



INNOVATION & EXCELLENCE

WASHINGTON'S CHARTER SCHOOLS PROGRAM GRANT

REQUEST FOR APPLICATIONS

2023 Federal CSP Expansion Subgrant

APPLICATION DUE DATE

September 11, 2023

PROGRAM, BUDGET AND RFA QUESTIONS:

Jeannette Vaughn, Project Director
Haid Bloxham, Co-President, Finance and Operations
CSPgrant@wacharters.org

Federal Program Title:	Expanding Opportunities Through Quality Charter Schools Program (CSP) to State Entities
Federal Agency:	U.S. Department of Education
State Entity:	Washington State Charter Schools Association
CFDA Number:	84.282A
Award Name:	Washington's Innovation and Excellence CSP Award
Award Number:	U282A190002

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APPLICATION TIMING AND DEADLINES

SubGrant Application Timeline	
DATE	EVENTS & IMPORTANT DATES
July 31, 2023	Required Subgrant Introductory Webinar
August 1, 2023	Application for Expansion Grant opens
September 11, 2023	Expansion Grant application closes
October 13, 2023	Award notices for Expansion grant applications
TBD	Post-Award Webinar for new subgrantees
Ongoing	Technical assistance as needed in real-time and in an ongoing fashion

Grant calendar updates can be found at
wacharters.org/charter-school-program/
Dates are subject to change.

BACKGROUND

Authorized by title V, part B, subpart 1 of the Every Student Succeeds Act (ESSA, Public Law 114–95), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), the federal Charter Schools Program (CSP) provides funding to State Entities (CFDA number 84.282A) with the purpose “to expand opportunities for all students, particularly traditionally underserved students, to attend public charter schools and meet challenging State academic standards; provide financial assistance for the planning, program design, and initial implementation of charter schools; increase the number of high-quality charter schools available to students across the United States; evaluate the impact of charter schools on student achievement, families, and communities; share best practices between charter schools and other public schools; encourage States to provide facilities support to charter schools; support efforts to strengthen the charter school authorizing process.”

The Charter School Program (CSP) State Entities program provides financial assistance to state entities to support charter public schools that serve elementary and secondary school students in a given state. Under the program, recipient state entities make subgrants to eligible applicants for the purpose of opening new public charter public schools and replicating and expanding high-quality public charter public schools.

Grant funds may also be used to provide technical assistance to eligible applicants and authorized public chartering agencies in opening new charter public schools and replicating and expanding high-quality charter public schools, and to work with authorized public chartering agencies to improve authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter public schools.

Charter public schools receiving subgrant funds under the CSP State Entities program also may serve students in early childhood education programs or post-secondary students.

PURPOSE OF THE PROJECT

Washington's **Innovation and Excellence** Federal CSP Program (Innovation and Excellence Program) was launched through a \$19.9M federal award (contingent upon federal appropriations for the program). The purpose of this program is to help Washington expand opportunities for students to attend excellent and innovative charter public schools that meet and exceed state academic standards.

Washington's **Innovation and Excellence** Program has four objectives:

1. Increase the number of high-quality charter public schools and authorized charter public school seats in Washington
2. Improve student outcomes in Washington's charter public schools, especially for at-risk students
3. Disseminate innovative, effective educational practices that improve student outcomes with key Washington stakeholder groups (i.e., educational partners, traditional public education systems, parents and families, and community-based organizations.)
4. In collaboration with Washington authorizers, support and strengthen our best-in-class authorization process and develop, review, and iterate an authorization renewal process in alignment with the National Association of Charter School Authorizers (NACSA)'s quality practices

In carrying out these objectives, Washington's **Innovation and Excellence** Program will provide subgrants to qualified charter public school developers to provide financial support for the initial implementation of expanding, replicating, or opening a charter public school.

At least 90 percent of Washington's federal CSP award will be utilized for competitive subgrants to eligible charter public school subgrantees. At least seven percent will be utilized for state-level technical assistance activities and not more than three percent will be utilized by WA Charters for the purposes of administering the program.

AVAILABLE FUNDS FOR SUBGRANTS

The current funding amount available to be awarded in 2023 for Washington's Innovation and Excellence Program subgrants is approximately \$2,500,000 (only available for expansion grants) restricted to, based on applicant eligibility¹, the following eligible subgrant activities (per ESEA § 4303(b)(1) requirements):

- Opening and preparation for the expansion of an existing high-quality charter public school that meets the requirements listed in this grant.

The available funds for this 2023 Request for Applications (RFA) will be divided and awarded to successful applicants as follows:

Type of Subgrant	# of Awards in 2023	Funds Available for initial grant period	Duration of Full Award	Full Grant Pathway ²
Expansion Grants	2	\$200,000	Up to 36 months	\$1,250,000

² Contingent upon grant renewal and appropriation of additional funds at the federal level

SIZE & DURATION OF SUBGRANTS

Washington's Innovation and Excellence Program subgrant award periods will be no more than 36 consecutive months TOTAL for Expansion School Planning and Implementation subgrants.

Planning funds for Expansion grants are not to exceed 18 months.

Implementation funds for Expansion School subgrants are not to exceed 24 months.

Grant Type	Planning Year	Implementation Year 1	Implementation Year 2
<u>Expansion School</u>	\$200,000	\$550,000	\$500,000

CSP subgrants are awarded on a competitive basis according to an applicant's scores on the Selection Criteria rubric identified in this RFA. There is no guarantee that submitting a proposal will result in funding, or funding at the requested level. Proposals that do not reach a minimum score overall will not be funded.

Subsequent years of funding beyond the initial grant year will be confirmed following an annual renewal process and are based on the school's initial CSP grant awarded amount. The renewal process to continue grant funding is not competitive but is subject to available federal funds. After the conclusion of the first year within the approved project period, the subgrantee shall submit all required documentation, including the annual performance report and financial expenditure report. Satisfactory progress toward meeting the goals and objectives stipulated within the grant will be required in order to renew the grant for a second year, and each additional grant year. While a school's grant is under renewal review, the school may access up to 25 percent of its anticipated award for the grant year. A school whose grant is not approved for renewal will not receive further funding beyond this initial 25 percent.

WA Charter's CSP grant expires on September 30, 2024. Continued funding beyond this date requires the approval of an annual "No Cost Extension" by the US Department of Education. At the appropriate time, WA Charters intends to apply for and anticipates approval of this extension, but applicants should understand that continued funding of subgrants is dependent upon this approval.

Continuation funding may be terminated if substantial progress is not made toward accomplishing the grant project goals articulated in the awarded CSP subgrant application or if the charter public school fails to make satisfactory student academic progress. Failure to draw down funds in a regular and timely manner, fulfill technical assistance and reporting requirements, or meet enrollment projections by a significant amount may potentially disrupt funding. Regular communication regarding changes in plans, administration, or ability to fulfill obligations of the grant is encouraged to identify early solutions.

