgia 30334

1. **Types of Charter School Program Federal Grants**

**Planning Grant** – Planning grants must be used within 12 months of being awarded for initial costs associated with planning and project design.

**Implementation Grant** - Grant funds are intended to provide support for the program design and initial implementation of charter schools. Charter schools have a maximum of 24 monthsfrom approvalto spend implementation grant funds***.***

**Dissemination Grants** -*(Available through a separate application)* Charter schools may apply for a grant to distribute best practices to traditional public school and charter school practitioners.

1. **Amount of Awards**

**Planning Grants** -Applicants can apply for up to $75,000 in planning grant funds to assist them with planning activities associated with running a high quality charter school. Please see the budget section for details on allowable expenses. Once the grant is awarded, the performance period will begin on the date the board approved your school for grant funding. The performance period will end either 12 months later or on the date the charter school opens, whichever comes first.

**Implementation Grants** -The 24-month funding levels for implementation grants are as follows:

|  |  |  |
| --- | --- | --- |
| Targeting Educationally/Economically Disadvantaged Students | State Charter School | Amount of the Implementation Grant |
| Yes | Yes | $775,000 |
| Yes | No | $675,000 |
| No  | Yes | $575,000 |
| No | No  | $425,000 |

Schools awarded implementation funds are eligible to utilize them over a twenty-four month period. For purposes of this application and completing required budget forms, applicants should use the baseline amount listed above. Applicants must explain in their budget narrative how and why they qualify for “targeting educationally disadvantaged” students in the preferential points section J of their narrative. GaDOE defines educationally disadvantaged as “all or a subset of the following: students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and homeless students.” SBOE Rule 160-4-9-.04(o). More information on how to fulfill this requirement is available on page 14.

1. **Selection of Awards**

Federal law requires a peer review of all CSP applications. The Georgia peer review panel is comprised of urban and rural charter school developers, governing board members, operators, and policy experts. Reviewers are required to recuse themselves from the evaluation of any application for which they have a perceived or real conflict of interest.

Applications are independently rated by three reviewers. Scores must reach an average of 80 to be considered. Applicants must score an average of 80 points before being eligible for the 20 preferential points in section J. There are a total of 120 points. The applications are rank ordered based on score using the attached rubric, and funded according the chart above until there are no remaining funds for the project year. The winning grant applications will be presented to the Georgia State Board of Education to show allowable expenditures. The Georgia State Board of Education awards both planning and implementation grants. Schools approved by the State Charter Schools Commission (SCSC) will submit their receipts to the Georgia Department of Education.

1. **Grant Monitoring**

The Charter Schools Division will monitor grants by:

* Conducting annual on-site visits using grant monitoring tools
* Collecting quarterly financials
* Reviewing monthly spending status reports
* Reviewing progress reports on sub-grant goals every six months

Before being awarded a grant, the Georgia Department of Education must conduct a risk analysis on each sub-grantee. This will consist of reviewing the charter school’s financial procedures and internal controls. All information during any monitoring process is subject to verification, and the Charter Schools Division may require additional information from the sub-grantee, verify information with the authorizing entity, require the submission of invoices and receipts, or use any other appropriate and legal means to obtain such verification. The Charter Schools Division will also conduct site visits to CSP subgrantees during the grant project period. If grant funds were not expended in accordance with the budget approved by the GaDOE in Con App (the computer program that the Georgia Department of Education uses to approve and give state funds to LEAs), the grantee may be required to make restitution of such funds. Prior to these monitoring visits, the grantee may be required to submit additional relevant information to ensure CSP subgrantees utilize grant awards in compliance with CSP regulations.

The planning and implementation grants are reimbursement based grants. Funds will not be made available to individual applicants until sufficient documentation is provided to the Georgia Department of Education. Applicants should anticipate *at* *least* a 30-day delay between submitting approvable invoices and receiving reimbursement. Locally approved charter schools must follow their local district’s policies for receiving reimbursement. This means sub-grantees need to have liquid assets to cover expenses before they are reimbursed.

1. **Planning Grant Specifications**

Planning grant funding can only be used for costs associated with the planning of a new charter school. Allowable activities include governing board training, creating an accountability and evaluation system, and curriculum planning. Planning grant applicants are strongly encouraged to incorporate governing board training into their planning grant budget and narrative. All allowable expenses related to planning (i.e., professional learning) of a new charter school incurred during the performance period are reimbursable. Once the grant is awarded, the performance period will begin on the date the board approved your school for grant funding. The performance period will end either 12 months later *or* on the date the charter school opens, whichever comes first. The total time the subgrantee uses subgrant funds cannot exceed 3 years. Subgrantees may use a maximum of 18 months for planning and 24 months for implementation. If an applicant is awarded a planning and implementation grant, but does not open, the applicant will not receive any implementation funds.

1. **Implementation Grant Specifications**

The purpose of the Implementation grant is to provide financial assistance for the initial operations of newly established and conversion charter schools. Implementation grantfunding can only be used for initial costs associated with opening or converting to a charter school. Implementation activities refer to only those that occur after the school is operational and are limited to 24 continuous months. **Applicants may have no more than 36 months of Public Charter Schools Program funding total.**

1. **Eligible Applicants**

 To be eligible for a subgrant under this program, an applicant must have been granted a charter from either the Georgia State Board of Education or the SCSC. Applicants must submit a signed copy of their charter with their application. Additionally, all applicants must meet the following conditions to be eligible for an award:

* 1. The school has a written performance contract with either the Department of Education or the SCSC that includes a description of how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessment mutually agreeable to the authorized public chartering agency and the charter school. The written performance contract must be executed by all parties prior to an applicant receiving an award. All applicants not approved by the State Board of Education are required to submit an executed contract with their application.
	2. The applicant must have an approved charter for a new charter school that has not yet opened or has been open for no more than one school year. For the purposes of this grant, GaDOE has defined ‘new’ charter school as a charter school that has not operated as a private school or under another state board of education, and has not been in operation as a charter school for more than one year. A ‘conversion’ charter school is a public school that has substantially changed its curriculum, staff or school design, either voluntarily or involuntarily, in order to increase student achievement.
	3. All subgrantees are required to submit an update on the school’s progress towards grant goals after Year 1 of the implementation grant prior to receiving Year 2 funding.
	4. All applicants must qualify for an accountability designation to be eligible to receive implementation funds. This means your school must have a CCRPI score upon opening. Please note that if your charter school is designed to be dual-enrollment (*i.e*., students attend the charter school for only a portion of the day and a base high school for the remainder of their classes), you may not be eligible for Implementation grant funding at this time.
	5. All applicants must meet all parts of the Federal definition of a charter school. **Conversion charter schools must provide documentation that they meet all parts of this definition as part of their application for sub-grant funds. Additionally, this will be part of the monitoring tool for conversion charter schools.**

