**Georgia Charter Schools Program**

**Federal Dissemination Subgrant Application**

**Deadline to Receive Applications**: **Friday, January 18, 2019 at 4:00 PM**

Technical Assistance for Applicants, Thursday , December 6th 2018

For Questions, Contact:

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Issued By:

Georgia Department of Education

Charter Schools Division

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Time Stamp from Receipt Here:

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**Georgia Charter School Program: Federal Dissemination Subgrant**

# Overview

Authorized by Title V, Part B of the Elementary and Secondary Education Act (ESEA) [P.L. 107-110], the federal Charter Schools Program (CSP) provides funding to State Educational Agencies with the purpose of expanding the number of high-quality charter schools available to students across the nation by providing financial assistance for the planning, program design, and initial implementation of new charter schools, and disseminating best practices in order to evaluate the impact of charter schools, including their effects on students, student academic achievement, staff, and parents.

# Purpose of the Grant

The Georgia Department of Education (GaDOE) has received a competitive grant under this federal program for $46,404,184 for fiscal years 2017-2019 to carry out the following objectives within Georgia:

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 grant funding to improve student outcomes for students attending charter schools, specifically for educationally disadvantaged students.
3. To increase the number of educationally disadvantaged students attending high quality charter schools around the state.
4. To increase support for charter schools and charter schools’ 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.

In carrying out these objectives, the Georgia Charter School Program provides subgrants to qualified charter school developers and operators for the planning phase and/or early years of implementation of new charter schools, and to experienced and successful operators to disseminate information about their charter school and/or assist other schools in adapting their charter school’s program (or certain aspects of the charter school’s program).

# Eligible Applicants

To be eligible to apply for Georgia CSP Dissemination Subgrant funds, applicants must conform to the federal definition of a public charter school in the ESEA [P.L. 107-110, Section 5210(1)]. All applicants must have their local authorizer certify that they meet all parts of the federal definition.

1. CHARTER SCHOOL - The term charter school means a public school that —
2. 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;
3. 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;
4. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;

(D) provides a program of elementary or secondary education, or both;

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;

(F) does not charge tuition;

(G) complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964,

Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;

(H) is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;

(I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;

(J) meets all applicable Federal, State, and local health and safety requirements;

(K) operates in accordance with State law; and

(L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured 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.

A charter school may apply for a dissemination subgrant regardless of whether it has previously applied for or received a planning grant or implementation grant if the school has been operation for at least 3 consecutive years and has demonstrated overall success, including:

* Substantial progress in improving student academic achievement;
* High levels of parent satisfaction; and
* The management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school [20 U.S.C. § 7221c(f)(6)(A)].

***NOTE: An already-operating charter school cannot use these funds to open a new campus. This program is not about supporting operations at the existing school or expanding franchises to more sites.***

GaDOE has further determined that all applicants for the dissemination subgrant must conform to the federal and state definition of a high quality charter school for the past 3 years:

(x) 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 [including demonstrated success closing the achievement gap as measured by the College and Career Ready Performance Index (CCRPI) and results on the CCRPI for low-income and other educationally disadvantaged students as compared to traditional public schools];

(2) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance [including a charter school’s results on its high quality charter schools performance framework];

(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 [State Board of Education Rule 160-4-9-.04(x) (2016)].

# Subgrant Award Amount and Duration

**GaDOE expects to award up to 3 dissemination subgrants per year. Subgrant awards are expected to go up to $225,000 each**. Applicants must submit either a 1-year or a 2-year proposed budget and budget narrative (depending on the number of years for which the charter school is applying) in order to carry out the activities described below under Use of Funds [Education Department General Administrative Regulations (EDGAR)[[1]](#footnote-1), Section 75.117]. GaDOE reserves the right to offer subgrant award amounts that differ from the requested award amount contingent upon the applicant’s project scope and determinations based on allowable costs as outlined under the [Uniform Guidance](http://www.ecfr.gov/cgi-bin/text-idx?SID=143da2ec8d714f1c52f7c4bcbc2ea9fa&mc=true&node=pt2.1.200&rgn=div5) (2 CFR 200).

Funding for either a 1-year or a 2-year grant is contingent upon federal funding; therefore, there is no guarantee that submitting a proposal will result in funding. Second year funds will be released pending satisfactory and timely performance reports. These reports will consider, among other things: whether a subgrantee has made substantial progress in achieving the goals and objectives of the project; whether the subgrantee has expended funds in a manner that is consistent with the approved application and budget; and, if GaDOE has established performance measure requirements, the performance targets in the subgrantee’s approved application. In addition, GaDOE will consider whether the subgrantee is compliant with assurances in its application, including those applicable to federal civil rights laws that prohibit discrimination in programs or activities receiving federal financial assistance from the department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23). Continuation of funding may be terminated if substantial progress is not being made to accomplish the subgrant project goals [EDGAR, Section 75.253].

# Use of Funds

The Georgia CSP subgrant is funded on a reimbursement basis, which means that subgrantees will be reimbursed for allowable, approved activities following proof of expenditure. Budget forms will be reviewed for non-allowable expenditures and reasonableness of cost assumptions. ***Funds are to be used exclusively for the preparation and dissemination of a product or service.***

An applicant receiving a dissemination subgrant under this program **may use** such funds to assist other schools in adapting the charter school's program (or certain aspects of the charter school's program), or to disseminate information about the charter school through such activities as —

1. Assisting other individuals with the planning and startup of one or more new public schools, including charter schools, that are independent of the assisting charter school and the assisting charter school's developers, and that agree to be held to at least as high a level of accountability as the assisting charter school;
2. Developing partnerships with other public schools, including charter schools, designed to improve student performance in each of the schools participating in the partnership;
3. Developing curriculum materials, assessments, and other materials that promote increased student achievement and are based on successful practices within the assisting charter school; and
4. Conducting evaluations and developing materials that document the successful practices of the assisting charter school and that are designed to improve student achievement [20 U.S.C. § 7221c(f)(6)(B)].
5. Disseminating best practices that lead to academic success with educationally disadvantaged students in an urban area. *State Board of Education Rule 160-4-9-.04(o) defines educationally disadvantaged students 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, as each such subset is defined by the State Board of Education in accordance with federal education guidelines and regulations.”*
6. Disseminating best practices that lead to academic success with educationally disadvantaged students in a rural area.
7. Disseminating best practices that lead to academic success with students with disabilities.

Please note, applicants **must** conduct the activities listed below:

* **Each dissemination project must make one or more presentations at a national, state, and/or regional conference as part of the plan for dissemination of the information regarding the project.** Subgrant funds to support dissemination activities must be described in the proposed budget with sufficient detail that includes costs for travel, printing, product development, production, and other projected costs.
* **Each dissemination project must communicate best practices to public schools in the charter school’s attendance zone** as part of the plan for dissemination of the information regarding the project**.**

**Activities necessary to deliver these end-products must be described in the applicant’s project management plan**. Funds sufficient to carry out each activity should be identified in the proposed budget. In addition, **all products developed through the subgrant must state that the product or publication was developed under a subgrant from the Georgia Department of Education**. The content, however, does not assume endorsement by GaDOE. All funded applicants are required to furnish two copies of project materials to GaDOE.

Allowable Costs and Activities

Examples of allowable costs and activities for the dissemination grant include:

* + Extended contract time for staff involved in the project including summer work time. ***Staff expenses must be allowable, allocable, and reasonable and not make up more than 5% of the project’s budget. Subgrantees must maintain documentation of the specific project work and payments made to staff to support the use of dissemination subgrant funds to pay for extended contract time.***
  + Printing, copying, graphics production, artwork, publishing of materials. Equipment associated with any of these activities will be considered if it is a one-time purchase.
  + Payment of consultants to support the work that is directly related to the dissemination project. ***Consultant expenses must be allowable, allocable, and reasonable and not make up more than 10% of the project’s budget. Subgrantees must maintain documentation of the specific services and payments made to consultants under the dissemination subgrant. Subgrantees shall not pay a flat consultant fee using dissemination subgrant funds.***
  + Travel costs associated with presenting at conferences, providing technical assistance, or planning associated with the dissemination subgrant.