ELIGIBLE APPLICANTS (REQUIRED CRITERIA)

An existing or prospective charter public school may be eligible to apply for federal CSP subgrant funds through the WA Charters Innovation and Excellence Program Subgrant if they demonstrate they:

1. Meet the federal definitions of a “charter school” and “developer”,
2. Have been approved, as a new school or to replicate and/ or expand, by a Washington state-sanctioned charter public school authorizer,
3. Have received, or is in the process of receiving, Local Education Agency (LEA) status,
4. Have provided adequate and timely notification to its authorizer that the school is applying for Washington’s Innovation and Excellence Program subgrant, and
5. Meet the definition of either a Waiver School, New School, or Replication/ Expansion School as defined below.

All applicants to the WA Charters Innovation and Excellence Program must demonstrate they meet the definitions of a “charter school” and “developer” in the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), sections 4310 (2) and 4310 (5), in order to be eligible for federal Charter Schools Programs funds.

ESEA § 4310 (2) CHARTER SCHOOL—The term “charter school” means a public school that—

- A. 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;
- B. 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;
- C. 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;
- E. 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, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act;
- H. is a school to which parents choose to send their children, and that—
 - i. admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
 - ii. in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
- 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 State audit requirements are waived by the State;
- J. meets all applicable Federal, State, and local health and safety requirements;
- K. operates in accordance with State law;
- 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; and
- M. may serve students in early childhood education programs or postsecondary students.

ESEA § 4310 (5) DEVELOPER – The term “developer” means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.

ESEA § 4310 (8) HIGH-QUALITY CHARTER SCHOOL —The term “high-quality charter school” means a charter school that:

- a) shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;
- b) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
- c) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
- d) 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), 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.

Educational Service Providers Defined

Schools choosing to engage a nonprofit educational service provider (ESP) or educational management organization (EMO) or charter management organization (CMO) must demonstrate that they and their governing boards are independent of the provider, and that all fees and agreements are fair and reasonable.³ The ESP, EMO or CMO does not qualify as an eligible applicant nor may it hold or manage a subgrant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the ESP, EMO or CMO, is identified to administer the grant, as required per 34 CFR 74.40-48, 75.524-525, and 80.36 (procurements) and articulated in the federal CSP January 2014 Nonregulatory Guidance (see links “Regulations and Guidance” section below). Contracts between schools and ESPs will be subject to review as part of the application and eligibility processes per ESEA § 4303 (f)(1)(C)(i)(I).

Waiver School:

For the purposes of this CSP grant, WA Charters defines a waiver charter public school as one that was awarded a single, one-year CSP planning subgrant from the Office of Superintendent of Public Instruction in 2019 under NCLB. Waiver schools must open in either the 2020-21 or 2021-2022 school year to be eligible for an implementation only grant and grant expenditures may not be for the same activities as those under their one-year CSP planning subgrant. Waiver schools opening in school year 2020-21 will be eligible for a 4-year, 48-month implementation only grant and schools that open in school year 2021-22 will be eligible for grant that us up to 36 months in length pending the start date of their previous NCLB planning year grant. Virtual charter public schools are not eligible.

New School:

For the purposes of this CSP grant, WA Charters defines a new charter public school as one that is authorized by a Washington state-sanctioned charter public school authorizer and be in their first year of planning and operations. A developer for a new charter public school must be approved by a charter public school authorizer to open in the Fall 2021. New schools are eligible to apply before their charter contract is finalized. Funds may only be spent after the

³ Washington charter law states that contracts for management operation of a charter public school can only be with nonprofit organizations.

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new school's charter contract is finalized and fully executed as well as other requirements outlined in this RFA. Schools that have received a federal CSP grant or subgrant under another school name or before being reconstituted are not eligible for funding under Washington's Innovation and Excellence Program, unless they meet the waiver school definition above or the replication and/or expansion definition below. Virtual charter public schools are not eligible.

In addition, new school applications must also demonstrate they meet all criteria below to be considered a high-quality start-up:

- Evidence of a committed board of trustees with strong governance capacity and expertise and that has demonstrated capacity to deliver for children and families;
- Identified quality instructional leader (or leadership team) who is either experienced or proven in running a high-performing school and/or has received first-class charter specific training;
- Demonstrated ability to attract, recruit, retain and develop top teaching talent;
- Sustainable business plan;
- Viable facility plan;
- Evidence of market-demand for the school;
- Innovative and effective learning model that meet the needs of systemically underserved students; and
- Transportation plan for students.

Expansion and/or Replication of a High-Quality Charter Public School:

For the purposes of this CSP grant, WA Charters defines a replication of a high-quality charter public school as opening a new charter public school or campus based upon the educational model of an existing high-quality charter public school. For the purposes of this CSP grant, WA Charters defines expansion of a high-quality charter public school as significantly increasing enrollment or adding one or more grades to a high-quality charter public school. Grant expenditures may not be for any of the same activities previously funded under any CSP sub-grant. Virtual charter public schools are not eligible to apply. Applicants seeking Expansion/Replication grants are required to satisfy the following requirements:

1. Demonstrate the project meets the state and federal definition of "expand" or "replicate"
2. Demonstrate the charter public school being expanded or replicating meets the federal definition of high-quality by providing an overview of academic data, using multiple measures such as norm-referenced and externally-validated assessments as well as internal measures including mission-specific goals, demonstrating growth and proficiency levels for ELA and Math:
 - a. The applicant should provide a compelling narrative that tells the story behind the data. This comprehensive overview should demonstrate bright spots of strong and/or growing academic results and identified areas where extra supports are warranted. It should include performance in relation to local district averages for proficiency and academic growth, and if applicable Postsecondary and Workforce Readiness (for schools with high school age students).
 - b. If the applicant has received a previous subgrant under CSP SE funds, the applicant must also demonstrate at least three-years of improved educational results for students enrolled in such charter school with respect to the elements described in 4310(8) (A) and (D). – 4303(e)(2).
 - c. Success in increasing student achievement, including graduation rates, for all students and for each subgroup defined by ESSA (e.g. economically disadvantaged, students with disabilities, Hispanic or Latino, and ELL).
 - d. No significant issues identified by their authorizer in areas of student safety, school finance, operational management, or statutory/regulatory compliance.
 - e. Good standing with authorizer and lenders.
 - f. Evidence of a student waitlist or intents to apply.