**Definition of Charter School for the Purpose of Federal CSP Grant Funds**

In order to receive CSP funds, a charter school must meet the federal definition of a charter school in Section 5210(1) of ESEA, which is as follows:

The term “charter school” means a public school that:

1. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph [the paragraph that sets forth the Federal definition];
2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
3. Operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
4. Provides a program of elementary or secondary education, or both;
5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
6. Does not charge tuition;
7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
9. Agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program [the CSP];
10. Meets all applicable Federal, State, and local health and safety requirements;
11. Operates in accordance with State law; and
12. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

**Admissions / Enrollment Process and Lottery**

A charter school that is oversubscribed and, consequently, must use a lottery generally must include in that lottery all eligible applicants for admission. A charter school may exempt from the lottery only those students who are deemed to have been admitted to the school already and, therefore, do not need to reapply. Specifically, the following categories of applicants may be exempted from the lottery on this basis: (*a) students who are enrolled in a public school at the time it is converted into a public charter school; (b) siblings of students already admitted to or attending the same charter school; and (c) children of a charter school’s teachers and founders (so long as the total number of students allowed under this exemption (c) constitutes only a small percentage of the school’s total enrollment).* When recruiting students, charter schools should target all segments of the parent community. A charter school must recruit in a manner that does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities, but may target additional recruiting efforts toward groups that might otherwise have limited opportunities to participate in the charter school’s programs. Once a student has been admitted to the charter school through an appropriate process, he or she may remain in attendance through subsequent grades. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the application closing date, the total number of applicants exceeds the number of spaces available at the charter school.

All applicants’ admission practices must comply with State law and applicable Federal laws. Exemptions from enrollment lotteries are permissible only to the extent that they are consistent with the State’s charter school law, other applicable State law, the school’s charter, and any applicable Title VI desegregation plans or court orders requiring desegregation. A charter school’s admissions practices must also comply with Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to, Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, as applicable.

Conducting a lottery for preschool slots that guarantees enrollment into kindergarten is not acceptable for any kindergarten students. Grant funds are only for K-12 education. Any admission or enrollment practices that are not in compliance with the relevant State law and applicable Federal laws will result in the applicant’s ineligibility.

For charter schools that are planning to implement a weighted lottery, the school needs to submit a weighted lottery plan that complies with federal non-regulatory guidance. The plan and its implementation will need to be approved by the GaDOE and USDOE before schools with a weighted lottery can be granted funds. Please include:

1. Information concerning the mechanisms that exist (if any) for an oversight entity (e.g., the SEA or an authorized public chartering agency) to review, approve, or monitor specific lottery practices, including establishment of weight amounts if applicable;
2. Information concerning how the use of a weighted lottery for a permitted purpose is within the scope and objectives of the approved project; and
3. Information concerning the amount or range of lottery weights that will be employed or permitted and the rationale for these weights.

For the purpose of the CSP Grant, educationally disadvantaged students are students in the categories described in section 1115(b)(2) of the ESEA, which include students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and homeless students.  Weighted lotteries may not be used for the purpose of creating schools exclusively to serve a particular subset of students.  In addition, the Department strongly encourages charter schools that use weighted lotteries to do so as part of a broader strategy that includes fulfillment of their existing responsibilities related to outreach, recruitment, and retention for all students, including educationally disadvantaged students.

All applicants must address their enrollment and lottery procedures as part of their application (see Student Access section of Project Narrative). Applications must address the following questions:

1. How was the community notified of the charter school’s opening?
2. What is the date of the first, and thereafter annual, lottery?
3. What preference priorities with the school use if any?
4. Were any students given priority notice or guaranteed admission?
5. What are the demographics of the first year class?
6. What is the attendance zone? Please describe in depth how the school will be recruit from all segments of the proposed attendance zone.
7. How has the school accounted for student transportation?
8. If the school uses a weighted lottery, please address what categories are weighted and how. Please also address how the weighted lottery is part of the school’s overall recruitment plan.
9. **Grant Payment Schedule**

Unless the Georgia Department of Education determines that a different disbursement schedule is necessary, all payments will be released to the local educational agency (LEA) using the State accounting system, GAORS. The LEA must may choose to distribute these funds as reimbursements via submitted and approved invoices and receipts.

Commission-approved charter schools will be required to submit invoices directly to the Georgia Department of Education’s Charter Schools Division through the Invoice Application system. Training will be provided to all grantees.

1. **Certification of Assurances**

The Certification of Assurances is a legally binding document between the Georgia Department of Education and the grant recipient**.** Such assurances shall be included with each submitted application.

**Contracting Standards** (if contracts will be made with grant funds) – If grant funds are used to contract for goods or services, federal regulations require grant recipients to report that they have developed standards for awarding contracts. Federal regulations for these contract standards are contained in Appendix C. The GaDOE will evaluate the use of these standards during its review of grantee expenditures and may request to see the grantee’s contracting standards at any time. Costs associated with contracts **not** negotiated in accordance with federal regulations will be disallowed.

**Statewide Standardized Testing** – Grant recipients must participate in all state standardized testing programs required by state law.

1. **Appeals Process**

An applicant who has submitted a proposal to the GaDOE that was unfunded has thirty calendar days to appeal that decision. Scores may not be appealed. An unfunded applicant may inquire as to whether the application process was followed. The request for review must be directed to the State Superintendent and must state the reasons for the request. GaDOE will conduct a hearing in accordance with 34 CFR Part 76.401. Any unfunded applicant may reapply in the following application cycle.

1. **Application Instructions**

The Georgia Department of Education will host a grant writing workshop for interested grant applicants yearly. Applicants are not required to attend the workshop, but participation is strongly encouraged.