Unallowable Costs and Activities

A charter school **may not** use dissemination subgrant funds, either directly or through a contractor, for:

* Any expense not directly related to the stated project goals in the application for dissemination subgrant funds;
* General operating expenses;
* Indirect costs;
* Payroll expenses (with the exception of funds to cover substitutes if travel or absence is required as part of the project);
* Professional dues or memberships;
* Costs of continuing education credits for professional development coursework;
* Employee hiring/recruitment expenses such as a placement firm or travel for prospective employees;
* Marketing or recruitment activities designed to promote itself or the programs offered by it or by a contractor to parents or the community;
* Non-educational/non-informative promotional/novelty items for advertising, events, or recruiting;
* Gift certificates, alcoholic beverages; school apparel for staff or students, fines and penalties, lobbying;
* Planning for dissemination activities that will occur outside the subgrant period;
* Purchase or leasing of a school facility;
* Capital expenses, such as remodeling, technology leases, elevators, water main valves, vans, tractors, bobcats, or permanent fixture of equipment/furniture;
* To offset or cover costs of preparing and submitting an application for CSP subgrant funds;
* Expenses outside the scope of the school’s charter or K-12 education (e.g., before/after school programs and preschool, activities related to the non-profit organization but not the charter school); and
* Expenditures that are not “allowable, allocable, or reasonable” as defined in the Non-Regulatory Guidance Handbook (updated January 2014) and the Uniform Guidance (2 CFR 200).

# Participation, Monitoring, and Reporting

Participation

GaDOE subgrants are available to charter schools that are able to demonstrate eligibility, use funds according to federal guidelines, comply with reporting requirements and due dates, and participate in trainings and meetings associated with the subgrant. Subgrantees are expected to meet technical assistance, monitoring, and reporting participation requirements. All subgrantees must participate in all Georgia Department of Education trainings and monitoring visits to comply with the terms of this subgrant.

Monitoring

As a condition of this federal grant, GaDOE is responsible for monitoring subgrantees to ensure they adhere to federal rules and regulations and accomplish their performance goals. During the subgrant period, GaDOE will engage in rigorous monitoring of each subgrantee. This monitoring will be specific to the goals and expectations established in the approved subgrant application as well as adherence to federal guidelines. GaDOE will conduct at least one site visit per year of the subgrant.

Subgrantees will be required to develop their own performance and progress measures to evaluate the effectiveness of their dissemination subgrant. Any charter school substantially failing to meet its goals or fulfill its approved proposed project will either be placed on a rigorous improvement or may be defunded. In addition to other requirements, the continuing receipt of subgrant funds will be contingent on the charter school’s compliance with its GaDOE subgrant application, charter contract, and applicable state and federal laws.

Reporting

GaDOE is required to track specific information as part of the federal CSP grant. Subgrantees will be required to:

* Demonstrate compliance with their charter contract at all times during the subgrant period;
* Provide information requested via survey and other data collection projects regarding implementation of project plans and student performance data for schools that are implementing the subgrantee’s best practices;
* Submit all interim reports, reimbursement requests, and any other required information;
* File an Annual Financial Report within 90 days following each grant fiscal year. This report must be filed in a form and manner determined by GaDOE, and a template will be provided; and
* File a Final Grant Report within 90 days of the end of the subgrant year. This report must be filed in a form and manner determined by GaDOE, and a template will be provided. The report will contain:
  + An Executive Summary (not to exceed 1 page)
  + A report on each subgrant project goal, including data and information that support the outcome of each goal; and
  + An expenditure report detailing 100% of awarded subgrant fund expenditures, and includes a property inventory of all equipment and non-consumable goods purchased with CSP subgrant funds [EDGAR §§ 80.32, 74.34].

**Please note: All Georgia CSP subgrant recipients must have an annual, independent financial audit conducted by an independent Georgia licensed Certified Public Accountant. A separate financial audit is required even if the charter school is included in a local school system audit.**

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# Subgrant Technical Assistance

Prospective applicants are required to participate in a Pre-Subgrant Application Webinar to ensure compliance. Dates for the webinar will be published on the GaDOE Charter Schools Division website ([http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx](https://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx)) and shared via the GaDOE Charter Listserv. GaDOE highly recommends that at least 2 individuals from each subgrant applicant attend the webinar.

# Review Process

The GADOE Dissemination Subgrant application is a competitive process. GADOE will establish an external panel of individuals with knowledge of and expertise in charter schools including educators, administrators, national charter leaders, and charter school board members (without a conflict of interest) to conduct an evaluation of applications. Each application will be reviewed by at least 3 independent, external reviewers. This review panel will evaluate and rank applicants using the evaluation rubric in Appendix E.

Eligible applicants will earn points by addressing the required criteria in this application packet. Applicants can also earn up to thirty (30) additional priority points for addressing the state’s competitive priorities for this competition. Specifically, ten (10) priority points may be awarded to charter schools that meet the following optional criteria:

1. The charter school is physically located in a low-income community, AND
2. The charter school serves an educationally disadvantaged student population (economically disadvantaged students, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and/or homeless students).

Applicants can also earn up to twenty (20) additional priority points by meeting one or more of the following optional criteria:

1. The project focuses on disseminating best practices that lead to academic success with educationally disadvantaged students in an urban area;
2. The project focuses on disseminating best practices that lead to academic success with educationally disadvantaged students in a rural area; AND/OR
3. The project focuses on disseminating best practices that lead to academic success with students with disabilities.

An applicant must receive an average score of 80 from the three independent, external reviewers before being considered for bonus points and to be recommended for funding. The total number of possible points is 120.

In addition to the criteria in the evaluation rubric, GaDOE staff will review applications for completeness, adherence to requirements, budgetary restrictions, eligibility, and compliance with formatting requirements. This review will determine if the application is in compliance with EDGAR, the Uniform Guidance, and the substantive requirements of the GaDOE Dissemination Subgrant application.

# Award Process and Start Date

Following the panel evaluation of each Dissemination Subgrant application, Subgrant Award Letters will be sent to successful applicants and their authorizers. The Subgrant Award Letter will detail any information required before final grant approval. Additional required information must be submitted within 30 days of the dated Subgrant Award Letter.

Successful subgrantees will be required to participate in a Post-Award Webinar. The date for this webinar will be published on the GaDOE Charter Schools Division website and shared via the Charter Listserv.

The Charter Schools Division will monitor and provide oversight, including technical assistance to all subgrantee awardees. The Division will provide necessary fiscal documents and instructions on the reimbursement process for the subgrant. Funds may not be spent or encumbered until the subgrant has received final approval.

All activities and expenditures related to Project Goals should be completed in the budget period for the subgrant. All receipts submitted for reimbursement must be dated during the active performance period and must be submitted for reimbursement no later than 75 days after the end of the performance period.

# Application Submission Process, Due Date, and Required Elements

Application Submission Process and Due Date

Submit **ONE (1) ORIGINAL** signed application, **THREE (3) COPIES**, and **TWO (2)** **ELECTRONIC VERSIONS** (USB or CD) of the signed application by **4:00PM** on **Friday, January 18, 2019** to:

Georgia Department of Education

District Flexibility and Charter Schools Division

2053 Twin Towers East

205 Jesse Hill Jr. Dr. SE

Atlanta, GA 30334

Applications must be received, not postmarked, by the date above. Applications submitted by fax or email will not be accepted. Applications received after the date above will not be considered. The electronic version should consist of one PDF of a complete version of your application, including all required signatures, and one copy of every document in Word or Excel format (when possible).