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All applicants will complete and verify, via signature, an eligibility checklist before gaining access to the RFA Application and associated tasks in WA Charters' Online CSP Subgrant Application Portal. This is to ensure the above required criteria are met. Applicants will also be asked to submit documentation of eligibility with online application.

REQUIRED ELEMENTS

Each applicant must demonstrate to the grant review team that the proposal will result in a quality educational program. Special focus will be placed on the applicant's soundness of planning and the ability to link the specific activities described in the grant project to the charter public school's educational vision and enhanced levels of student academic achievement as measured by Washington's state assessment system.

The CSP subgrant application is structured to parallel Washington's New Charter School Application structure and serve as a charter public school's business plan for the project; therefore, schools should ensure that all the required elements accurately reflect the unique attributes of their schools. Any application that has been plagiarized in whole or in part or lacking in uniqueness/innovation may be denied. Applicants should ensure the application is unique and are encouraged to pay special attention to justifying the need in the community and the level of buy-in from the community.

REGULATIONS AND GUIDANCE

- Applicants should be aware of the following relevant provisions: January 2014 CSP Nonregulatory Guidance and 2 CFR Part 200 Uniform Administrative Requirements (http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl), Cost Principles, and Audit Requirements for Federal Awards and Nonregulatory Guidance Student Support and Academic Achievement Programs.
- Applicants should also be aware of the following federal regulations and guidance that impact this federal CSP subgrant: 2015 Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; Charter Schools Program Grants to State Educational Agencies ([80 FR 34201](#)).
- Education Department General Administrative Regulations ([EDGAR](#)), 34 CFR parts 75, 76, 77, 79, 81, 82, 84, 97, 98, and 99.
- The Office of Management and Budget Guidelines for Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the U.S. Department of Education in 2 CFR part 3485.
- Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ([2 CFR 200](#)), as adopted and amended in 2 CFR part 3474.
- Uniform Guidance Technical Assistance for Grantees ([Uniform Guidance TA](#)).
- [ESSA Flexibility Frequently Asked Questions](#) (FAQ) (December 2017)
- ESSA Flexibility [Webinar Recording](#)
- Charter Schools Program Nonregulatory Guidance (updated January 2014) [MS Word](#) (203 KB).
- CSP Guidance On the Use of Funds to Support Preschool Education (December 2014) [MS Word](#) (45KB).
- And other programmatic guidance identified on the [Federal Charter Schools Program website](#).

LOTTERY AND ENROLLMENT REQUIREMENTS

A charter public school receiving CSP funds must use a lottery if more students apply for admission to the charter public school than can be admitted. A charter public school with fewer applicants than spaces available does not need to conduct a lottery. A lottery is a random selection process by which applicants are admitted to the charter public school, as per ESEA § 4303 (c)(3)(A).

A charter public school that is oversubscribed and, consequently, must use a lottery, generally must include in that lottery all eligible applicants for admission. A charter public school may exempt from the lottery only those students who are deemed to have been admitted to the charter public school already and, therefore, do not need to reapply.

Specifically, the following categories of applicants may be exempted from the lottery on this basis:

- a) Students who are enrolled in a public school at the time it is converted into a public charter public school;
- b) Students who are eligible to attend, and are living in the attendance area of, a public school at the time it is converted into a public charter public school;
- c) Siblings of students already admitted to or attending the same charter public school;
- d) Children of a charter public school's founders, teachers, and staff (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); and

When recruiting students, charter public schools should target all segments of the parent community. ESEA §4303 (f)(1)(A)(viii)(I) requires charter public school grant and subgrant recipients to inform students in the community about the charter public school and to give each student “an equal opportunity to attend the charter public school.” Thus, recruitment and enrollment practices must promote the inclusion of all students, including eliminating any barriers to enrollment for educationally disadvantaged students, including foster youth and unaccompanied homeless youth. A charter public school must thus recruit in a manner that does not discriminate against students of a particular race, color, national origin (including English language learners), religion, or sex, or against students with disabilities; in order to meet this goal, charter public schools should consider additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter public school's programs.

Charter public schools should reach out broadly to the community, including to English language learners and students with disabilities. Once a student has been admitted to the charter public school through an appropriate process, he or she may remain in attendance through subsequent grades. A new applicant for admission to the charter public school, however, would be subject to the lottery if, as of the application closing date, the total number of applicants exceeds the number of spaces available at the charter public school. ESEA §4303 (f)(1)(A)(viii)(I)

To be eligible for a CSP subgrant, a charter public school's admissions practices must comply with applicable Federal and State laws. Exemptions from the lottery specified above are permissible only to the extent that they are consistent with the State's charter public school law, other applicable State laws, the school's charter, and any applicable title VI desegregation plans or court orders requiring desegregation. A charter public school's admissions practices must also comply with part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to, title VI of the Civil Rights Act of 1964; section 504 of the Rehabilitation Act of 1973; and title II of the Americans with Disabilities Act of 1990, as applicable.

Weighted Lottery

- Please note that RCW 28A.710.050 requires that weighted enrollment preferences must be approved by the school's authorizer.
- If capacity is insufficient to enroll all students who apply to a charter public school, the charter public school must grant an enrollment preference to siblings of enrolled students, with any remaining enrollments allocated through a lottery. A charter public school may offer, pursuant to an admissions policy approved by their authorizer, a weighted enrollment preference for at-risk students.
- Subgrantees must submit their weighted enrollment request to their authorizer in writing. Once approval is obtained, the subgrantee will then work with the CSP Grant Coordinator to submit an official waiver to the US Department of Education. The waiver process can take time and may require multiple revisions. It is the responsibility of the subgrantee to allow for adequate time for all levels of approval. For that reason, it is suggested that subgrantees begin this process well in advance of their proposed enrollment period and scheduled lottery date.

Enrollment Policy

The following elements must be addressed in the charter public school's enrollment policy/report that will be submitted as an attachment to the grant application.

- How the community was/will be notified of the charter public school's opening.
- The date of the first, and thereafter annual, lottery (if one is needed).
- The charter public school's definition of founding family and the percentage of students to be enrolled as children of founding families.
- The charter public school's definition of staff and the percentage of students to be enrolled as children of staff members.
- The processes and procedures that will guide how the lottery will be conducted.

Applicants must have a policy or plan targeting all segments of the parent community when recruiting students and must recruit in a manner that does not discriminate against students of a particular race, color, national origin (including English learners), religion, or sex, or against students with disabilities. In addition, applicants must describe their recruitment and enrollment practices and how they promote the inclusion of all students, including eliminating any barriers to enrollment for educationally disadvantaged students, including foster youth and unaccompanied homeless youth

Use of Funds

Washington's Innovation and Excellence Program is a reimbursement program, which means recipients will be reimbursed following adequate proof of expenditures on allowable, approved activities.