To apply for a competitive CSP grant, charter schools must fill out the cover sheet form and provide an abstract and a project narrative answering sections **A through J** specified herein. Applicants applying for both a planning and an implementation grant are required to submit a separate budget for the planning grant and the implementation grant. Additionally, each charter school must submit all appropriate assurances and certifications with the submitted application. For purposes of this application, grant applications will be deemed submitted to the Department if they are fully completed, along with all proper supporting documentation, and are *received* by the grant application deadline. Please make sure all materials and supporting documentation, including a copy of identification for the SAV form, are included. Please utilize the checklist provided to ensure a complete application

***The complete application cannot exceed 40 consecutive pages.***

Applications are scored by three readers who are trained by the Department and are required to comply with the Department’s conflict of interest policy. These readers will score the applicants using the attached rubric. The three raters’ scores will be averaged. Average scores above 80, will be ranked and funds will be given to the highest scores until funding run out. The Georgia Department of Education’s Charter Schools Division does not rate applications or provide detailed feedback for applicants. The Charter Schools Division reviews applications for eligibility purposes using the exact same document checklist provided to the applicant. If a reader provides feedback related to grant administration, the Department will follow up with the applicant as necessary. Applicants will receive feedback in the form of the raters’ rubrics with notes. Schools will need to reach 80 points before being eligible for the 20 preference points in section J. There are 120 possible points including the 20 preference points.

1. **Selection Criteria for Grant Applicants**

There are 120 potential points. A minimum average score of 80 points is necessary for an application to be considered for funding. The maximum possible score for each criterion is indicated in parentheses following each criterion. In addition to the base score of 100 possible points, there are up to 20 preference points that applicants may be eligible for. These points are factored in as “bonus” points. All applicants are considered together, regardless of whether they qualify or chose to apply for the preference points. In evaluating an application, grant raters will consider the following criteria:

***Project Abstract***

***Project Narrative***

***Executive Summary and Project Goals***

1. **Educational Program Overview (20 points)**
	1. Briefly describe your charter school, including the educational program, the school community, the school’s origins and the vision of the school. Please cover the points below.
		1. Describe how the school plans to use grant funds to implement the school’s vision. Please include the grades served during the first two years of operation, curricular focus or theme of the charter school.
		2. Briefly describe the educational program that will be implemented by the charter school including any themes or key initiatives or instructional delivery methods. If the charter school serves grades 9-12, list the graduation requirements.
		3. Please describe how your educational program distinguishes your school from other educational options available to the student population that you are seeking to enroll.
2. **Project Goals (10 Points)**
	1. Describe the student achievement objectives of the charter school, and the methods by which the charter school will determine its progress toward achieving those objectives.
	2. List at least three project goals, with indicators, for the proposed grant that encompass the 24 month project period or 36 month project period if applying for both grants. At least two goals must address student academic achievement as measured by either the CRCT, EOCT, and Georgia’s College and Career Ready Performance Index (CCRPI). Each listed goal should be specific, measurable, attainable, research-based and time-bound. As an example, “95% of all staff will receive training on curriculum and policy in year 1, 80% of staff will receive training in reading intervention, writing mastery, and student learning styles in year 2.” The use of these grant funds should be directly correlated to student academic achievement.

**C**. **Use of Data (10 Points)**

1. Explain which software the school will use to maintain achievement data.
2. Describe the data disaggregation among sub-groups and manipulation capabilities along with an explanation of who on the charter school’s staff will be managing the data.
3. Describe how the program could be/will be refined and the methods for measuring progress toward these results.
4. **Governance and Management (20 Points)**
5. Describe the qualifications of the governing board.
	* 1. Describe the level of oversight the governing board has over the school and school leader.
		2. Describe the composition of the governing board, *e.g.* parents, community members or staff, and their responsibilities or decision-making authority. List any prerequisites for individuals to serve on the governing board.
		3. Describe how board members were selected and their qualifications. Detail the training needs of the governing board and what board training has already occurred and who conducted that training.
		4. Describe how the governing board’s policies will be made available to parents. Please describe how the charter school will be managed and attach any management contracts as an appendix.
6. **Student Access** **(10 Points)**
	1. Describe how the charter school will comply with requirements of Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA). Reciting the law in this area alone in unacceptable, and will be scored as such on the attached rubric.
	2. Describe how parents, students and other members of the community will be informed about the charter school, and how students will be given an equal opportunity to attend the charter school. Describe evidence of parent and community involvement prior to and during the operation of the charter school.
	3. Lottery Questions
		1. How was the community notified of the charter school’s opening?
		2. What is the date of the first, and thereafter annual, lottery?
		3. What preference priorities with the school use if any?
		4. Were any students given priority notice or guaranteed admission?
		5. What are the demographics of the first year class?
		6. What is the attendance zone? Please describe in depth how the school will be recruit from all segments of the proposed attendance zone.
		7. How has the school accounted for student transportation?
		8. If the school uses a weighted lottery, please address what categories are weighted and how. Please also address how the weighted lottery is part of the school’s overall recruitment plan.\*
	4. How does the charter school plan to address its students’ transportation needs?

\* Please Note: For charter schools that are planning to implement a weighted lottery, the school needs to submit a weighted lottery plan that complies with federal non-regulatory guidance. The plan and its implementation will need to be approved by the GaDOE and USDOE before schools with a weighted lottery can be granted funds. Please include:

* Information concerning the mechanisms that exist (if any) for an oversight entity (e.g., the SEA or an authorized public chartering agency) to review, approve, or monitor specific lottery practices, including establishment of weight amounts if applicable;
* Information concerning how the use of a weighted lottery for a permitted purpose is within the scope and objectives of the approved project; and
* Information concerning the amount or range of lottery weights that will be employed or permitted and the rationale for these weights.

**F.** **Fiscal Sustainability** **(10 Points**)

1. Please describe how Federal CSP funds will be used in conjunction with other federal funds, state and local funds.
2. Describe any alternative funding sources.
3. Describe how the business office practices and policies at the charter school will be or were established. Explain the activities that have occurred for the development of an operating budget that demonstrates the fiscal viability of the school.

***Budget***

**G. Budget Narrative** **(10 Points)**

Provide an overview of how grant funds will be used to address project goals and meet the needs of the charter school, charter school developers, or a public school seeking to convert to charter status. All expenditures should be related to one of the proposed project goals or objectives. Applicants must budget approximately $5,000 for a programmatic audit in their second year of operation. This is in addition to the independent financial audit that all charter schools are required to have every year.

**H**. **Budget Details** **(10 Points)**

Using the budget detail, list the main line items for each project goal. The budget detail page in the Excel spreadsheet should include all detail sufficient to explain how the total line item amount was reached. No single line item should exceed $30,000 without proper justification (*e.g*., a technology line item should be broken down to the number of units and the cost per unit). Line items without proper justification will be denied. Fully describe the proposed budget for twenty four months (36 months if applying for a planning grant). Applicants must budget approximately $5,000 for a programmatic audit in their second year of operation.