Application Format

* + All pages must be standard letter size (8½” x 11”).

* + Use 12 point Times New Roman font and 1-inch margins. Tables may be in 10 or 11-point font.
  + Staple or bind the pages of the original and of each copy. Do not use paperclips.
  + Number all pages and include the charter school name in the header of each page.
  + The project narrative must address, in sequence, each section listed below. State each section number and title in **bold**.
  + The project narrative **must not exceed 25 pages**. Recommended page lengths for each section are provided below.
  + The Cover Page, Proof of Eligibility, Budget Summary and Detail Sheets, Assurances and Certifications, and Affidavit forms must include **original signatures in blue ink**.
  + Relevant support documents attached to the application must be kept to a maximum of 14 pages.
  + Do not attach curriculum, invoices, or any other document not specifically required in the Project Narrative or Appendices. Materials such as commercial publications and videotapes will not be reviewed.
  + Incomplete applications or applications exceeding the page limitation or specifications will not be reviewed or considered for funding.

Required Elements

All Dissemination Subgrant applications **must** contain the following information and be submitted in the following sequence:

* + - Cover Page – Requires signatures (See page [12](#_Part_I:_Georgia))
    - Proof of Eligibility Form – Requires signatures (See page [13](#_Proof_of_Eligibility))
    - Project Abstract – Not to exceed 1 page
    - Project Narrative – Not to exceed 25 pages (including budget documents)
    - Budget Summary and Detail Sheets – Requires signatures
  + Supporting Documents – Not to exceed 14 pages (includes Charter School Enrollment Policy Including Lottery Protocol)
    - Assurances and Certifications Form – Requires signatures (See page [23](#_Appendix_C:_Assurances))
    - Affidavit – Requires signature and a copy of a secure and verifiable document (See page [26](#_Appendix_D:_Affidavit))

Note: Formatting of this document must be type-written or computer-generated and must adhere to the guidelines specified herein. Signed documents must be returned with your application. Your application will be considered incomplete without them.

# Part I: Georgia Charter School Program Dissemination Subgrant Cover Page

|  |  |  |  |
| --- | --- | --- | --- |
| **Contact Information** | | | |
| **Name of Charter School:** |  | | |
| **School Mailing Address:** |  | | |
| **School Contact Person:** |  | | |
| **Telephone of School Contact:** |  | **Email of School Contact:** |  |
| **School District/Authorizer:** |  | | |
| **District Contact Person:** |  | | |
| **Telephone of District Contact:** |  | **Email of District Contact:** |  |
| **Charter School Information** | | | |
| **First Year of Operation:** |  | **Year Charter Expires:** |  |
| **Grade Levels:** |  | **Number of Students:** |  |
| **Amount Requested *(See “Subgrant Award Amount and Duration” on page 5 of this application)*** | | | |
| **Dissemination Year 1:** |  | | |
| **Dissemination Year 2:** |  | | |

##### 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. Signature not required for Commission-approved charter schools.

The signature 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 Governing Board Chair Date

School System Superintendent Date

# Proof of Eligibility

All applicants must have their local authorizer certify that the applicant meets all parts of the federal definition of a public charter school.

|  |  |  |
| --- | --- | --- |
| **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] |  |  |
| 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, admissions 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, 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 schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program. |  |  |
| 10. Meets all applicable Federal, State, and local health and safety requirements. |  |  |
| 11. Operates in accordance with State law. |  |  |
| 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. |  |  |

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

Charter School Governing Board Chair Date

School System Superintendent OR Date

Executive Director, State Charter Schools Commission

# Part II: Project Narrative

1. **General Information (5 points)**

Applicants should introduce readers to their charter school:

* + State when the charter school was established, whether it is a start-up or conversion charter school, the number of charter terms the school has been in existence, and the year school’s current charter term will expire.
  + State the mission and vision of the charter school, and explain how it aligns with the Department’s objectives.
  + Describe the size of the school, including the grade levels served, and any future plans for growth over the charter term.
  + Describe the physical location of the charter school, including whether in a low-income community. State whether the charter school has a Title I designation.
  + Provide a general description of the student population demographics, with particular emphasis on educationally disadvantaged students served by the charter school.
  + Describe the charter school’s educational philosophy, instructional approach, innovative models, tools, programs, and/or systems. Describe how it supports the needs of all students, including educationally disadvantaged students, and has enabled the school to meet or exceed its performance goals for at least the past 3 consecutive years.
  + Describe the extent to which the charter school takes advantage of the flexibility possible under Georgia’s charter school law and waivers from local school policies (for locally-approved charter schools) as identified in the charter contract.

*Note that applicants may be awarded up to 10 additional priority points by meeting the following optional criteria in this section:*

1. *The charter school is physically located in a low-income community, AND*
2. *The charter school serves an educationally disadvantaged student population (economically disadvantaged students, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and/or homeless students).*
3. **Eligibility/Demonstration of Overall School Success (5 points)**

Applicants must demonstrate that their charter school is high-quality by providing quantitative and qualitative evidence of overall success for the past 3 consecutive years based on the following factors:

* + Increased student academic achievement and attainment for all students AND educationally disadvantaged students served by the charter school. Include CCRPI scores; CRCT, EOCT, and Milestones test results; and graduation rates (if applicable) as compared to traditional public schools in the school’s attendance zone, your local district, and the state.
  + Demonstrated success closing the achievement gap as measured by CCRPI.
  + High levels of parent satisfaction.
    - Provide the parental participation and satisfaction rate in surveys conducted by the school.
    - Provide the student retention rate.
    - Describe family and community engagement and involvement in the continuous improvement and implementation of the charter school best practices.
  + No significant compliance issues, particularly in the areas of student safety, financial and operational management, and the equitable treatment of students. Eligible charter schools will have submitted annual financial audits and operational reports without any findings to the Charter Schools Division over the past 3 years.
  + The charter school has the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.
    - Describe initial start-up challenges and how they were overcome.
    - Describe the turnover rates for governing board members, school administrators, and instructional staff.
    - Describe how the charter school is qualified to manage and oversee a federal subgrant.

1. **Demonstrated Need or Demand (5 points)**

The purpose of the dissemination subgrant is to promote best practices that improve student academic achievement among a variety of communities including other charter schools, traditional public schools, and local school districts. Applicants must demonstrate that there is a need or demand for their proposed dissemination project.

* Describe the community the charter school proposes to serve with its dissemination project, including the number and types of schools and students that will benefit from the project.
* Describe the need for the charter school’s best practices in the community it will serve and how these best practices will address the needs of the defined community. Provide concrete and current supporting data that emphasizes the need for the dissemination of the charter school’s best practices, including:
  + Performance data for surrounding public schools in the area that the charter school is located;
  + Targeted student population, including projected percentage of educationally disadvantaged students;
  + Gaps in educational opportunities that the charter school will address; and
  + Other factors that create the need for a high-quality charter school.
* Identify specific local school district partners, if known, and provide evidence of a demonstrated need or demand for the specific products and/or services that would be provided through the proposed subgrant activities.