The CSP subgrant purpose is to provide financial support for the initial operations of an expanding or newly established charter public school. Subgrants can only be used for costs associated with expanding, replicating, or opening a charter public school. Subgrant activities refer to only those activities that occur during a) the 0-year development of a school or school expansion cohort; b) first-fourth year operations of a new or waiver school or first-second year operations for school expansion or replication. Planning funds for New and Expansion grants are not to exceed 18 months. Implementation funds are not to exceed 36 months for Waiver, 48 months for New School subgrants and 24 months for Expansion School subgrants.

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Under the allowable activities described in the ESEA § 4303 (h), grant funds must be used for the following:

- 1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with:
 - a) Providing research-based professional development for teachers and other staff that includes national staff development standards; and
 - b) Hiring and compensating, during the eligible applicant's planning period specified in the application for funds, one or more of the following: (i) Teachers. (ii) School Leaders. (iii) Specialized instructional support personnel.
 - c) Travel costs for school leaders, staff, and school board to attend conferences and training, or visiting other charter schools. Travel costs are allowable if they are reasonable and necessary and serve the purpose of the grant activities.
- 2) Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials, or aligning curriculum).
- 3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).
- 4) Providing one-time start-up costs associated with providing transportation to students to and from the charter school.
- 5) Carrying out community engagement activities, which may include paying the cost of student and staff recruitment, and informing the community about the school.
- 6) Providing for other appropriate, non-sustained costs related to opening, replicating, or expanding high-quality charter schools when such costs cannot be met from other sources.

RISK ASSESSMENT

Under all federal programs, it is required to assess subgrantees and their applications to identify potential fiscal and programmatic risks, which may result in increased reporting, monitoring, additional technical assistance, corrective action, and/or grant suspension or termination. This includes assessing the performance of ESPs, EMOs and CMOs as it relates to subgrantees' successful operations.

Award amounts may be reduced if subgrantees do not adhere to the terms of their grant; this includes if projected enrollment is not met, technical assistance requirements are not completed each year, funds are not spent in a timely manner, and reporting is not completed. For schools to exit the program in good standing, it is imperative that subgrantees comply with all requirements of the program.

Awardees will be required to log in to WA Charter's Online Application Portal to complete a self-assessment that will be reviewed by the Finance staff upon receiving and completing a signed grant contract.

PARTICIPATION, EVALUATION, AND REPORTING

The federal CSP Subgrant is available to charter public schools that have an approved charter agreement with a state sanctioned public charter public school authorizer; and are able to:

- Demonstrate eligibility
- Participate in regularly required technical assistance
- Budget funds according to federal guidelines
- Comply with reporting requirements, due dates and reviews

Participation is an inherent expectation and required in return for funding. Subgrantees are expected to meet technical assistance, evaluation, and reporting participation requirements. The subgrant application indicates acknowledgement and consent to these contingencies.

TECHNICAL ASSISTANCE

The important dates listed at the front of this application are provided to ensure all potential applicants receive adequate technical assistance to submit a high-quality proposal. Subgrantees will be required to attend a variety of technical assistance options over the grant period that are intentionally designed to improve each school's chance of success.

In addition to posting all information, trainings, and tools relevant to the CSP subgrant application on WA Charters' website, the Washington State Charter School Commission's (WSCSC) website, and all district authorizers' websites will provide such information. We will provide information and resources at in-person and/ or virtual Introductory Charter Applicant trainings held by Washington authorizers.

All subgrantees will receive an onsite technical assistance and monitoring visit within the first 12 months of school operation to ensure activities occur as approved within the grant and for WA Charters to gather information regarding future technical assistance. Additionally, prior to each subsequent fiscal year, subgrantees will submit an annual progress report to WA Charters delineating their progress against their performance agreement, and if necessary, will explain adjustments to their plans to ensure all outcomes and goals are met.

To protect federal dollars, failure to demonstrate progress towards benchmarks and targets may result in cancellation of grants and the return of misused or unspent funds. For those subgrantee schools failing

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to meet expected benchmarks and targets, WA Charters, in cooperation and coordination with the authorizing agency, will provide technical assistance to support school improvement efforts.

WA Charters staff will provide ongoing technical assistance for all subgrantees by phone, email, and in-person meetings to ensure fidelity to the goals of this grant, and to ensure all appropriate accountability and reporting requirements are met.

If further opportunities are needed, subgrantees and prospective subgrantees may email Jeannette Vaughn, CSP Project Director, at cspgrant@wacharters.org.

MONITORING AND EVALUATION

WA Charters will utilize the subgrantee's risk assessment to determine the depth and breadth of monitoring required. Subgrantees are expected to participate in all technical assistance, monitoring, and reporting elements as a condition of receiving grant funds. All subgrantees will participate in a desktop review, yearly onsite visits, and technical assistance as required.

In addition, WA Charters will ensure that applicants that receive subgrants under Washington's Innovation and Excellence Program grant implement the activities described in the subgrantee's application with fidelity, adhere to federal rules and regulations, and accomplish their performance goals. This monitoring system reviews charter public schools each year. Prior to each subsequent fiscal year, subgrantees will submit an annual progress report to WA Charters delineating their progress against their performance agreement, and if necessary, explain adjustments to future plans to ensure all outcomes and goals are met.

Year 0 Planning

A desk review is conducted at the end of the 0 year (or planning year) to ensure that there is a signed contract and waivers on file, technical assistance is completed, the grant award spending is timely, and an Annual Financial Report (AFR) has been submitted.

All subgrantees will receive an onsite technical assistance and monitoring visit within the first 12 months of school operation to ensure activities occur as approved within the grant and for WA Charters to gather information regarding future technical assistance.

Year 1 through Year 4 Implementation

A site visit is conducted by grant program staff and/ or outside experts (as needed) reviewing a list of indicators to identify progress toward grant objectives, spending according to budget, educational programming, enrollment procedures, receipt of other federal funds and compliance to various other requirements, including fulfillment of TA, review of certifications, and submission of the AFR. This comprehensive review looks at academic performance, the learning environment, organizational effectiveness, governance, and quality leadership through a variety of lenses. The school is provided with a final written report that includes suggestions for both short- and long-term school improvements.

Ongoing Desktop Review

Subgrantees shall submit documentation of progress toward meeting specific goals and objectives listed within the grant through the annual progress report. Additionally, personnel or staff funded through the grant will be compensated monthly through a reimbursement process, and an annual financial expenditure report shall be submitted. WA Charters staff shall audit financial records to ensure appropriate evidence of expenditures and record keeping.

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Subgrantees that do not receive satisfactory reports and fail to address corrective actions shall be considered for non-renewal of further awards and may be subject to further sanctions.