All budget line items should contain enough detail for the Georgia Department of Education to understand how funds will be used, such as the level of effort of employees and contractors and the volume/unit cost of supplies and equipment, and how ongoing costs, if charged to the grant, will be sustained at the conclusion of the grant project period. The Charter Schools Division may require grantees to amend or modify their budgets if they contain unreasonable or non-allowable costs under federal guidelines.

**Notes**:

* Grant funds cannot be used for fundraising, lobbying, or for the purchase of land or facilities.
* CSP funds may not be used for construction. CSP funds may be used for necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property nor appreciably prolong its life, but merely keep it in an efficient operating condition.

**I. Budget Information**

The proposed budgets must be submitted on the planning grant and implementation grant Excel budget templates provided on the Charter Schools Division website. All budget narratives must clearly link the proposed budget activities with project goals. Budget activities should be documented by providing budget amount, project goal and a completion date.

Proposed budgets must adhere strictly to the federal “supplement not supplant” policy. Proposed budgets should reflect actual projected costs at a reasonable level. Unrealistic line items will not be considered or funded. Expenditures must be allowable, reasonable, and allocable. In determining whether a line item is allowable, reasonable, and allocable, the Department will consider whether costs are reasonable for purposes of achieving goals and objectives of the applicant’s CSP grant application and which costs should be supported with other revenue sources.

**J. Preference Points (optional 20 points – 10 for each sub-category below)**

These are additional points that are available to qualified applicants. Applicants must have an average score of 80 points on the other sections combined in order to gain these additional 20 points. Eligible applicants can get 10 additional points for having an educational model that focuses on educationally disadvantaged students. Eligible applicants can also get ten additional points for serving economically disadvantaged students. To gain these additional points:

* Models focused on serving economically disadvantaged students (10 points)
	+ GaDOE defines economically disadvantaged as a student whose family lives at or below the poverty line, qualifies for free or reduced lunch, or whose family qualifies for federal benefits including SNAP, TANF, WIC, Medicaid, or PINS.
	+ The school must show through its planning for school culture and/or curriculum that it will use models and practices that focus on economically or educationally disadvantaged youth. This can include youth who are homeless, court-involved, transient, low-income, and students whose families meet the definition above.
* Schools serving economically and/or educationally disadvantaged populations (10 Points)
	+ Applicants can meet this by showing:
		- Schools that will be located in an area where the surrounding schools have not been able to out-perform the state or the district for the last three years on CCRPI.
		- Schools that are already open can use their FTE data to show that their students are economically disadvantaged using Free and Reduced Lunch rates
		- For schools that are not already operating, please show that the school will be serving an economically or educationally disadvantaged population through sharing a comprehensive recruitment plan, the school’s location in a low-income area, and partnerships that the school has already made.
1. **Permissible Use of the Grant Award**

The federal charter school law (ESEA-No Child Left Behind Act –Title V, Part B, Section 5204, § 3) specifies the allowable activities that may be funded through a federal charter school subgrant (***Consider that expenses associated with these activities are reimbursable):***

(3) ALLOWABLE ACTIVITIES – An eligible applicant receiving a grant or subgrant under this subpart may use the grant or subgrant funds only for-

(A) **Post-award planning** and design of the educational program, which may include –

(i) refinement of the desired educational results and of the methods for measuring progress toward achieving those results; and

(ii) professional development of teachers and staff who will work in the charter school.

 (B) Initial **implementation** of the charter school, which may include:

1. informing the community about the school;
2. acquiring necessary equipment and educational materials and supplies;
3. acquiring or developing curriculum materials; and
4. other initial operating costs that cannot be met from State or local sources

**Planning Grant**

**Allowable** expenditures include, but are not limited to, those that are necessary for the initial costs of planning and designing, and implementing the school’s program, for example:

* Costs associated with planning and design of the education program (see above)
* Professional development of teachers and other staff members
* Advertising
* Community Outreach
* Board training
* Personnel expenses incurred either before or after the school’s opening, provided that these expenses are associated with initial implementation activities (i.e., as opposed to ongoing operations), such as program and curriculum development and integration, and teacher and staff recruiting. (\*Note: If personnel split their time between ongoing operational activities and initial implementation activities, only that portion of the time associated with initial implementation of the charter school is allowable as an initial operational cost. The charter school must maintain accurate time and effort records to document the amount of time each employee works on tasks related to the initial implementation of the charter school.)

**Implementation Grant**

**Allowable** expenses include, but are not limited to, the purchase of supplies, materials, furniture, computers and other equipment as long as they are connected with INITIAL operational costs involved in implementing the school’s program. CSP funds are not to be used for ongoing operational costs and the SEA must remember that throughout the CSP grant period expenditures must be allowable, reasonable, and allocable. Sub-grantees will need to provide specific information about what budget items will be used for. The Georgia Department of Education has identified additional expenses that are allowable under this program:

* Laptops, whiteboards, SMART Boards, and other technology for the classroom
* Classroom furniture, supplies and materials
* Consultant fees directly related to the program and implementation of the charter school (sub-grantees will need to include specific services the funds are being used for and the fees charged)
* Library books
* Student software packages
* Other initial start-up costs not covered by state or local funding sources as approved by the Georgia Department of Education

**Unallowable expenses are any costs deemed operational** and include, but are not limited to:

* Food
* Salaries for individuals involved in the school’s ongoing program (school year salary or fringe benefits for staff members after school opens)
* Planning and zoning, traffic studies, demographic studies or site inspections
* Administrative expenses not related to curriculum (kitchen equipment/appliances/supplies, office supplies, furniture for reception and admin offices, break rooms, outdoor areas)
* Repairs and maintenance of classroom or building
* Lease or mortgage payments
* Routine student transportation and field trips
* On-going staff development/training
* Any expenses related to EMO or CMO, e.g.,
	+ Management fees
	+ Support for the salaries, fringe benefits, or other costs of any employee
* Contracted service for payroll
* Wiring, security systems, or other expenses associated with facilities (with the exception of wiring a computer lab)
* Professional dues or memberships
* Utilities
* Cell phones, telephones, walkie-talkies
* Any other expenses deemed **operational** by the Georgia Department of Education

***Funds must supplement rather than supplant local and state funds.***

Grantees may only use grant funds for allowable grant project expenditures during the grant project period. Any unexpended funds remaining at the end of the grant project period **must be returned** to the Georgia Department of Education. **All grant funds must be used only for expenses that are not otherwise provided for from other state or local funding sources.**

The Charter Schools Division of the Georgia Department of Education will evaluate all grant project budgets to ensure that they are reasonable and allowable under federal guidelines, and may require modifications as a condition of funding. Approval of your application does not guarantee that all expenses submitted in your budget are approved. Once an award is made, sub-grantees have the opportunity to modify expenses (the expenses must remain true to the spirit of the project as outlined in the application) when they submit their budgets in the Consolidated Application (Con App).