*Note that applicants may be awarded up to twenty (20) priority points by meeting one or more of the following optional criteria in this section:*

1. *The project focuses on disseminating best practices that lead to academic success with educationally disadvantaged students in an urban area;*
2. *The project focuses on disseminating best practices that lead to academic success with educationally disadvantaged students in a rural area; AND/OR*
3. *The project focuses on disseminating best practices that lead to academic success with students with disabilities.*
4. **Project Proposal (20 points)**

Projects should create and share a product or provide a service that can be used by the community the charter school proposes to serve:

* Provide an overview of the charter school’s project plan and project scope. Include a description of the specific dissemination activities the charter school will implement and/or products the school will develop to target the area(s) discussed in Section III above.
  + **Required: All applicants are federally required to conduct all of the following dissemination activities:**
* Assist other individuals with the planning and startup of one or more new public schools, including charter schools, that are independent of the assisting charter school and the assisting charter school's developers, and that agree to be held to at least as high a level of accountability as the assisting charter school.
* Develop partnerships with other public schools, including charter schools, designed to improve student performance in each of the schools participating in the partnership.
* Develop curriculum materials, assessments, and other materials that promote increased student achievement and are based on successful practices within the assisting charter school.
* Conduct evaluations and develop materials that document the successful practices of the assisting charter school and are designed to improve student achievement.
* **Required: In addition, all applicants must conduct the following dissemination activities:**
* Make one or more presentations at a national, state, and/or regional conference.
* Communicate best practices to public schools in the charter school’s attendance zone.
  + **Optional: Applicants may propose to conduct one or more of the following activities to earn up to 20 additional priority points (see Section III above)**:
* Disseminate best practices that lead to academic success with educationally disadvantaged students in an urban area.
* Disseminate best practices that lead to academic success with educationally disadvantaged students in a rural area.
* Disseminate best practices that lead to academic success with students with disabilities.
* Describe how the project activities will involve contributions from similar charter schools as well as from other public schools, local school districts, developers, and potential developers.
* Describe how the project activities are specifically designed to increase academic success for educationally disadvantaged students. Include a description of the charter school’s existing methods to specifically engage and support educationally disadvantaged students.
  + Describe the charter school’s outreach plan to inform the public of the availability of your proposed dissemination product and/or service. Include in your description:
  + How the charter school will solicit interest and develop successful partnerships with schools and districts;
  + How the charter school will disseminate its service or product to schools and districts from all parts of the state, including any use of statewide technical assistance organization(s);
  + The commitments that will be required of participating schools and districts in order to participate in the project;
  + How the plan will eliminate distance as a barrier to participation in the proposed dissemination activities; and
  + How the charter school will assist the participating schools and districts in adapting the charter school’s program.

#### Project Goals and Impact (15 points)

Applicants must develop project goals and objectives for the expected impact of their proposed dissemination activities:

* + Identify 3 to 5 project goals and justify each goal in terms of its value in improving student learning and achievement for Georgia students.
  + At least one goal must specifically address how sharing educational, fiscal, and operational best practices through the dissemination project will assist in improving academic outcomes and access to educational opportunities for educationally disadvantaged students.
  + Describe how the dissemination activities will result in increased student academic achievement in the participating schools and districts, including among educationally disadvantaged students.
  + Describe the methods in which the increase in student academic achievement will be documented by the charter school.
  + Describe the charter school’s process for developing or refining the project to be disseminated to allow for ongoing correction and improvement.
  + Describe the methods and ability of the charter school and participating schools and districts to sustain the benefit of the project after the subgrant period expires.

#### Project Management Plan (10 points)

All applications are required to submit a comprehensive project management plan with their application that details the school’s plan to manage the performance and financial aspects of the subgrant. The plan should include at least the following components:

* An overall description of how the subgrant will be managed. Provide a list of the key personnel assigned to manage specific aspects of the subgrant and responsible for completion of the work, including collaborators or contractors. Include resumes and/or biographical information for these individuals. Include a project timeline with benchmarks for the proposed project’s goals.
* The school’s plan to be compliant, strategic, and responsible with the financial and business aspects of the subgrant.
* The school’s plan to have sufficient cash on hand to front initial subgrant expenditures until reimbursement.
* The capability of the governing board to oversee the performance and financial components of the subgrant, including compliance with federal regulations and non-regulatory guidance.
* The capability of the governing board to submit required reports on subgrant activities.
* The school’s plan for financial and programmatic sustainability after the subgrant period ends and subgrant funds are no longer available.
* Attach a copy of the charter school’s conflict of interest policy to verify that an employee of the charter school, and not an employee of any Education Service Provider, is responsible for the direct administration or supervision of the subgrant.

The project management plan should describe a direct relationship between the goals and objectives of the application, the planned use of funds requested, and the activities that are to occur during the subgrant period that will lead to positive impact on student academic achievement.

#### Project Evaluation (10 points)

All proposed projects must include an evaluation plan. This plan should include the following components:

* A detailed description of how the charter school’s performance will be measured against the project goals and objectives identified in Section V.
* The specific targets, measures, and metrics for each project goal, including the qualitative and quantitative sources of data that will be used to measure progress on each goal. Make sure the accountability measures are SMART (Specific, Measurable, Achievable, Results-oriented, and Time-bound).
* A timeline for measuring progress on each project goal.
  + Include the baseline data that will be measured (i.e., what data will be collected and data sources used).
  + Include the effective evaluation methods that will be used to assess the charter school’s progress toward meeting its goals and objectives and allow for ongoing correction and improvement.
  + ***Note: Progress on each goal must be measured and reported at least once in each subgrant year. Any subgrantee failing to meet or report on its project goals may be placed on an improvement plan or defunded.***

#### Budget Narrative (20 points)

All applications must include the Georgia Budget Summary and Detail Sheets (see Appendix B) and a separate Budget Narrative.

* Describe the planned use of the subgrant funds for the project, including how the funds will be used for all participants involved such as consultants. This description must address all years of the subgrant, up to 2 years. Funds must be spent prior to June 30 of each year a subgrant is awarded.
* Explain how the proposed expenses will allow the charter school to accomplish the project’s goals and objectives outlined in Section V above. You may include a table in the narrative that shows how the subgrant funding will be allocated to each project goal.
* Describe any additional grant funding for operational costs that has been or will be sought by the charter school to contribute to this project, including any federal programs administered by the U.S. Department of Education (supplement, not supplant).
* Describe the charter school’s fiscal autonomy from the local district (if locally-approved).
* Describe or provide a copy of the charter school’s internal financial controls policy to ensure that expenditures will be used appropriately.

# Part III: Appendices

***Appendices are required (except where noted), but not all will be scored. Appendices that will be scored are noted in the Evaluation Rubric. Applications must use the available provided templates included in the application.***

# Appendix A: Charter School Enrollment Policy Including Lottery Protocol

Submit the charter school’s board-adopted enrollment policy. The policy should clearly describe how the lottery is administered (including the implementation of any enrollment preferences), how families are informed of the opportunity to submit an application to the lottery, and how families are informed about the outcomes of the lottery.

House Bill 372, passed during the 2015 legislative session, allows Georgia charter schools to utilize a weighted lottery pursuant to O.C.G.A. § 20-2-2066(a) and (b) to provide an increased chance of admission for educationally disadvantaged students. State Board of Education Rule 160-4-9-.04(o) defines educationally disadvantaged students 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, as each such subset is defined by the State Board of Education in accordance with federal education guidelines and regulations.

Charter schools must get individual approval from their local authorizer and GaDOE before implementing a weighted lottery through a charter contract amendment. If a charter school applying for the Dissemination Subgrant is using or will utilize the provisions describe in HB 372 to implement a weighted lottery, the board-adopted policy submitted must include evidence that the local authorizer and GaDOE has approved the charter school’s proposed lottery protocol that is described in the policy.

# Appendix B: Budget Instructions

All applications must include the Georgia Budget Summary and Detail Sheets and a separate Budget Narrative (Section VIII of the application). The proposed budget and the budget narrative must support the project goals identified in the application. There must be evidence of a clear relationship between the identified goals and how the funds will be spent.

Submit the proposed budget for the anticipated amount of funding on the Dissemination Subgrant Excel budget templates provided on the Charter Schools Division website. Budgets submitted on any other form will not be accepted. Information about the budget object codes is included below.