Schools that fail to adhere to subgrantee RFP and/or federal guidelines or to demonstrate high academic achievement will be subject to corrective action and placed on high-risk status until concerns are resolved. At a minimum, correction action plans include a description of the corrective action, expected date of completion, responsible parties, notification to School Board and Authorizer, evidence required of correction and evidence of changes moving forward to address the concern.

In summary, monitoring for subgrantees includes:

- Desk review during the first year
- Monthly, quarterly and yearly financial and progress reports
- Yearly on-site monitoring visits and technical assistance starting the first year of operation
- Final Grant Report



DATA PRIVACY

WA Charters takes seriously its obligation to protect the privacy of student Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through Washington's Innovation and Excellence Program. All program evaluation data will be collected in the aggregate and will be used, shared and stored in compliance with state and federal law and WA Charter's privacy and security policies and procedures.

REPORTING

WA Charters is required to track specific information as a part of its federal CSP grant. Subgrantees will be required to:

- Maintain a performance contract with WA Charters – separate from, but aligned with, an authorizer's performance frameworks – that will be based on data and reporting currently provided by the state accountability system under ESSA requirements to ensure progress is being made towards achievement goals, performance benchmarks, accreditation, and compliance reporting requirements. Subgrantees agree to participate in all required reporting associated with the performance contract for all years of their grant to better track overall effectiveness of the Innovation and Excellence Program.
- Provide contact information for current board members, with officers identified, including a phone number and e-mail address for each board member.
- Notify WA Charters upon any transition of administrator, leadership, or board at the school during the grant cycle. Note: Additional technical assistance may be required. A change in the school's grant contact will require the governing board to submit a written notification and the new school grant contact will be required to complete the Washington's Innovation and Excellence Program Grant Post-Award Webinar within five business days.
- Provide information requested via survey and other data collection projects.
- *Financial reporting:* An Annual Financial Report is required to be filed within 90 days following each grant fiscal year. This reports actual expenditures made from the grant. If an annual report is not filed, subgrantees risk losing their funds for the following year.
- *Final Grant Report:* A final grant report is due to WA Charters within 90 days of the end of the final grant year. The final report should contain the following:
 - Executive summary (not to exceed one page).
 - Report on each grant project goal, including a summary of the progress made on each goal and objective.
 - A report on the academic achievement and growth of the school, including a copy of the school's most recent school performance framework report.
 - Financial narrative report on how the grant was expended for each of the grant years and totals for the two-year period.
 - Expenditure report that details 100 percent of awarded grant funds and includes a property inventory of all equipment and non-consumable goods purchased with CSP grant funds (EDGAR §80.32, §74.34).

Note: Completion of all Washington Innovation and Excellence Program requirements are necessary in order to exit the program in good standing.

Change of Status: Should the charter public school change to non-charter status within ten years of receiving a subgrant, grant funds must be reimbursed, and disposition of assets must be relinquished, to the WA Charters Innovation and Excellence Program. An exception may be made for schools that convert status due to either federal or state law requirements for academic purposes.

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter public school. Charter public school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter public school have been paid or otherwise addressed, including but not limited to the following:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Any net assets of the charter public school may be transferred to the authorizing entity after all liabilities of the charter public school have been paid. Also, net assets may be transferred to another public agency such as another charter public school if stated in the corporation's bylaws or through an agreement between the authorizing entity and the charter public school.

If the charter public school is a nonprofit corporation and the corporation does not have any other functions than operation of the charter public school, the corporation should be dissolved according to its bylaws. The corporation's bylaws should address how assets are to be distributed at the closure of the corporation.

REVIEW PROCESS

To ensure subgrants are awarded to the most capable applicants, each proposal for a CSP subgrant will be reviewed by an external Peer Review panel selected through an application process. The Washington Independent Peer Review Panel will be comprised of teams of three reviewers. These reviewers will receive training on the effective use of a Selection Criteria Rubric to rate potential subgrant proposals. Individuals selected as peer reviewers will be knowledgeable about teaching and learning, education policy, evaluation, and operations of public charter public schools.

Each selected reviewer must sign an assurance regarding conflict of interest to ensure that all applications are reviewed in a bias-free manner. Reviewers will be required to recuse themselves from the evaluation of any application for which they have a perceived or real conflict of interest.

Using criteria listed within the Selection Criteria Rubric included in this RFA, review teams will review each application and assign a score. Applicants will then be ranked according to their scores.

The CSP subgrant is competitive; therefore, high scores from Peer Reviews increase an application's likelihood of approval and receipt of funding. WA Charters staff will conduct the final review of all applications to ensure that applications comply with all requirements and will determine the final budget for each subgrant recipient after evaluating whether proposed activities are reasonable, allowable, and necessary.

AWARD PROCESS AND START DATE

Applicants and their authorizer will receive notification on the status of their application via email according to the schedule posted earlier. If approved for funding, the subgrant award letter will stipulate any additional information that is required within 30 days before final approval will be granted, including necessary budget modification.

Successful subgrantees will be required to participate in a CSP Subgrant Post-Award Webinar. Once conditions of a CSP subgrant award are met, the applicant will receive an email stating the subgrantee has final approval. Funds should not be spent or encumbered until the grant has received final approval, unless otherwise directed in writing.

The budget period for the initial year of New School and Expansion subgrants will be from the final approval date and is up to 18 months thereafter. Implementation, for Waiver, New and Expansion/ Replication schools, is defined as the first day the school is open. The initial grant period begins on this day and runs for 12 months thereafter. The proposed grant project goals should reflect that timeframe.

SUBMISSION PROCESS AND DEADLINE

Washington's Innovation and Excellence Program subgrant funds are distributed using one process. A charter public school may submit only one application using WA Charters' online portal.

Please note the CSP subgrant application deadline is 5:00 PM PST. Applications submitted late or incomplete will not be considered. WA Charters is required to enforce the established deadline to ensure fairness to all applicants. We suggest you submit your application and upload supporting documentation several days before the deadline to ensure it is received as complete and strongly recommend that you do not wait until the last day to submit your application or upload documents. If an application is submitted prior to the deadline and is missing documentation, every effort will be made to notify the applicant before the closing date.

Submit the entire application electronically by 5:00 PM PST according to the timeline listed on WA Charters' Federal CSP Application Portal.

The electronic version of the narrative should include all required components as one document, except for the associated tasks and appendices. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email cspgrant@wacharters.org. Please add that email address to your online address book.

