

Implementation Grant Writing Workshop A Focus on Quality

Charter Schools Division
February 25, 2013



Dr. John D. Barge, State School Superintendent
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Goal

**To provide participants with
the necessary tools and
knowledge to put together a
high-quality Implementation
Grant application**



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Focus: Quality

High
Quality

=



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Objectives

Participants will be able to:

Understand the Implementation Grant Application Process and Requirements.

Write high-quality SMART project goals.

Compose a well-written, thorough yet concise description of your educational program.

Demonstrate in writing the capacity of the governing board and administration to run a school and appropriately manage a large federal grant award.

Write a clear and concise explanation of and justification for the proposed uses of grant funds.

Properly and correctly fill out the required budget forms.



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Content

Overview and General Information

Writing SMART Goals

Educational Program

Break

Autonomy & Oversight; Governance & Management

Community Involvement, Student Access

Fiscal Sustainability/Budget Overview

Conclusion/Final Takeaways



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Charter School Program Grant Eligibility

Newly Established Charter School:

- A Newly Established charter school is defined as a charter school that has not operated as a private school or under another SBE number, and has been in operation as a charter school for no more than one school year. Education code disallows the conversion of private schools to charter schools.

High Quality:

- A High Quality charter school is a school that has achieved NCLB Adequate Yearly Progress goals and whose current annual independent audit contains no material exceptions or deficiencies



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Eligibility

For-profit entities are NOT eligible applicants.

Charter School can contract with a for-profit entity to provide management services.

Each charter school MUST supervise the administration of the CSP grant.



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A charter school is eligible to apply if:

The school will open during the 2011-2012 School Year

The school complies with all applicable state and federal laws.

The school has a written performance contract with the Department of Education or the Georgia Charter Schools Commission.



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A charter school is ineligible to apply if:

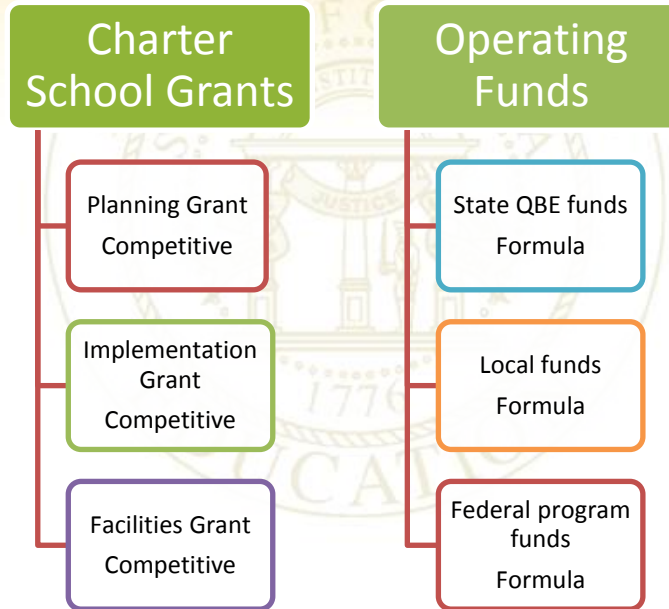
The school will NOT open during the 2010-2011 School Year

The school will not enroll any full time students or receive an AYP designation

The school does not comply with all applicable state and federal laws.



Charter School Funding Sources



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Federal CSP Purpose

expand the number of high-quality charter schools available to students by providing financial assistance for the planning, program design, and initial implementation of charter schools;

increase understanding of the charter school model; and

evaluate the effects of charter schools, including their effects on students, student academic achievement, staff, and parents.



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Planning vs. Implementation

Initial Planning Costs

- 12 months maximum
- Salaries, governing board training
- 501©3
- One time costs/not recurring

Initial Implementation

- Furniture/computers
- Program
- Professional Development
- Textbooks



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Federal Planning Grant

Use same
application as
Implementation
Grant

\$75,000

12 months

Reimbursement
Grant

Planning Expenses
Only!