## Application Checklist

Please submit this sheet with your application and check off every item to ensure that it is completed accurately. Items should be tabbed and submitted in this order.

**Application Requirements**

* Technical Requirements
	+ Computer generated
	+ Each page should be consecutively numbered, tab and paginate all attachments and appendices
	+ Staple all applications; do not place them in a binder
	+ All pages must be 8.5 X 11 inches, use Times New Roman in 12 point font with one inch margins on all sides
	+ One original hard copy with blue ink signatures and three paper copies
	+ Two electronic copies with one complete PDF (including signatures) and one copy of every document in Word or Excel format (when possible)
* Checklist
* Cover Page
* Eligibility Form
* Project Abstract
* Project Narrative
	+ Educational Program Overview
	+ Project Goals
	+ Use of Data
	+ Governance and Management
	+ Student Access
	+ Fiscal Sustainability
* Budget
	+ Budget Narrative
	+ Budget Form with details (Excel Sheet)
* Affidavit – Secure and Verifiable Documents
	+ Please include a copy of your ID
	+ This must be notarized
* Signed Assurances and Certifications
	+ Charter Petition (if required)

***Applicants must send or deliver completed applications***

***(1 original, 3 copies, and 2 electronic versions – USB drive or CD) to:***

Georgia Department of Education

Charter Schools Division

2053 Twin Towers East

205 Jesse Hill Jr. Drive, SE

Atlanta, Georgia 30334

**Georgia Charter Schools Program Planning and Implementation Grant**

**Application Cover Page**

**for**

***Locally-Approved Charter Schools***

School System

School Address

School Contact Person

Telephone Number of School Contact

E-Mail of School Contact

E-Mail of Additional School Contact

Grade levels in the school Number of students projected when fully enrolled

Number of students projected in first year of operation

Date Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated opened or intended to open \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proposed Location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attendance Zone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ONLY If your local board’s grant approval policy requires board action, please complete the section below. If board action is not required, please note below and only the Superintendent’s signature is required.**

The signatures below affirm that submission of this application has been approved through official action of the

 Board of Education at its (Date) board meeting.

Charter School Board Chair Signature Date

School System Superintendent Date

**Georgia Charter School Program Planning and Implementation Grant**

**Application Cover Page**

**for**

***Commission-Approved Charter Schools***

School

School Address

School Contact Person

Telephone Number of School Contact

E-Mail of School Contact

E-Mail of Additional School Contact

Grade levels in the school Number of Students projected when fully enrolled

Number of students projected in first year of operation

Date Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated opened or intended to open \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proposed Location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attendance Zone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Pursuant to O.C.G.A. § 50-36-1(e)(2), please complete the following Affidavit.  A list of secure and verifiable documents can be found on our website. The document should be submitted with this affidavit.  This form should be completed by the CEO or President of the Non-profit Corporation.***

**O.C.G.A. § 50-36-1(e)(2) Affidavit**

By executing this affidavit under oath, as an applicant for a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [*type of* *public benefit*], as referenced in O.C.G.A. § 50-36-1, from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [*name of government entity*], the undersigned applicant verifies one of the following with respect to my application for a public benefit:

1) \_\_\_\_\_\_\_\_\_ I am a United States citizen.

2) \_\_\_\_\_\_\_\_\_ I am a legal permanent resident of the United States.

3) \_\_\_\_\_\_\_\_\_ I am a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

 My alien number issued by the Department of Homeland Security or other federal immigration agency is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document, as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In making the above representation under oath, I understand that any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in an affidavit shall be guilty of a violation of O.C.G.A. § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (city), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(state).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Applicant

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name of Applicant

SUBSCRIBED AND SWORN

BEFORE ME ON THIS THE

\_\_\_ DAY OF \_\_\_\_\_\_\_\_\_\_\_, 20\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NOTARY PUBLIC

My Commission Expires:

**Federal Charter School Program Requirements**

In order to be eligible for federal charter school grant funds, a charter school must meet the federal definition of a charter school. All applicants must have their *authorizer* certify that the applicant meets all parts of the federal definition.

|  |  |  |
| --- | --- | --- |
| NCLB, Title V, Part B, Subpart 1, Sec. 5210. Definition Criteria | Complies | Does Not Comply |
| 1. In accordance with a specific State Statute authorizing the granting of charters to schools, is exempt from significant state or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph [the paragraph that set forth the Federal definition]
 | [ ]  | [ ]  |
| 1. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction.
 | [ ]  | [ ]  |
| 1. Operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public charter agency.
 | [ ]  | [ ]  |
| 1. Provides a program of elementary or secondary education or both.
 | [ ]  | [ ]  |
| 1. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.
 | [ ]  | [ ]  |
| 1. Does not charge tuition.
 | [ ]  | [ ]  |
| 1. Compiles with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.
 | [ ]  | [ ]  |
| 1. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.
 | [ ]  | [ ]  |
| 1. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived by state statutes or rules.
 | [ ]  | [ ]  |
| 1. Meets all applicable federal, state, and local health and safety requirements.
 | [ ]  | [ ]  |
| 1. Operates in accordance with State law.
 | [ ]  | [ ]  |
| 1. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.
 | [ ]  | [ ]  |

The signatures below affirm that the applicant meets all 12 parts of the federal definition of a charter school.

Charter School Board Chair Date

Authorizer Date

**PUBLIC CHARTER SCHOOLS GRANT PROGRAM**

**Assurances and Certifications**

Charter Schools Program

Specific Assurances

The signatures of the authorized agents on the Certificate of Award and Assurances form acknowledge that these specific and general assurances will be observed. For numbers 1-10, please indicate where in the application or charter petition, evidence can be found. If the evidence is in your charter petition, please attach it.

|  |  |
| --- | --- |
|  | Page number in application or petition |
| 1. A description of the educational program to be implemented by the proposed charter school, including: (a) how the program will enable all students to meet challenging state student academic achievement standards; (b) the grade levels or ages of children to be served; and (c) the curriculum and instructional practices to be used.
 |  |
| 1. A description of how the charter school will be managed.
 |  |
| 1. A description of (a) the objectives of the charter school and (b) the methods by which the charter school will determine its progress toward achieving those objectives.
 |  |
| 1. A description of the administrative relationship between the charter school and the authorized public chartering agency.
 |  |
| 1. 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.
 |  |
| 1. 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 Assurance #3 above.
 |  |
| 1. A request and justification for waivers of any Federal, statutory, or regulatory provisions that the 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 will be waived for, or otherwise not apply to the school.
 |  |
| 1. A description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary, U.S. Department of Education.
 |  |
| 1. A description of how students in the community will be (a) informed about the charter school and (b) given an equal opportunity to attend the charter school.
 |  |
| 1. 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.
 |  |
| 1. An assurance that the eligible applicant will annually provide the Secretary, U.S. Department of Education and the Georgia Department of Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in Assurance #3 above.
 |  |