General Guidelines and Instructions.

The applicant shall provide sufficient detail to justify the school budget in a budget narrative. The budget narrative must provide sufficient information to describe activities and costs associated with each object code. Group information by object code series and provide totals by object code series, year, and term of subgrant. Object code series totals must correspond exactly to budget summary form. For a list of allowable and unauthorized expenses for this subgrant, please refer to the section titled “Use of Funds” on page 5.

Budget Criteria

* + The projected budget summary is complete when expenditures are accurately classified by object code, the full term of the subgrant is covered, and totals by year are aligned with the funding levels in the application.
  + The projected budget narrative includes detailed information to describe activities and costs associated with each object code. Budget items accurately reflect the actual cost of implementing the objective.
  + The budget summary and narrative are clearly aligned and, taken together, fully describe appropriate expenditures of funds in all categories that are clearly sufficient to support the design and implementation of proposed activities.

Important Additional Information

* + The budget summary must address all years of the subgrant, up to 2 years. Funds need to be spent prior to August 31 of each year a grant is awarded. Note if any other funding sources will be contributing to this project.
  + The budget summary may not be modified and broken down further than the function and object codes provided (e.g., 1000, 2210, 2800, 100, 200, 300, etc.).
  + The budget summary must include totals by object code series, year, and entire term of the subgrant.
  + Applicants are required to budget for free distribution of their proposed project. Applicants are not allowed to charge for their products or services associated with this subgrant.
  + All proposed projects are subject to revision. If a project is approved, the applicant will be required to submit a final budget that has been approved by their authorizer and approved by the GaDOE.
  + ***Note: Dissemination grants must be used to supplement not supplant local or state funding. Funds are intended to increase the number and quality of Georgia charter schools.***

Function and Object Categories

Examples of the types of expenses that may be included in each object category are listed below for categorization guidance only. The budget narrative should give enough detail so that the appropriate object category can be confirmed.

**Function Code 1000: Instruction**

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

**Function Code 2210: Improvement of Instructional Services**

Activities designed primarily for assisting instructional staff in planning, developing, and evaluating the process of providing learning experiences for students:

* + Service Area Direction: Activities associated with directing and managing the improvement of instruction services.
  + Curriculum Development: Activities designed to aid teachers in developing, preparing and utilizing curriculum materials.
  + Other Improvement of Instruction Services: Activities for improving instruction other than those classified above.

**Function Code 2800: Support Services – Central**

Support services are activities that facilitate and enhance instruction. Support services include school-based and general administrative functions and centralized operations for the benefit of students, instructional staff, other staff, and the community.

**(100) Salaries**

Amounts paid to both permanent and temporary school district employees, including personnel substituting for those in permanent positions.

**(120) Nonpermanent Salaries** - Full-time, part-time and prorated portions of the costs for work performed by employees who are hired on a temporary or substitute basis to perform work in positions in either temporary or permanent nature; required information in the Description/Narrative field includes name, title, a list of activities funded by the grant, percentage of time per week and length of time grant funding will be used to cover the salary. Instructional salaries are not allowed under this grant. Time and effort documentation is required for all personnel compensated with federal funds.

**(130) Additional Salary** - Money paid to employees of the charter school in positions of either a temporary or permanent nature for work performed in addition to the normal work period for which the employee is compensated under their regular salary. The terms of such payment for overtime are a matter of state and local regulation or negotiated agreement. For the purposes of this grant, this includes additional pay for classified employee overtime and for activities such as extended duties, overtime, and other functions directly related to the stated Project Goals. Time and effort documentation is required for all personnel compensated with federal funds.

**(200) Employee Benefits**

Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, non-Federal entity-employee agreement, or an established policy of the non-Federal entity. For the purposes of this grant, Employee Benefits can only be paid to those staff who will be grant funded under Nonpermanent Salaries and Additional Salaries, and the additional benefits budgeted in this category must directly align with the time and effort documentation provided.

**(300) Purchased Professional and Technical Services**

Consultant fees, professional educational services and other services performed by persons or firms with specialized skills and knowledge.

**(500) Other Purchased Services**

For the purposes of this grant, this may include printing services, postage, advertising grant-funded activities; and any expenditure related to travel such as registration, mileage/airfare, and lodging. Please remember that any out of state travel must have prior approval before expenses may be incurred. No international travel will be approved.

**(600) Supplies**

Instructional materials, supplies, books, and other general supplies that can be consumed, worn out, or deteriorate through use. Curriculum software licenses would fall under this category.

# Appendix C: Assurances and Certifications Form

**PUBLIC CHARTER SCHOOLS GRANT PROGRAM**

**Assurances and Certifications**

***The charter school’s Board Chair/President and either the school system Superintendent (if a locally-approved charter school) or the SCSC Executive Director (if a state charter school) must sign below to indicate approval of the contents of this subgrant application and the receipt of program funds.***

The Board of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name of Charter School) hereby applies for and, if awarded, accepts the federal program funds requested in this application. In consideration of the receipt of these subgrant funds, the Board agrees that the General Assurances form for all federal funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Education General Administrative Regulations (EDGAR), the Office of Management and Budget Accounting Circulars, and the U.S. Department of Education’s General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the charter school is in compliance with the requirements of the federal Children’s Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools.

Charter schools that accept funding through the Georgia Charter Schools Grant Program agree to the following assurances:

1. The Georgia Department of Education will require each eligible applicant desiring to receive a subgrant to submit an application to the Georgia Department of Education containing: (A) A description of the objectives of the charter school; (B) 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 U.S. Secretary of Education; (C) 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 (D) Such other information and assurances as the U.S. Secretary of Education and Georgia Department of Education may require.
2. The applicant possesses the legal authority to apply for this subgrant and 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 undersigned representative to execute the subgrant, to comply with certifications, budget, and fiscal requirements, and to act as the governing body’s authorized representative for the subgrant program.
3. No member of the charter school’s governing body or its authorized representative has any conflict of interest with any party (employee, contractor, vendor, etc.) that has a financial interest in the subgrant award.
4. Subgrant recipients are aware that U.S. Department of Education regulations prohibit a person from participating in an administrative decision regarding a project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the subgrantee, and have adopted by their governing body policies regarding apparent or actual conflicts of interest consistent with this federal regulation. Further, the recipients certify they will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
5. This subgrant shall be administered in accordance with the provisions of Georgia and federal law regarding charter schools. 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.
6. The charter school or charter developer 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.
7. The Georgia Department of Education and each subgrant recipient 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 statues, regulations, and the terms and conditions of the Federal award.
8. The subgrant recipient agrees to fulfill the performance benchmarks specific to its subgrant type and submit timely financial and status reports. Failure to do so could result in the forfeiture of the subgrant and repayment of funds.
9. The subgrant recipient will annually, for the life of the subgrant, provide the U.S. Secretary 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 funded activities. This includes participation in any federal or state funded charter school data reporting, evaluations, or studies.
10. The subgrant recipient will fully cooperate with the U.S. Department of Education, the U.S. Secretary of Education, the Georgia Department of Education, and their independent contractors, if any, to conduct any external evaluation of the effectiveness of the subgrant process.
11. The Georgia Department of Education reserves the authority to require the repayment of received funds, the return of all unused funds, and/or the termination of the subgrant if the subgrant 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 subgrant proposal.
12. The charter school is nonsectarian in its programs, admissions policies, and employment practices.
13. The charter school complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act (IDEA).
14. The charter school agrees to comply with sections 613(a)(5) and 613(e)(1)(B) of IDEA.
15. The charter school agrees to comply with the same Federal and State audit requirements as do other public schools in the State and arrangements have been made to finance those mandatory audits.
16. The charter school meets all applicable Federal, State, and local health and safety requirements.
17. The charter school operates in accordance with applicable State law.
18. The charter school’s admission process will adhere to federal nondiscrimination laws and will not discriminate against student or applicant regarding race, gender, national origin, color, disability, sexual preference, or age.
19. The charter school will admit students through an equitable lottery if more students apply than can be accommodated.
20. The charter school shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the subgrantee during the subgrant period and thereafter for five full years from the date of final payment. The Georgia Department of Education must be permitted to audit, review, and inspect the subgrantee’s activities, books, documents, papers and records relating to the expenditures of subgrant proceeds during the period of the subgrant and for five years following final payment.
21. Any modifications and/or changes to the subgrant budget will meet the approval of the Georgia Department of Education’s Charter Schools Program Grant Project Director.
22. The awarded Dissemination subgrant funds will be spent or encumbered within the specified subgrant period.
23. The subgrant recipient’s name will be used in all communications.
24. The subgrant recipient will operate as a charter school as defined by the Elementary and Secondary Education Act [P.L.107-110, section 5210(1)] throughout the duration of this subgrant.