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Federal Implementation Grant

New
Application

Competitive
Grant

24 months

Reimbursement
Grant

Operational
Costs are NOT
ALLOWABLE



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New Funding Levels for Conversions

| Start-ups | Year 1 | Year 2 |
|--|-----------|-----------|
| School with enrollment of more than 250 students | \$250,000 | \$250,000 |
| School with enrollment of less than 250 students | \$250,000 | \$150,000 |



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New Funding Levels for Conversions

| Conversions | Year 1 | Year 2 |
|--|-----------|-----------|
| School with enrollment of more than 500 students | \$150,000 | \$150,000 |
| School with enrollment of less than 500 students | \$125,000 | \$75,000 |



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Supplemental Funding Opportunities

| | Existing School or District is in Needs Improvement Status 2 or higher | Secondary Students will make up at least 50% of the school's enrollment | School is located in a district with less than 3 FTE charter schools |
|-------------|--|---|--|
| All Schools | \$75,000 | \$25,000 | \$50,000 |



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Peer Review

Federal Requirement

3 External Reviewers

- Charter School and Grant Experts

Numerical and Descriptive Scores



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Grant Writing Basics

Define Your Project

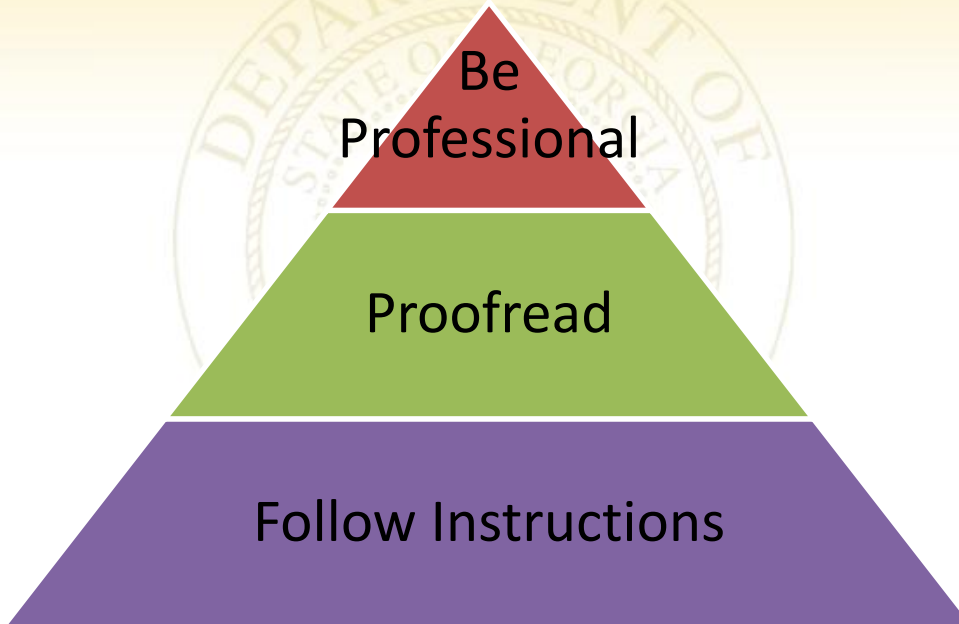
Read Proposal Guidelines

Assume Nothing



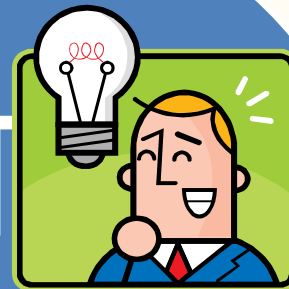
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General Tips



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Writing SMART Goals



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Prompt

- **B. Project Goals.** Describe the student achievement objectives of the charter school, and the methods by which the charter school will determine its progress toward achieving those objectives. **(20 Points)**
 - List at least three project goals, with indicators, for the proposed grant that encompass the 24 month project period or 36 month if applying for both grants. At least two goals must address student academic achievement as measured by either the CRCT, GHSGT and Adequate Yearly Progress (AYP). Each listed goal should be specific, measurable, attainable, research-based and time-phased. As an example, “95% of all staff will receive training on curriculum and policy in year 1, 80% of staff will receive training in reading intervention, writing mastery, and student learning styles in year 2.” The use of these grant funds should be directly correlated to student academic achievement. Project goals should relate to the school’s goals listed in their charter school contract.