1. If eligible applicant desires to use subgrant funds for dissemination activities under section 5202(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
2. Such other information and assurances as the Secretary and SEA may require.
3. The applicant will 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.
4. The applicant possesses the legal authority to apply for this grant, a resolution or motion has been adopted by the applicant’s governing body which, authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Authorized Grant Contact to act in connection with the application and to provide additional information as may be requested. Recipients 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 Georgia Department of Education.
5. Recipients 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 Part B of the Individuals with Disabilities Education Act.
6. This grant shall be administered in accordance with the provisions of Georgia law regarding charter schools and Title X, Part C of the *Improving America’s Schools Act of 1994*. Expenditures shall comply with all applicable provisions of federal and state regulations and policies relating to the administration, use and accounting for public school funds. Any interpretations of law, regulations and procedures shall be the sole responsibility of the Georgia Department of Education (GaDOE).
7. The GaDOE reserves the authority to require the repayment of received funds, the return of all unused funds, and/or the termination of the grant if the grant recipient fails to meet the terms of this agreement, fails to meet established deadlines, or fails to act in good faith to carry out the activities described in the grant proposal.
8. The charter school agrees to use the funding in a manner consistent with their applications as submitted, or as revised and approved by the Georgia Department of Education.
9. The grant recipient agrees to cooperate with the U.S. Department of Education, the GaDOE, the Secretary of Education, and their independent contractors, if any, to conduct any external evaluation of the effectiveness of the grant process.

1. Auditable records will be maintained on file for five years following the grant closing date.

# Charter School Program Specific Assurances and Signatures

 \_\_\_ ­

Name of Board Chair Signature of Board Chair Date

 \_\_\_

Charter Schools Program Director Signature of Director Date

**General Assurances**

**Georgia Department of Education**

**Discrimination**

As the duly authorized representative of the applicant, I certify that the applicant will comply with all federal statutes relating to nondiscrimination, including (a) Title VI of the Civil Rights Act of 1964 (45 *United States Code* [*USC*] sections 2000d through 2000d-4) prohibiting discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (20 *USC* sections 1681-1683) prohibiting discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (20 *USC* Section 794) prohibiting discrimination on the basis of handicap; and The Age Discrimination Act (42 *USC* Section 6101, *et seq*.) prohibiting discrimination on the basis of age.

**Costs**

As the duly authorized representative of the applicant, I certify that the applicant will comply with the general cost principles set forth in federal regulations, 34 *Code of Federal Regulations* (*CFR*) Section 74.27 and 34 *CFR* Section 80.22, and the Office of Management and Budget circulars applicable to my entity.

I further certify that the applicant will comply with the expenditure requirements set forth in the federal Education Department Guidelines and Administrative Regulations (EDGAR) contained in Title 34 of the *CFR*.

**Records**

As the duly authorized representative of the applicant, I certify that the applicant will make reports to the state or federal agency designated in the application as may reasonably be necessary to enable those agencies to perform their duties. The applicant will maintain and provide access to all records used in the preparation of such reports for a period of five years. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the recipient of funds, the total cost of the activity for which the funds are used, the share of the cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used.

 \_\_\_ ­

Name of Board Chair Signature of Board Chair Date

 \_\_\_

Charter Schools Program Director Signature of Director Date

**Applicable Law**

As the duly authorized representative of the applicant, I certify that the applicant will comply with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to each program under which federal and state funds are made available through the application.

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier**

**Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

**Instructions for Certification**

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**Certification**

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

**ED 80-0014, 9/90** (Replaces GCS-009 (REV.12/88), which is obsolete)

**Certification Regarding State and Federal Drug-Free Workplace Requirements**

**Grantees Other Than Individuals**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations* (*CFR*) Part 85, Subpart F, for grantees, as defined at 34 *CFR* Part 85, Sections 85.605 and 85.610

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace
(2) The grantee's policy of maintaining a drug-free workplace
(3) Any available drug counseling, rehabilitation, and employee assistance programs
(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement
(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction

(e) Notifying the agency in writing, within ten calendar days after receiving notice under paragraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant activity the convicted employee was working, unless the federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant.

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f) B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address. city, county, state, zip code)

Check **[ ]** if there are workplaces on file that are not identified here.

Name of Applicant

Name of Project

Printed Name and Title of Authorized Representative

Signature Date

**CERTIFICATION REGARDING LOBBYING – ED80-013**

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations* (*CFR*) Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which reliance was placed when this transaction was entered into.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into Federal contract, grant or cooperative agreement over $100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants and contracts under grants and cooperative agreements) and that all sub recipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

Name of Applicant

Project Name

Printed Name and Title of Authorized Representative

Signature Date

**Appendix A – Definitions of CSP Terms**

**Admissions Criteria**: see Public Random Drawing

**Approved Charter:** A charter petition that has been approved by both the local authorizing entity and the State Board of Education (SBOE).

**Authorized Agent:** Superintendent of local education agency applying for funds. The authorized agent must verify and sign all official documents related to the grant award.

**Authorizing Entity:** A Georgia school district or county office of education, and the State Board of Education (SBOE) that has approved a charter petition, directly or on appeal.

**Charter School:** A charter school is a public school that provides instruction in any grades kindergarten through 12 grades and is approved by an authorized public chartering agency as a charter school under the provisions of *Education Code* Section 47600 et. seq.

**Conflict of Interest:** see Appendix C and the Non-Regulatory Guidance. Charter school and non-profit, public benefit corporation board members are regarded as governmental representatives and are subject to provisions of the Fair Political Practices Act and federal regulations found in 34 *Code of Federal Regulations* 75.525.

**Conversion School:** A conversion school is a traditional public school that converts to charter status under the processes established in *Education Code* sections 47605, 52055.5, 52055.55, or 52055.650.