Charter School Governing Board Chair Date

School System Superintendent OR Date

Executive Director, State Charter Schools Commission

# Appendix D: Affidavit

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

##### 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 the Georgia Department of Education’s Charter Schools Division [website](https://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Documents/Attorney%20General%20-%20Secure%20and%20verifiable%20document%20list%202012.pdf). The document should be submitted with this affidavit. This form should be completed by the CEO or President of the Non-profit Corporation.

By executing this affidavit under oath, as an applicant for a Federal Charter Schools Program Dissemination Subgrant, as referenced in O.C.G.A. § 50-36-1, from the Georgia State Board of Education, the undersigned applicant verifies one of the following with respect to my application for a public benefit:

1)

2)

3)

I am a United States citizen.

I am a legal permanent resident of the United States.

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 Governing Board Chair

Printed Name of Governing Board Chair

SUBSCRIBED AND SWORN BEFORE ME ON THIS THE

DAY OF , 20

NOTARY PUBLIC

My Commission Expires:

# Appendix E: Evaluation Rubric

**Georgia Charter School Program Dissemination Subgrant**

**Evaluation Rubric Scoresheet**

**Rater #: ­­­\_\_\_\_\_\_\_\_\_\_\_**

**Applicant/Charter School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_**

**Part I:** Cover Page No Points

Proof of Eligibility Form

Project Abstract

**Part II: Project Narrative**

Section I: General Information /5

Section II: Eligibility/Demonstration of Overall School Success /5

Section III: Demonstrated Need or Demand /5

Section IV: Project Proposal /20

Section V: Project Goals and Impact /15

Section VI: Project Management Plan /10 Section VII: Project Evaluation /10

Section VIII: Budget Narrative /10

**Subtotal** **/80**

**Priority Points** **/30**

**Part III: Appendices**

Appendix A: Charter School Enrollment Policy No Points

Appendix B: Budget Summary and Detail Sheets /10

Appendix C: Assurances and Certifications Form No Points

Appendix D: Affidavit No Points

**Subtotal** **/10**

**Subtotal Part II** **/80**

**Priority Points** **/30**

**Subtotal Part III** **/10**

**TOTAL POINTS /120**

**Minimum Score to be Funded** **80**

**Overall Strengths:**

**Overall Weaknesses:**

Date Sent to Rater: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Received from Rater: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Fund As Is
* Fund with Revisions
* Do Not Fund

**Evaluation Rubric**

Special Note: Although the items under General Application Requirements below are not scored, the application could be disqualified if the information is incomplete or not properly submitted