Original copies of the signed Certifications and Assurances document should be postmarked within 5 days of the application submission and mailed to: **WA Charters 506 2nd Avenue, Suite 630, Seattle, WA 98104 ATTN: CSP Grant.**

APPLICATION TASKS

After creating an online profile in WA Charters' online application portal, there will be a list of tasks and supporting documents in addition to the application and project narrative. WA Charters will provide technical assistance to applicants, as well as help desk support from the Survey Monkey Apply team. Please email cspgrant@wacharters.org for additional details and /or with any questions or comments.

The tasks that will need to be completed along with the RFA are:

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- Submit a request to the school's authorizer to fill out a **Letter of Good Standing** and upload into the WA Charters' online portal. A template is provided in Survey Monkey. Applications will not be able to be submitted as complete until the Letter of Good Standing is received.
- The narrative must address, in sequence, each section of part II identified in the **CSP Grant Selection Criteria and Evaluation Rubric**. State each part, section number, and title in bold.

APPLICATION INSTRUCTIONS

- Budget Narrative should not exceed three pages doubled space.
- **The budget** should be submitted in Microsoft Excel format if possible.
- **Certification and Assurances** must include original signatures.
- All pages must be standard letter size (8.5" x 11").
- Use 12-point Times New Roman, Arial, or Calibri font, double line spacing, and 1-inch margins. Tables may be in 11-point font.
- Executive summary not to exceed one page double spaced.
- Project Narrative should be double spaced and no more than 30 pages (doesn't include executive summary)
- Number all pages.
- Do not use a table of contents page or divider pages.

PLEASE NOTE: Do not attach curriculum, invoices, or any other document not specifically required as an attachment. If, for good cause, the applicant wishes to include an additional attachment, email csprgrant@wacharters.org with your request for permission and a supporting rationale. Extraneous attachments, without proper authorization, will be removed and not submitted to the grant reviewer. Do not include cover pages for the attachments. Do not upload/send any material that must be returned.

SUBGRANT BUDGET INSTRUCTIONS

There are three components of the budget – (1) the budget narrative, (2) the RFA School Project Budget Summary, and (3), a multi-year school operational budget.

The applicant must prepare a budget detailing the expenditures for each year in the grant period. In addition, applicants must clearly delineate between planning and implementation expenses. The budget period for the initial year, planning activities, of Expansion subgrants will be from the final approval date and is up to 18 months thereafter. Implementation is defined as the first day the school is open for the 2024/25 school year⁴. The initial grant period begins on this day and runs for 12 months thereafter. The proposed grant project goals should reflect that timeframe. Each year's budget must not exceed the award totals shown in the table below.

⁴ For expansion schools, implementation is defined as the first day of school that students under the expansion grant begin attending the school.

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Washington's Innovation and Excellence Program WA Charter's CSP Grant Duration 2019 - 2024			
Grant Type / Year	Planning Year	Implementation Year 1	Implementation Year 2
Expansion School	\$200,000	\$550,000	\$500,000

Budget Format and Content

A template will be made available to applicants through the application portal. The template will provide additional detail for typical allowable expenses. The project budget and school operational budget must be submitted in Microsoft excel format.

Budget Planning and General Steps:

- Determine if you are requesting an implementation only grant or a planning and implementation grant.
- Write the budget narrative – this is where you explain how the funds will be used to meet the project goals. There should be a section on expected planning activities, and a section on implementation activities. In the case that you are not requesting planning funds (only implementation funds), or vice-versa, it should be explicitly stated.
- Create a detailed budget using the RFA School Project Budget Summary
- Develop a Multi-Year School Operational Budget that incorporates the RFA School Project Budget Summary

The purpose of the budget narrative is to assist the grant reviewers in understanding how your budget supports your grant application. There should be a clear connection between the objectives identified in your grant application and the grant request. This narrative must clearly explain that all expenditures are allowable, reasonable, and allocable; are adequate to support the activities of the project; and directly connect to the goals and objectives in the proposal narrative. It is important that the budget and narrative demonstrate how the school will maintain financial sustainability after the end of the sub-grant period. The Budget Narrative is the justification of 'how' and/or 'why' a line item in the budget summary helps to meet the program deliverables. Applications should contain budget narratives for all years of funding that align to the CSP grant budget.

General Budget Guidelines & Restrictions

As a general matter, an expenditure that is not specifically authorized by statute must be necessary, reasonable, and allowable to the grant to be allowable under the CSP (2 CFR 200.403(a)). In particular, recipient schools should refer to the following provisions:

- **Reasonable cost:** A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. In determining the reasonableness of a given cost, consideration must be given to, among other things, whether the cost is of a type generally recognized as ordinary and necessary for the operation of the non-Federal entity or the proper and efficient performance of the Federal award, and market prices for comparable goods or services for the geographic area. (2 CFR 200.404)



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- **Allowable cost:** A cost is allowable if the goods and services involved are chargeable or assignable to the grant in accordance with the relative benefits received. (2 CFR 200.405(a) Be necessary and reasonable for the proper and efficient performance and administration of the grant program.
- Be authorized and not prohibited under state or local laws or regulations.
- Be consistent with policies, regulations, and procedures that apply uniformly to both Federal awards and other activities of the recipient school.
- Except as otherwise provided for in the federal circular, be determined in accordance with generally accepted accounting principles.
- Not included as a cost or used to meet cost sharing or matching requirements of any other Federal award in either the current or a prior period. Be net of all applicable credits.
- Be adequately documented.

Allowable Costs (refer to Use of Funds above)

As a general matter, these costs may include, but are not necessarily limited to, the following:

- Personnel expenses, including fringe benefits, incurred either before or after the school's opening, provided that these expenses are associated with the planning period (i.e., as opposed to ongoing operations), such as program and curriculum development and integration, and teacher and staff recruiting. Personnel hiring and compensation may occur during implementation if it is limited and is deemed a one-time cost that cannot be met from other sources.
- Professional development activities related to the school opening or expansion (as opposed to regular, ongoing professional development) including staff training, instruction and curriculum development, and organizational development.
- Travel costs for school leaders, staff, and school board to attend conferences and training, including visits to other charter public schools.
- Costs associated with creating and implementing office functions, such as accounting systems, attendance and registration systems, and human resources policies.
- Costs associated with the installation of computers, data systems, networks, and telephones.
- Instructional, staff and administrative computer hardware and software, computer lab equipment, and other instructional equipment.
- Furniture and fixtures, classroom equipment, lab equipment, school library/media center equipment.
- Textbooks, curriculum, library/classroom books, and reference materials (includes electronic media).
- Playground structures and equipment that is not cemented and is removable.
- Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.
- Communications and promotional materials must comply with Uniform Guidance 200.421
- Outreach and recruitment.
- First-year dues and fees.

This is not a comprehensive list of allowable items. Applicants may request other items as long as they are appropriately categorized and itemized, conform with the General Budget Guidelines and Restrictions, and are not specifically disallowed.