**High Quality Charter School:** A charter school that (1) shows evidence of strong academic results, which may include strong student academic growth, as determined by the state; (2) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance; (3) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and (4) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

**Locally-Funded:** Locally-funded is a funding designation that provides funding for charter schools through LEAs.

**Lottery**: See Public Random Drawing

**Newly established Charter School:** For purposes of the CSP, a newly established charter school is defined as a charter school that has not operated as a private school or under another SBE number, **and** has been in operation as a charter school for no more than one school year. Education Code section disallows the conversion of private schools to charter schools.

**Public Random Drawing (Lottery):** A lottery is a random selection process by which students are admitted to the charter school.  A charter school receiving CSP funds must use a lottery if more students apply for admission to the charter school than can be admitted. A charter school with fewer applicants than spaces available does not need to conduct a lottery.

A school seeking to avoid any imbalance in its student population should do so through its recruitment efforts. However, recruitment must be conducted in a manner that does not discriminate against students by race, color, national origin, religion, or sex, or against students with disabilities. Rather, the charter school may target additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs.

The CSP limits exemptions to the lottery to currently enrolled students (including students residing in the attendance area of a public school converted to a charter school), and siblings of currently enrolled students. Children of founders and teachers may also be exempted from the lottery as long as the total number of students in this category is less than 10% of the total enrollment.

The CSP allows preferences only through a weighted lottery, and that they be given only when they are necessary to comply with 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, the Equal Protection Clause of the Constitution, applicable state law related to addressing these federal laws.

 Schools that exempt students or give preferences to them for other reasons than those stated above are not eligible for grant funding through the federal Charter School Program.

**Secondary school or students**: A secondary school is a school that is composed of any combination of seventh through twelfth grades. A secondary student is any student enrolled in grades seven through twelve.

**Weighted Lottery:** (see **Random Public Drawing and following memo**)

**Appendix B – Georgia Cost Codes**

**Purpose**

The purpose of the CSP is to plan and open high quality charter schools throughout Georgia, and to share best practices developed within existing high quality charter schools with other charter and traditional public schools. All grant expenditures must support these overarching goals.

**General Federal Guidelines**

The CSP is federally funded and must adhere to all applicable federal law and regulations. General guidance regarding allowable expenses for federal grant funds may be found on Office and Management and Budget (OMB) Circular A-87. It is located on the OMB Web page at http://www.whitehouse.gov/omb/circulars. Of particular interest to CSP applicants is the prohibition of using federal grant funds for fundraising, civil defense, legal claims against the state or federal government, and contingencies. Further federal regulations expressly prohibit the acquisition of facilities and construction (*Code of Federal Regulations* 34 § 76.533).

**Georgia Account Codes (Not a listing of allowable expenses)**

Function Code

**1000 – Instruction (Per unit cost under $5000)**

Instruction includes activities dealing directly with the interaction between teachers and students.

**2100- Pupil Services**

Activities designed to assess and improve the well-being of students and to supplement the teaching process. Activities include guidance, counseling, testing, attendance, social work, health services.

**2210-Improvement of Instruction Services**

Activities which are designed primarily for assisting instructional staff in planning, developing and evaluating the process of providing challenging learning experiences for students. These activities include curriculum development, techniques of instruction, child development and understanding, staff training and professional development.

**2220 Educational Media Services**

Activities concerned with directing, managing and operating educational media centers. Included are school libraries, audio-visual services and educational television.

**2400 – School Administration**

Activities concerned with overall administrative responsibility for school operations. Included are activities of principals, assistant principals, full time department chairpersons and clerical staff.

**2500- Support Services-Business**

Activities concerned with the fiscal operation of the LUA, including budgeting, financial and property accounting, payroll, inventory control, internal auditing and managing funds.

**5100 - Other**

**Capital Outlay (Purchase or Design of real estate, i.e. buildings/property, is not allowable)** Cost of site improvements and remodeling for bringing a facility up to code, making it compliant with the Americans with Disabilities Act, or directly tied to a specific educational program. This cost cannot exceed $5000.

Federal law disallows Indirect Cost Rate fees as a CSP expense.

**Salaries &Wages (100 object code)**

* **Federal CSP Project Management**
	+ Budget narrative must specifically identify the position responsible for CSP project management (oversight of entire CSP grant project, coordination of all CSP grant-funded activities and CSP grant liaison with GaDOE)
	+ No more than three positions may receive funding for 3 months

**Fringe Benefits (200 object code series)**

* Benefits are only allowable for salaries and wages charged to the grant.
* Percentage of benefits charged to grant must match percentage of staff time funded by the grant.
* Provide a clear cost calculation indicating type(s) of benefits to be provided.

**Purchased Services (300 object code series)**

* Consultants must keep track of their time and submit time cards to the subgrantee. All time cards must be retained during the grant period.
	+ Provide the following information for each consultant service as applicable: 1) type of service to be provided; 2) number of hours or full days to be spent on grant-related activities; 3) projected hourly or daily rate (8-hour day); and 4) projected dates of services.
	+ Consultant travel expenses must be aligned with the federal travel regulations and per diems.
* Each anticipated contract for services constitutes a separate line item under this sub-category.
* Do **NOT** identify vendor names/organizations in the budget narrative. All federally funded services will need to be selected through an open and fair procurement process.
* Costs associated with advertising can be placed in this object code.

**Purchased Property Services (400 object code series)**

* These expenses are not allowable under the CSP grant. This object class should be left blank.

**Other Purchased Services (500 object code series)**

* Insurance (other than employee benefits)
* Travel for staff members
	+ Expenditures for transportation, meals, hotel and other expenses associated with staff travel.

**Supplies (600 object code series)**

* Curriculum and instructional materials, textbooks, library/media, software, standardized tests and general supplies belong in this budget category.
* Unallowable supply costs include gifts, gift certificates, giveaways, novelty items and entertainment coupons.

**Appendix C – Contract Standards**

CSP recipients must develop and use a written contract administration system that conforms to applicable federal and state standards when awarding contracts with federal Charter Schools Program (CSP) funds. All grant recipients are required to keep on file the contract standards they develop.

A component of the Georgia Charter School Division’s grant-monitoring site visit program is to review the charter school’s process of awarding and administering contracts, including the contracts themselves. Contracts awarded in violation of federal and state standards may **not** be eligible for CSP reimbursement.

Below are the federal regulations governing contracts. Georgia CSP grantrecipients are “sub recipients” for the purposes of these regulations. Please see [2 C.F.R. 200.317-200.326.](https://www.law.cornell.edu/cfr/text/2/200.317)

**Conflict of Interest**

All employees of the Charter School shall make every effort to avoid even the appearance of a conflict of interest. An appearance of conflict exists when a reasonable person would conclude from the circumstances that the employee’s ability to protect the public interest, or perform public duties, is compromised by personal interest. An appearance of conflict could exist even in the absence of a true conflict of interest.