|  |  |  |
| --- | --- | --- |
| **General Application Requirements** | **Yes** | **No** |
| **Application Submission**: The application was submitted by the deadline. The submission included one original, three copies, and an electronic version of the complete, signed application. |  |  |
| **Organization of the Application**: All required elements of the application were submitted in the order prescribed and meet page length, formatting, and font requirements. The cover page, proof of eligibility, budget summary and details sheets, assurances and certifications, and affidavit forms are all signed. |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Part II: Project Narrative** | | | | |
| **Section I: General Information** | **Does Not Meet (0-1)** | | **Meets (2-5)** | **POINTS** |
| Applicant fails to or briefly describes the charter school:   * + When the charter school was established, whether it is a start-up or conversion, the number of terms the school has been in existence, and the year school’s current charter term will expire.   + The mission and vision of the charter school, and how it aligns to the Department’s objectives.   + The school size, including the grade levels served, and any future plans for growth.   + The physical location of the school, including whether it is in a low-income community and has a Title I designation.   + The student population demographics, with particular emphasis on educationally disadvantaged students served by the school.   + The charter school’s educational philosophy, instructional approach, innovative models, tools, programs, and/or systems.   + How the school supports the needs of all students, including educationally disadvantaged students, and has enabled the school to meet or exceed its performance goals for at least the past 3 consecutive years.   + The extent to which the school takes advantage of the flexibility possible under Georgia’s charter school law and waivers from local school policies as identified in the charter contract. | | Applicant describes the charter school in detail:   * + When the charter school was established, whether it is a start-up or conversion, the number of terms the school has been in existence, and the year school’s current charter term will expire.   + The mission and vision of the charter school, and how it aligns to the Department’s objectives.   + The school size, including the grade levels served, and any future plans for growth.   + The physical location of the school, including whether it is in a low-income community and has a Title I designation.   + The student population demographics, with particular emphasis on educationally disadvantaged students served by the school.   + The charter school’s educational philosophy, instructional approach, innovative models, tools, programs, and/or systems.   + How the school supports the needs of all students, including educationally disadvantaged students, and has enabled the school to meet or exceed its performance goals for at least the past 3 consecutive years.   + The extent to which the school takes advantage of the flexibility possible under Georgia’s charter school law and waivers from local school policies as identified in the charter contract. | /5 |
| **Priority Points** – 10 additional points may be awarded for meeting the following criteria:   1. The charter school is physically located in a low-income community AND 2. The charter school serves an educationally disadvantaged student population (economically disadvantaged students, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and/or homeless students). | | | /10 |
| Strengths: | | | |
| Weaknesses: | | | |
| **Section II: Eligibility / Demonstration of Overall School Success** | **Does Not Meet (0-1)** | **Meets (2-5)** | | **POINTS** |
| Applicant fails to demonstrate that the charter school is high-quality and/or fails to provide quantitative and qualitative evidence of overall success for the past 3 consecutive years based on the following factors:   * + Minimal or no evidence of success in increasing student academic achievement and attainment for all students AND educationally disadvantaged students served by the charter school. Does not include CCRPI scores; CRCT, EOCT, and Milestones test results; and graduation rates (if applicable) as compared to traditional public schools in the school’s attendance zone, your local district, and the state.   + Minimal or no evidence of success closing the achievement gap as measured by CCRPI.   + Low levels of parent satisfaction.     - Does not provide evidence of parental participation and satisfaction rate in school surveys conducted by the school or the rates are low.     - Does not provide evidence of the student retention rate or the rates are low.     - Minimal or no evidence of family and community engagement and involvement in the improvement and implementation of the school’s best practices.   + The school has compliance issues, particularly in the areas of student safety, financial and operational management, and/or the equitable treatment of students. The school has not submitted annual financial audits and operational reports to the Charter Schools Division or submitted audits and reports with negative findings to the Division over the past 3 years.   + The school provides minimal or no evidence that it has the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.     - Fails to or briefly describes initial start-up challenges and how they were overcome.     - Fails to or briefly describes the turnover rates for governing board members, school administrators, and instructional staff.     - Fails to or briefly describes how the school is qualified to manage and oversee a federal subgrant. | Applicant demonstrates that the charter school is high-quality and provides quantitative and qualitative evidence of overall success for the past 3 consecutive years for the following factors:   * + Increased student academic achievement and attainment for all students AND educationally disadvantaged students served by the charter school. Includes CCRPI scores; CRCT, EOCT, and Milestones test results; and graduation rates (if applicable) as compared to traditional public schools in the school’s attendance zone, your local district, and the state.   + Success closing the achievement gap as measured by CCRPI.   + High levels of parent satisfaction.     - Provides parental participation and satisfaction rate in surveys conducted by the school.     - Provides student retention rate.     - Provides evidence of high levels of family and community engagement and involvement in the continuous improvement and implementation of the charter school best practices.   + No significant compliance issues, particularly in the areas of student safety, financial and operational management, and the equitable treatment of students. The school has submitted annual financial audits and operational reports without any findings to the Charter Schools Division over the past 3 years.   + The charter school has the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.     - Describes in detail initial start-up challenges and how they were overcome.     - Describes in detail the turnover rates for governing board members, school administrators, and instructional staff.     - Describes in detail how the charter school is qualified to manage and oversee a federal subgrant. | | /5 |
| Strengths: | | | |
| Weaknesses: | | | |
| **Section III: Demonstrated Need or Demand** | **Does Not Meet (0-1)** | **Meets (2-5)** | | **POINTS** |
| Applicant fails to demonstrate that there is a need or demand for the proposed dissemination project.   * Fails to or briefly describes the community the school proposes to serve, including the number and types of schools and students that will benefit from the project. * Fails to or briefly describes the need for the charter school’s best practices in the community it will serve or how these best practices will address the needs of the defined community. Fails to provide concrete and current supporting data that emphasizes the need for the dissemination of the school’s best practices, including:   + Performance data for surrounding public schools in the area that the charter school is located;   + Targeted student population, including projected percentage of educationally disadvantaged students;   + Gaps in educational opportunities that the charter school will address; and   + Other factors that create the need for a high-quality charter school. * Fails to identify specific local school district partners, if known, or provide evidence of a demonstrated need or demand for the specific products and/or services that would be provided through the proposed subgrant activities. | Applicant demonstrates that there is a need or demand for the proposed dissemination project.   * Describes in detail the community the charter school proposes to serve, including the number and types of schools and students that will benefit from the project. * Describes in detail the need for the charter school’s best practices in the community it will serve and how these best practices will address the needs of the defined community. Provides concrete and current supporting data that emphasizes the need for the dissemination of the charter school’s best practices, including:   + Performance data for surrounding public schools in the area that the charter school is located;   + Targeted student population, including projected percentage of educationally disadvantaged students;   + Gaps in educational opportunities that the charter school will address; and   + Other factors that create the need for a high-quality charter school. * Identifies specific local school district partners, if known, and provides evidence of a demonstrated need or demand for the specific products and/or services that would be provided through the proposed subgrant activities. | | /5 |
| **Priority Points** – Up to 20 additional points may be awarded for meeting the following criteria:   1. The project focuses on disseminating best practices that lead to academic success with educationally disadvantaged students in an urban area. 2. The project focuses on disseminating best practices that lead to academic success with educationally disadvantaged students in a rural area. 3. The project focuses on disseminating best practices that lead to academic success with students with disabilities. | | | /20 |
| Strengths: | | | |
| Weaknesses: | | | |
| **Section IV: Project Proposal** | **Does Not Meet (0-8)** | **Meets (9-20)** | | **POINTS** |
| Applicant briefly states or fails to state the type of project the charter school proposes to implement.   * Briefly states or fails to provide an overview of the charter school’s project plan and project scope. Briefly states or fails to include a description of the specific dissemination activities the charter school will implement and/or products the school will develop to target the area(s) discussed in Section III based on the fundable activities. * Fails to include both the required fundable activities in the charter school’s project plan. * Briefly or fails to describe how the project activities will involve contributions from charter schools implementing a similar model as well as from other public schools, local school districts, developers, and potential developers. * Briefly or fails to describe how the project activities are specifically designed to increase academic success for educationally disadvantaged students. Briefly states or fails to include a description of the charter school’s existing methods to specifically engage and support educationally disadvantaged students.   + Briefly or fails to describe the charter school’s outreach plan to inform the public of the availability of the school’s proposed dissemination product and/or service. Briefly states or fails to include in its description:   + How the charter school will solicit interest and develop successful partnerships with schools and districts;   + How the charter school will disseminate its service or product to schools and districts from all parts of the state, including any use of statewide technical assistance organization(s);   + The commitments that will be required of participating schools and districts in order to participate in the project;   + How the plan will eliminate distance as a barrier to participation in the proposed dissemination activities; and   + How the charter school will assist the participating schools and districts in adapting the charter school’s program. | Applicant describes in detail the type of project the charter school proposes to implement.   * Provides a detailed overview of the charter school’s project plan and project scope. Includes a description of the specific dissemination activities the charter school will implement and/or products the school will develop to target the area(s) discussed in Section III based on the fundable activities. * Includes both the required fundable activities in the charter school’s project plan. * Describes in detail how the project activities will involve contributions from charter schools implementing a similar model as well as from other public schools, local school districts, developers, and potential developers. * Describes in detail how the project activities are specifically designed to increase academic success for educationally disadvantaged students. Includes a description of the charter school’s existing methods to specifically engage and support educationally disadvantaged students.   + Describes in detail the charter school’s outreach plan to inform the public of the availability of the school’s proposed dissemination product and/or service. Includes in the description:   + How the charter school will solicit interest and develop successful partnerships with schools and districts;   + How the charter school will disseminate its service or product to schools and districts from all parts of the state, including any use of statewide technical assistance organization(s);   + The commitments that will be required of participating schools and districts in order to participate in the project;   + How the plan will eliminate distance as a barrier to participation in the proposed dissemination activities; and   + How the charter school will assist the participating schools and districts in adapting the charter school’s program. | | /20 |
| Strengths: | | | |
| Weaknesses: | | | |
| **Section V: Project Goals and Impact** | **Does Not Meet (0-6)** | **Meets (7-15)** | | **POINTS** |
| Applicant briefly or fails to develop project goals and objectives for the expected impact of their proposed dissemination activities:   * + Briefly or fails to identify 3 to 5 project goals and briefly or fails to justify each goal in terms of its value in improving student learning and achievement for Georgia students.   + Fails to develop one goal that addresses how sharing educational, fiscal, and operational best practices through the dissemination project will assist in improving academic outcomes and access to educational opportunities for educationally disadvantaged students.   + Briefly or fails to describe how the dissemination activities will result in increased student academic achievement in the participating schools and districts, including among educationally disadvantaged students.   + Briefly or fails to describe the methods in which the increase in student academic achievement will be documented by the charter school.   + Briefly or fails to describe the charter school’s process for developing or refining the project to be disseminated to allow for ongoing correction and improvement.   + Briefly or fails to describe the methods and ability of the charter school and participating schools and districts to sustain the benefit of the project after the subgrant period expires. | Applicant develops project goals and objectives for the expected impact of their proposed dissemination activities:   * + Identifies 3 to 5 project goals and justifies in detail each goal in terms of its value in improving student learning and achievement for Georgia students.   + Includes at least one goal that addresses how sharing educational, fiscal, and operational best practices through the dissemination project will assist in improving academic outcomes and access to educational opportunities for educationally disadvantaged students.   + Describes in detail how the dissemination activities will result in increased student academic achievement in the participating schools and districts, including among educationally disadvantaged students.   + Describes in detail the methods in which the increase in student academic achievement will be documented by the charter school.   + Describes in detail the charter school’s process for developing or refining the project to be disseminated to allow for ongoing correction and improvement.   + Describes in detail the methods and ability of the charter school and participating schools and districts to sustain the benefit of the project after the subgrant period expires. | | /15 |
| Strengths: | | | |
| Weaknesses: | | | |
| **Section VI: Project Management Plan** | **Does Not Meet (0-4)** | **Meets (5-10)** | | **POINTS** |
| Applicant fails to provide a project management plan that details the school’s plan to manage the performance and financial aspects of the subgrant **OR** the applicant’s plan briefly describes or fails to include one or more of the following components:   * An overall description of how the subgrant will be managed. Briefly states or fails to provide a list of the key personnel assigned to manage specific aspects of the subgrant and responsible for completion of the work, including collaborators or contractors. Fails to include resumes and/or biographical information for these individuals. Fails to include a project timeline with benchmarks for the proposed project’s goals. * The school’s plan to be compliant, strategic, and responsible with the financial and business aspects of the subgrant. * The school’s plan to have sufficient cash on hand to front initial subgrant expenditures until reimbursement. * The capability of the governing board to oversee the performance and financial components of the subgrant, including compliance with federal regulations and non-regulatory guidance. * The capability of the governing board to submit required reports on subgrant activities. * The school’s plan for financial and programmatic sustainability after the subgrant period ends and subgrant funds are no longer available. * Fails to attach a copy of the charter school’s conflict of interest policy to verify that an employee of the charter school, and not an employee of any Education Service Provider, is responsible for the direct administration or supervision of the subgrant.   Overall, applicant’s project management plan briefly or fails to describe the relationship between the goals and objectives of the application, the planned use of funds requested, and the activities that are to occur during the subgrant period that will lead to positive impact on student academic achievement. | Applicant provides a comprehensive project management plan that details the school’s plan to manage the performance and financial aspects of the subgrant. The plan includes all of the following components:   * An overall description of how the subgrant will be managed. Provides a list of the key personnel assigned to manage specific aspects of the subgrant and responsible for completion of the work, including collaborators or contractors. Includes resumes and/or biographical information for these individuals. Includes a project timeline with benchmarks for the proposed project’s goals. * The school’s plan to be compliant, strategic, and responsible with the financial and business aspects of the subgrant. * The school’s plan to have sufficient cash on hand to front initial subgrant expenditures until reimbursement. * The capability of the governing board to oversee the performance and financial components of the subgrant, including compliance with federal regulations and non-regulatory guidance. * The capability of the governing board to submit required reports on subgrant activities. * The school’s plan for financial and programmatic sustainability after the subgrant period ends and subgrant funds are no longer available. * Includes a copy of the charter school’s conflict of interest policy to verify that an employee of the charter school, and not an employee of any Education Service Provider, is responsible for the direct administration or supervision of the subgrant.   Overall, applicant’s project management plan describes in detail a direct relationship between the goals and objectives of the application, the planned use of funds requested, and the activities that are to occur during the subgrant period that will lead to positive impact on student academic achievement. | | /10 |
| Strengths: | | | |
| Weaknesses: | | | |
| **Section VII: Project Evaluation** | **Does Not Meet (0-4)** | **Meets (5-10)** | | **POINTS** |
| Applicant fails to provide an evaluation plan that details how the school will evaluate the proposed project to determine if the project goals and objectives are met, **OR** the applicant’s plan briefly describes or fails to include the following components:   * A detailed description of how the charter school’s performance will be measured against the project goals and objectives identified in Section V. * The specific targets, measures, and metrics for each project goal, including the qualitative and quantitative sources of data that will be used to measure progress on each goal. The accountability measures used are not SMART (Specific, Measurable, Achievable, Results-oriented, and Time-bound). * A timeline for measuring progress on each project goal.   + Briefly states and fails to include the baseline data that will be measured (i.e., what data will be collected and data sources used).   + Briefly states or fails to include the effective evaluation methods that will be used to assess the charter school’s progress toward meeting its goals and objectives and allow for ongoing correction and improvement. | Applicant provides a comprehensive evaluation plan that details how the school will evaluate the proposed project to determine if the project goals and objectives are met. The plan includes all of the following components:   * A detailed description of how the charter school’s performance will be measured against the project goals and objectives identified in Section V. * The specific targets, measures, and metrics for each project goal, including the qualitative and quantitative sources of data that will be used to measure progress on each goal. The accountability measures used are SMART (Specific, Measurable, Achievable, Results-oriented, and Time-bound). * A timeline for measuring progress on each project goal.   + Includes the baseline data that will be measured (i.e., what data will be collected and data sources used).   + Includes the effective evaluation methods that will be used to assess the charter school’s progress toward meeting its goals and objectives and allow for ongoing correction and improvement. | | /10 |
| Strengths: | | | |
| Weaknesses: | | | |
| **Section VIII:**  **Budget Narrative** | **Does Not Meet (0-4)** | **Meets (5-10)** | | **POINTS** |
| Applicant briefly or fails to describe:   * The planned use of the subgrant funds for the project, including how the funds will be used for all participants involved such as consultants. The description fails to address all years of the subgrant. * How the proposed expenses will allow the charter school to accomplish the project’s goals and objectives. * Any additional grant funding for operational costs that has been or will be sought by the charter school to contribute to this project, including any federal programs administered by the U.S. Department of Education. * The charter school’s fiscal autonomy from the local district. * The charter school’s internal financial controls policy to ensure that expenditures will be used appropriately. | Applicant describes in detail:   * The planned use of the subgrant funds for the project, including how the funds will be used for all participants involved such as consultants. The description addresses all years of the subgrant, up to 2 years. * How the proposed expenses will allow the charter school to accomplish the project’s goals and objectives. * Any additional grant funding for operational costs that has been or will be sought by the charter school to contribute to this project, including any federal programs administered by the U.S. Department of Education. * The charter school’s fiscal autonomy from the local district. * The charter school’s internal financial controls policy to ensure that expenditures will be used appropriately. | | /10 |
| Strengths: | | | |
| Weaknesses: | | | |