Unallowable Costs

- Facility construction, renovation or other or capital improvement costs, except as described above.
- Apparel (e.g., uniforms, theme shirts, hats).
- Food or drinks.
- Lobbying.
- Student activities.
- Utilities and other facility operating expenses on or after the first day of school.
- Salaries or related fringe benefits after the school opens for essential staff.
- Funding cannot be redirected for other uses (e.g. traditional public schools that are not charters).

This list is not inclusive but is presented to show typical items that cannot be covered with grant funds.

References and Additional Guidance

Additional information and guidance on budgeting, budget revision, and allowable expenses will be provided during technical assistance meetings, calls, and site visits.

Applicants should also be aware of the following relevant provisions 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and Nonregulatory Guidance Student Support and Academic Achievement Programs.

Budget Checklist

The following checklist will be used to evaluate the budget. Please ensure that the grant and/or budget narrative includes a description of planned activities and expenditures. Specifically, describe how the budget supports the activities in described in ESEA §4303 (b)(1):

- (A) open and prepare for the operation of new charter schools;
- (B) open and prepare for the operation of replicated high-quality charter schools; or
- (C) expand high-quality charter schools

In addition, the budget narrative should include an explanation for why proposed use of funds are reasonable and necessary to execute the proposed activities. The budget narrative should enable the reviewer to easily determine whether or not the school is compliant with these requirements.

BUDGET CHECKLIST	Check for "Yes"	Check for "N/A"
The budget conforms to General Guidelines and Restrictions, meets all allowable and unallowable cost restrictions, and accounts for the entire grant award.		
Budget supplements but does not supplant state and local funding, and budget is focused solely on the purpose and goals of this CSP subgrant proposal.		



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Costs provided for budgeted line items are specific (including cost per unit and number of units), not vague or estimated.		
The budget does not include construction or extended salaries.		
The budget does not include recurring costs once designated revenue is available for those items.		
The budget does not include items that will be utilized by grade levels or student groups not intended to be covered by the grant, e.g., pre-K (unless a waiver is secured) or existing students outside the scope of an expansion project.		
The budget submitted to the state-approved authorizer demonstrates that the applicant will maintain financial sustainability after the end of the subgrant period.		

Please prepare and submit the following multi-year budget. A template will be provided in excel. For all grant funds secured or anticipated, and included in the budget, please upload award or intention to award letter, if available.

- Expansion – 4-year budget



APPLICATION OUTLINE

Every section here will be found in the Survey Monkey Apply online application. This is a reference for the applicant to know what will be asked in the online application.

Part I: Cover Page & Checklists (No Points)

A. School Project Cover Page, signed

School Information	
School Name:	
Contact Person for Grant:	Title:
Expected Date School Will Open, Expand, or Replicate:	
Application type :	Check for "Yes" (Choose one)
Waiver	
New School	
Expand or Replicate	
Charter Award Date:	Charter Expiration Date:
DUNS #:	
Proposed Charter Address:	
Applicant Address (if different than proposed):	
Applicant Telephone:	Applicant Email:
Fiscal Contact	
Fiscal Manager:	Title:
Telephone:	Email:
Charter Public School Board Contact	
Board President:	Email:
Address:	

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Authorizer Contact Information	
Authorizing Agency:	Authorizing agency contact person:
Telephone:	Email:
Address:	
<p>ESEA § 4310 (6) requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant charter school has notified them of application submission. The signature by the designated official from the charter school authorizer signifies that this requirement has been met.</p>	
Authorizer Official Printed Name	Title
Signature	Date

Grade Levels to be Served		
Year of Grant Implementation	Grade Levels	Projected Student Enrollment
First Year		
Second Year		
Third Year		
Fourth Year		
Fifth Year		
Maximum		
Student Demographics <i>indicate if actual or expected percentage of the total student population</i>		
	Actual	Expected
Free/Reduced Price Lunch:	Special Education:	English Learners:
Black:	Native Hawaiian or Other Pacific Islander:	Hispanic:
American Indian:	Multiracial:	Asian:
White:	Male:	Female:



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Management Organization Information		
Will the school work with a charter or educational management organization?		
Yes	No	
If no, skip to the next page.		
If yes, name the management organization:		
Employer Identification Number (EIN):		
Is the management organization:	For-Profit	Not for Profit
Employees of the school will be:	Employed by the school	
	Employed by the management organization	

Note about management organizations:

Charter School Program (CSP) grants are made to charter public schools, not any other entity. Regardless of the charter public school’s relationship with a management organization, the charter public school and board retain responsibility for all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization.

Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.

If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of arm’s length requirements. To be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:

- a) Whether the charter public school’s governing board is selected by, or includes members who are employees of the CMO or EMO;
- b) Whether the charter public school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO;
- c) Whether the contract between the charter public school and the CMO or EMO was negotiated at “arms-length,” clearly describes each party’s rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities)
- d) Whether the fee paid by the charter public school to the CMO or EMO is reasonable for the type of management services provided; and
- e) Whether any other agreements (e.g., loans, leases, etc.) between the charter public school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.

As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal [CSP Nonregulatory Guidance](#).



B. Certification and Assurances

Certifications & Assurances

- ___ 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.
- ___ 2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have an approved charter public school petition from a Washington authorizer and plan to open within 18 months.
- ___ 3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, WA Charters, and the school's authorizer, including on-site and desktop monitoring conducted by WA Charters, annual independent audits required by the state that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state-funded charter public school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.
- ___ 4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter public school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Washington laws and administrative rules regarding staff certification and licensure.
- ___ 5. Subgrant Recipients will be aware of and comply with federal laws including, but not limited to, 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, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and part B of the Individuals with Disabilities Education Act, and federal regulations applicable to the federal Charter Schools Program, including the Education Department General Administrative Regulations in 34 CFR parts 75-77, 79, 81, 82, 84, 97, 98, and 99, the Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the U.S. Department of Education in 2 CFR part 3485, and The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended in 2 CFR part 3474.
- ___ 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to charter public schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.
- ___ 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the Nonregulatory Guidance for CSP funds.
- ___ 8. Subgrant recipients ensure that the charter public school will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.
- ___ 9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to WA Charters or its designator researcher in order to share through research and grant reports.

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__ 10. It is the responsibility of each charter public school that receives funds under this grant to comply with all required federal assurances. Any Charter public school that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with WA Charters in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to WA Charters. WA Charters may terminate a grant award upon thirty days' notice if it is deemed by WA Charters that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

__ 11. It is the responsibility of each Charter School that receives funds under this grant to provide WA Charters with evidence of criminal background checks for board members and school staff.

__ 12. For any school receiving E-rate, the recipient school's board certifies that the charter school is in compliance with the requirements of the federal Children's Internet Protection Act.