Project Goals Rubric

Does Not Meet (0-6)

- The applicant listed 2 or fewer project goals. Applicant only listed one or fewer goals that address student academic achievement measured by either CRCT, GHS GT, and AYP. The goals were not specific, measurable, attainable, research based, or time phased. Project goals do not relate to the schools goals listed in their charter contract.

Meets (7-13)

- The applicant listed at least 3 project goals that encompassed the 24 month project period or 36 month project period if applying for both grants. Applicant listed at least two goals that address student academic achievement measured by either the CRCT, GHS GT, and AYP. Each goal was specific, measurable, attainable, research based, and time phased. Project goals are related to the schools goals listed in their charter school contract.

Exceeds (14-20)

- The applicant listed 5 or more project goals that encompassed the 24 month project period or 36 month project period if applying for both grants. Applicant listed more than two goals that address student academic achievement measured by either the CRCT, GHS GT, and AYP. Each goal was specific, measurable, attainable, research based, and time phased. Project goals are related to the schools goals listed in their charter school contract. Applicant indicated other significant milestones for a successful project.



S

- SPECIFIC

M

- MEASURABLE

A

- ATTAINABLE & AMBITIOUS

R

- REALISTIC/REFLECTIVE OF MISSION/RESEARCH-BASED/RIGOROUS

T

- TIME-PHASED/TIME-BOUND



SMART Goals

Specific

- All teachers at Achievement Charter School will complete a 2-week summer workshop in Achievement's educational philosophy instructional methodology.

Not Specific

- Teachers at Achievement Charter School will receive staff development training.



SMART Goals

Measurable

- On average, students will improve their scores on the Stanford-9 Reading Assessment by 4% each year.

Not Measureable

- Students will become excellent readers and writers.



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SMART Goals

Attainable

- Achievement Charter School will have a exceeds rate 5% above the state average by year 3.

Not Attainable

- Achievement Charter School will outperform every school in the local district in all academic areas.



SMART Goals

Realistic

- 75% percent of students at Achievement Charter School will exceed State averages on Math and Reading on the CRCT.

Not Realistic

- 100% of students at Achievement Charter School will improve upon their baseline CRCT reading scores by 15% in the first year of operation.



SMART Goals

Time-bound

- Achievement Charter School will close the achievement gap between subgroups by 50% by the end of year 2, and by an additional 10% each year thereafter.

Not Time-Bound

- Achievement Charter School will close the achievement gap between subgroups by 50%.



Sample SMART goal with measures

GOAL I: Downtown Charter School students will become proficient readers of the English language.

Measures:

- In each cohort of Downtown Charter School students, the average score on the Stanford 9 will increase by 5 NCEs per year until the average NCE of the cohort is 70%.
- On the Georgia criterion-referenced reading test for grades 5-8 a greater percentage of Downtown Charter School students will score at meets and exceeds levels than will their peers in the Atlanta Public Schools District .
- Each year in each cohort the average scale score of Downtown Charter School students will improve in relation to exceeds expectations on the Georgia reading/ELA CRCT exams. This measure is designed to assess student growth over time on a criterion-referenced test.



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SMART GOALS: Take-Away



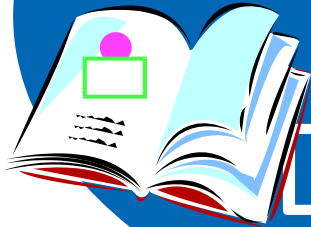
Non-SMART
goals

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Educational Program Description



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Prompt

- **A. Educational Program Overview.** Briefly describe your charter school, including the educational program, the school community, the school's origins and the vision of the school. Please cover the bulleted points below. **(20 points)**
 - Describe how the school plans to use grant funds to implement the school's vision. Please include the grades served during the first two years of operation, curricular focus or theme of the charter school.
 - Briefly describe the educational program that will be implemented by the charter school including any themes or key initiatives or instructional delivery methods. If the charter school serves grades 9-12, list the graduation requirements.
 - Please describe how your educational program distinguishes your school from other educational options available to the student population that you are seeking to enroll.