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| --- | --- | --- | --- |
| **Part III: Appendices** | | | |
| **Appendix B: Budget Summary and Detail Sheets** | **Does Not Meet (0-4)** | **Meets (5-10)** | **POINTS** |
| * Applicant fails to submit the Georgia Budget Summary and Detail Sheets OR fails to use the budget template provided. * The proposed budget does not support the project goals identified in the application. Applicant fails to provide evidence of the relationship between the identified goals and how the funds will be spent. * The budget detail does not reflect the entire project period. * Applicant does not indicate allowable costs and projects in the budget detail sheets. * The projected budget summary is incomplete – expenditures are inaccurately classified by object code, the full term of the subgrant is not covered, and totals by year are not aligned with the funding levels in the application. * Applicant charges for the products or services associated with the subgrant. | * Applicant submits the Georgia Budget Summary and Detail Sheets using the budget template provided. * The proposed budget supports the project goals identified in the application. Applicant provides evidence of the relationship between the identified goals and how the funds will be spent. * The budget detail reflects the entire project period. * Applicant indicates allowable costs and projects in the budget detail sheets. * The projected budget summary is complete – expenditures are accurately classified by object code, the full term of the subgrant is covered, and totals by year are aligned with the funding levels in the application. * Applicant budgets for the free distribution of the proposed project. Applicant does not charge for the products or services associated with this subgrant. | /10 |
| Strengths: | | |
| Weaknesses: | | |

*Note: If necessary, this rubric may be modified by the Department of Education prior to the scoring of applications.*

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1. The U.S. Department of Education publishes Education Department General Administrative Regulations (EDGAR) that includes regulations concerning income generated by the grant recipient as a result of grant-funded activities. EDGAR may be accessed at <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> or by calling (202) 260-9895. [↑](#footnote-ref-1)