**Appendix D – Equipment and Supplies Standards**

Charter Schools Program grant recipients must follow federal regulations when purchasing, using, and disposing of grant project equipment and supplies.

* “Equipment” is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.
* “Supplies” are defined as all tangible personal property other than equipment. (2 CFR 200.94)

A requirement of the Georgia Department of Education’s Charter Schools Division grant-monitoring program is to verify that the equipment, supplies, and related records of grant recipients are in compliance with federal regulations.

CSP recipients are “sub-grantees” for the purposes of these regulations.See [2 C.F.R. 200.33, 200.94.](https://www.gpo.gov/fdsys/granule/CFR-2014-title2-vol1/CFR-2014-title2-vol1-sec200-33)

**Appendix E – Financial Management Standards**

Charter Schools Program (CSP) recipients are required to adhere to federal regulations when developing and using a financial management system to administer federal CSP funds. A requirement of the Georgia Department of Education’s grant-monitoring program is to verify that the financial management systems of grant recipients are in compliance with federal regulations. ***CSP recipients are “sub-grantees” for purposes of these regulations***. Please see this [2 C.F.R. 200](https://www.gpo.gov/fdsys/search/pagedetails.action?collectionCode=CFR&searchPath=Title+2%2FSubtitle+A%2FChapter+II%2FSubchap%2FPart+200&granuleId=CFR-2014-title2-vol1-sec200-302&packageId=CFR-2014-title2-vol1&oldPath=Title+2%2FSubtitle+A%2FChapter+II%2FSubchap%2FPart+200%2FSubpart+D%2FSubjgrp%2FSection+200.302&fromPageDetails=true&collapse=false&ycord=600), *et seq.*

**Appendix F: Weighted Lottery Memo**

To: Charter School Leaders

From: GaDOE District Flexibility and Charter Schools Division

Date: August 27, 2015

Re: Implementing the Weighted Lottery in Charter Schools

During the 2015 legislative session, Georgia passed a law allowing charter schools to give a lottery preference to educationally disadvantaged students.[[1]](#footnote-1) This preference takes the form of a weighted lottery, which allows schools to give students who meet the definition of educationally disadvantaged more weight in the lottery and thus a greater chance of admittance. The weighted lottery demonstrates the Georgia Department of Education and the U.S. Department of Education’s commitment to ensuring all students benefit from school choice, especially those who need it most.

Federal law defines educationally disadvantaged as students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and homeless youth.[[2]](#footnote-2)

The phrases within this law are defined in other parts of education law:

* Students with disabilities are students who qualify for IDEA services.
* Migrant students are students younger than 22, who have not graduated from high school, and do not have a high school equivalency certificate. The student is also a migrant agricultural worker or has a parent, spouse, or guardian who is a migrant *and* has moved from one school district to another within the last 36 months to obtain agricultural work.
* Limited English proficient students are students who qualify for English Language Learner services from the school.
* Neglected and delinquent students are those who have been adjudicated delinquent or determined to be neglected by a juvenile court.
* Homeless youth are defined by McKinney Vento. Homeless youth refers to youth who lack a fixed, regular, and adequate nighttime residence. This includes children who are: sharing housing due to losing housing, economic hardship, or a similar reason; living in motels, hotels, or trailer parks due to a lack of alternative adequate accommodations; living in emergency or transitional shelters; abandoned in hospitals; or awaiting foster care placement. It also includes children who are living in cars, parks, public spaces, abandoned buildings, standard housing, bus or train stations, or similar settings.
* GaDOE defines economically disadvantaged as a student whose family lives below the poverty line, qualifies for free or reduced lunch, or whose family qualifies for federal benefits including SNAP, TANF, WIC, Medicare, or PINS.

**How does a school implement a weighted lottery preference?**

Existing and newly-approved charter schools must obtain approval of an amendment to its charter contract to include the weighted lottery. New charter petitioners may request to use the weighted lottery in their application. The school may also determine whether the weighted lottery will apply to some or all of the sub-groups listed above. GaDOE encourages charter schools that use weighted lotteries to do so as part of a “broader strategy that includes fulfillment of existing responsibilities related to outreach, recruitment, and retention of all students, including educationally disadvantaged students.”[[3]](#footnote-3)

Once a school has determined which subcategories will be weighted, the school can ask questions tailored to that subgroup on the application. For example, “Does your family qualify for SNAP or TANF?” Documentation may not be requested with the application, but it may be requested with enrollment paperwork. This question would be included with information asked regarding other enrollment preferences, such as a sibling preference. A sample charter school application is attached with examples of questions that may be asked.

**How much weight can be given to the weighted category?**

There is not a legal limit on the maximum weight a charter school can give a category in a weighted lottery. The weighted lottery, including the weight given a specific population, should be specified in the school’s enrollment/ lottery policies. For existing or newly-approved charter schools, including a weighted lottery in the enrollment/lottery process would require the charter school board to go through the charter amendment process. This process requires a charter school’s governing board to vote on the issue. It is presumed that the governing board will take the school’s unique circumstances into consideration when making this decision.

**Can race be a weighted category?**

Race cannot be a weighted category within the weighted lottery provisions.[[4]](#footnote-4)

1. O.C.G.A. § 20-2-2066(a) (2015). SBOE Rule 160-4-9-.04(k), 160-4-9-.05(g)(3)(ii) (2015). [↑](#footnote-ref-1)
2. Dept. of Ed., Charter Schools Program, Title V, Part B of the ESEA, Nonregulatory Guidance, 19 (2014). No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425, § 1115(b)(2) (codified as amended at 20 U.S.C. §§6301-6578 2002)). [↑](#footnote-ref-2)
3. Dept. of Ed., Charter Schools Program, Title V, Part B of the ESEA, Nonregulatory Guidance, 19 (2014). [↑](#footnote-ref-3)
4. O.C.G.A. § 20-2-2066(a) (2015). SBOE Rule 160-4-9-.04(k), 160-4-9-.05(g)(3)(ii) (2015). Charter schools are required to follow any district-wide desegregation plans that are part of a federal desegregation order regardless of the charter school’s enrollment/lottery process. In a situation where the district is under a federal desegregation order and the district, as part of its plan to desegregate, includes the weighted lottery, race may be a weighted category. Dear Colleague Letter from Catherine E. Lhamon, Asst. Sec’y for Civ. Rts., U.S. Dept. of Ed. (May 14, 2014), http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201405-charter.pdf. [↑](#footnote-ref-4)