Ensuring a High Score

Background: (Briefly) tell us your story

- How and why did this school come about?
- Who was involved?

Vision: Paint a vivid picture

- The unique program/focus/theme you are implementing
- Grades served
- The community
- The school culture
- Key initiatives or special programs
- Instructional methods
- What makes you unique?
- Include everything funds will be spent on



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General Tips

A THOROUGH yet CONCISE description

- Provide lots of details
- But don't be wordy or unnecessarily repetitive (Say it once!)
- K.I.S.S.

Don't ASSUME anything

- Grant raters may have little or no background knowledge of the curriculum or program you are describing.
- Link your program to achievement



EDUCATIONAL PROGRAM: Take-Away



Assume raters
have no previous
knowledge!



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Autonomy & Oversight Governance & Management



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Prompt

- **C. Autonomy and Oversight.** Briefly describe the administrative relationship between the charter school and the charter entity including the amount of technical assistance or oversight you expect the charter entity to provide to you during the first two years of operation. **(5 Points)**



Autonomy and Oversight Rubric

Does Not Meet

- Administrative relationship between the charter school and authorizer is not clear. Application does not provide information about where the charter school will receive technical assistance or support. Application does not demonstrate independence from authorizer.

Meets Expectations

- The application includes information about the administrative relationship between the charter school and the authorizer. Application demonstrates independence from authorizer.

Exceeds

- The administrative relationship is clearly explained. The application demonstrates sufficient autonomy to meet the federal definition of a charter school. The technical assistance expected by the applicant from the authorizer is clear.



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Ensuring a High Score

Clear explanation of charter school/authorizer relationship

Clarify how much/little autonomy your school will experience

- If a conversion, how are you operating differently from pre-conversion?

Independence from your authorizer



Prompt

- **E. Governance and Management.** Describe the qualifications of the governing board. **(15 Points)**
 - Describe the level of oversight the governing board has over the school and school leader. Describe the composition of the governing board, *e.g.* parents, community members or staff, and their responsibilities or decision-making authority. List any prerequisites for individuals to serve on the governing board.
 - Describe how board members were selected and their qualifications. Detail the training needs of the governing board and what board training has already occurred.
 - Describe how the governing board's policies will be made available to parents. Please describe how the charter school will be managed and attach any management contracts as an appendix.



Ensuring a High Score

EMO Relationship: Who's in charge?

Summarize qualifications of relevant parties

- Resumes not necessary!



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Autonomy, Oversight, Governance & Management: Take-Away



Show us your
CAPACITY



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Community Involvement/ Student Access



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Prompt

- **F. Parent/Community Involvement and Marketing.** Describe how parents, students and other members of the community will be informed about the charter school, and how students will be given an equal opportunity to attend the charter school. **(5 points)**
- **G. Student Access** Describe how the charter school will comply with requirements of Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA).



What We're Looking For

Describe how parents contributed to the development of the curriculum and the implementation of the charter.

- Will parents sit on the governing board?
- How will parents be engaged in school activities?
- How will the school bring in community partnerships?

Describe how parents, students, and community members will be informed about the charter school.

Describe how students will be given an equal opportunity to attend the school



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Community Involvement/ Student Access: Take-Away



Small section, BUT
critical to meeting
USDOE
requirements



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Fiscal Sustainability/ Budget Overview



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Prompt

- **H. Fiscal Sustainability.** Please describe how Federal CSP funds will be used in conjunction with other federal funds, state and local funds. Please describe any alternative funding sources. Describe how the business office practices and policies at the charter school will be or were established. Explain the activities that have occurred for the development of an operating budget that demonstrates the fiscal viability of the school. Explain the data management system the charter school will use and how it will interface with the school district's data management system for pupil enrollment and attendance. **(5 Points)**



Ensuring a High Score

Demonstrate that your school has ability to plan a balanced budget.

Include information on policies and procedures development.

Use specifics!

Discuss internal controls.



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Prompt

- **K. Budget Narrative.** Provide an overview of how grant funds will be used to address project goals and meet the needs of the charter school, charter school developers, or a public school seeking to convert to charter status. All expenditures should be related to one of the proposed project goals or objectives. **(10 Points)**
- **L. Budget Details.** Using the budget detail, list the main line items for each project goal. The budget detail page in the Excel spreadsheet should include all detail sufficient to explain how the total line item amount was reached. No single line item should exceed \$30,000 without proper justification (*e.g.*, a technology line item should be broken down to the number of units and the cost per unit). Line items without proper justification will be denied. Fully describe the proposed budget for twenty four months. The proposed budget should not exceed the baseline amounts listed in Section D of this application. Additional information about Georgia Accounting Codes is located in Appendix B of this application. **(10 Points)**



Budget Narrative

Link Expenses to Project Goals

Be Specific!

Plan for less money.



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Allowable Expenses



Supplies, materials,
furniture, computers
and other equipment.

Salaries and benefits
for KEY staff during
the START-UP phase
only.

Staff and student
recruitment materials
and activities.

INITIAL Staff Training

Consultant services to
help develop
curriculum etc.

ADA Compliance (up
to \$5,000)

Conference
Attendance

Library Books



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Unallowable Expenses



Salaries for individuals involved in the school's ongoing program.

- Lead Teacher salary, Spanish Teacher salary
- Any employee of an EMO

Lease Payments

- Facility grant

Contracted service for payroll

Routine student transportation

On-going staff development/training required by EMO



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Unallowable Expenses



Playground equipment,
athletic equipment, or
sports uniforms

Repairs and
maintenance of
classrooms or building

- Fire Alarm, bell systems,
refrigerators/freezers,

Planning and zoning,
traffic studies,
demographic studies, or
site inspections

Food or cafeteria
equipment

Microwaves, outdoor
tables, or reception
furniture

Furnishings and
equipment for staff
offices, or
Administrative supplies

Other administrative
expenses such as a PA
system or flags

Blackberries, cell
phones, telephones,
walkie-talkie radios



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Whole Group Activity: Are these expenses allowable?

3 months Salary of Principal from June 2010 to August 2010

3 months Salary of Auditor

Installing a ADA compliant Ramp for \$3,000



Painting Classroom

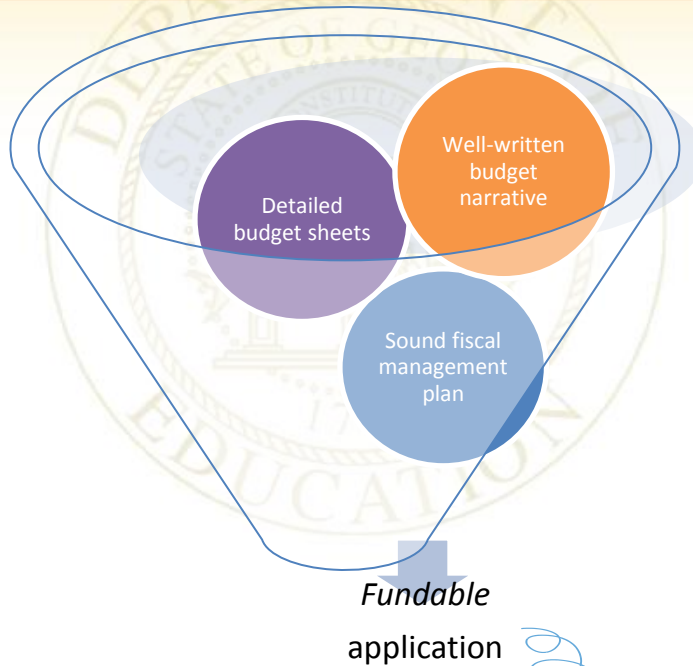
Purchasing Buses

30 computers for classroom use

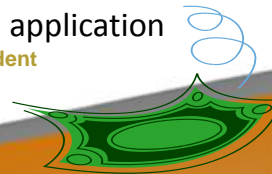


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Fiscal Sustainability & Budget: Take-Away



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Conclusion/Final Takeaways



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