__ 13. Recipient schools and their authorizer will be aware of and comply with Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009, by acknowledging that grant recipients and their personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government-supplied electronic equipment to text message or email when driving.

__ 14. The recipient school and their authorizer certify that the Performance Frameworks are the most important factors for renewal or revocation of the school's charter and that the authorizer reserves the right to revoke or not renew a school's charter based on financial, academic, or operational factors involving the management of the school.

__ 15. Recipient schools and their authorizer certify that a high degree of autonomy, such as autonomy over operations, budget, and personnel, is built into its charter contract consistent with the requirements of ESEA § 4310 (2) and ESEA § 4303 (f)(2)(A), and that they have sought, or will seek, all the appropriate automatic and other waivers to support the level of autonomy negotiated in their charter contract.

__ 16. The recipient school and their authorizer certify that any CSP subgrant deliverable created in whole, or part, with federal CSP funds will be openly and publicly licensed, unless otherwise excepted, per 2 CFR part 3474.20(c).

__ 17. The recipient school is required to adhere to Executive Order 12549, Debarment and Suspension, as implemented as 2 CFR 180.200, which requires that recipients do not employ or use contractors that are indicated on the federal debarment listing. Something on this could be included in the certifications and assurances section or could be included in other procurement and budgeting guidance and technical assistance provided to applicants/recipients.

Financial Controls and Audits

__ 1. The recipient school shall maintain accounting records and procedures in accordance with state and federal requirements that ensure proper disbursement of, and accounting for, federal funds, including evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. The school agrees to submit upon request for audit, review, and inspection of its activities, books, documents, papers and other records relating to the expenditures of CSP subgrant proceeds.

__ 2. Recipient schools will use an independent auditor for annual financial audits that is different from their authorizer's auditor.

__ 3. The authorizer is required to review the independent annual audits of financial statements prepared in accordance with generally accepted accounting principles and ensure that such audits are publicly reported.



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__ 4. Recipient schools and their authorizer will be aware of and comply with ESEA, title V, part B [20 USC 7221c. section 5204, (e)(4)(B)], which states, "A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant unless the applicant enters voluntarily into a mutually agreed-upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all subgrant funds to the eligible applicant without delay."

__ 5. Recipient schools will ensure that the awarded grant funds will be spent or encumbered by the end of each grant period unless extenuating circumstances warrant an extension request. Recipients understand that any such extension request must be made by the Authorizer on their behalf no later than 30 days before the end of the respective grant year and that if an extension request is not approved by on the grounds that extenuating circumstance have not been established the recipient school will be held to the original deadline.

__ 6. Recipients shall ensure that none of the funds authorized under the ESEA, including funds received under this grant program, shall be used (1) to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; (2) to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; (3) to provide sex education or HIV-prevention education in schools unless that instruction is age-appropriate and includes the health benefits of abstinence; or (4) to operate a program of contraceptive distribution in schools, Pub. L. 107-110, section 9526).

__ 7. Recipient schools are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation. Should the charter school close, the authorizer agrees to notify Washington Charters of the reason for the closure and agrees to notify Washington Charters regarding the appropriate disposition of assets purchased under this grant.

__ 8. Recipient schools are required not to have expenditures that exceed the approved budget line items by more than a total of 10 percent of the total project period award. If they wish to deviate beyond 10 percent in any budget object core category, they must seek a revision of their budget prior to expenditure or legal obligation of those funds, or they should not be reimbursed for the excess amount.

I have read the above and agree to all terms and assurances.

Signature of Project Contact

Date Signed

Signature of Board President

Date Signed



Part II: Narrative (109 Points)

The rubric in Part II has criteria that will be used by reviewers to evaluate the application as a whole for a total of 100 points. Priority points will be applied for applicants demonstrating they meet the criteria for each, allowing for a total possible score of 109 points. In order for the application to be recommended for funding, applicants must score at least 88 points out of the possible 109 points and all required parts must be addressed.

If more schools meet the criteria to be funded than there are funds available, applications will be ranked to make final decisions about which schools are funded. Should additional funds remain, applications that score below 88 points may be asked to submit revisions that would bring the application up to a fundable level.

Part III: Rubric

A. Grant Project Goals

Identify 3-5 grant project goals and **justify** each goal in terms of its value in supporting the planning and implementation of your proposed school.

Be sure to align your budget to your project and **ensure** that all planned grant spending, including future revisions to your budget, fit clearly within one of your stated project goals.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Each grant project goal is a quality goal and the set of goals fulfill minimum content requirements, to include: <ul style="list-style-type: none"> Grant project goals are specific, measurable, action-oriented, realistic, relevant, time-bound, and include targets. Goals may be similar or identical to the school's mission-specific goals; however, they must directly correspond to the proposed subgrant budget line items; 	0	3	6
There is clear alignment among grant project goals, and the overall mission and goals of the school. <ul style="list-style-type: none"> Each grant project goal aligns with the mission and vision for the school. Each grant project goal has a justified purpose that supports the school in reaching performance goals. All grant measures and metrics for targeted student populations are appropriately rigorous. 	0	3	6
TOTAL POINTS			/12
Reviewer Comments – Grant Project Goals:			



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B. Educational Philosophy, Key Design Elements, and School Culture

Fully *describe and justify* the design of the academic program in terms of the educational philosophy, key elements of the program, and how school culture is developed.

Be sure to include key design elements, and rationale for why this education model was chosen and how it will produce strong outcomes for the unique community and student population the school will be located within.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Explains key design elements for the educational model. <ul style="list-style-type: none"> Identifies and clearly articulates the school's educational philosophy, school culture and classroom design, behavioral expectations, enrichment programs, electives, and other relevant factors that will impact classroom instruction. Research-based, and widely accepted best practices support the educational philosophy of the school and its outlined goals and student outcomes. 	0	2	4
Justifies how key elements and design have been chosen to utilize autonomies and flexibilities granted to charter schools under state statute and ESEA § 4310(2) to create programs that meets the unique needs of the school's anticipated demographics. Demonstrate innovations the school will employ due to this flexibility.	0	2	4
Explains how the school culture is developed to produce a high degree of student, parent and teacher satisfaction. Provides specific examples which demonstrate a positive school culture.	0	2	4
TOTAL POINTS			/12
Reviewer Comments – Educational Philosophy, Key Design Elements and School Culture			



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C. Curriculum, Instructional Strategies, and Technology Fully describe and justify the instructional practices and curriculum that will be utilized to meet the school's performance objectives, while also demonstrating alignment to state and Federal requirements. Be sure to include the use of technology and how it will assist with producing strong outcomes for the unique community and student population the school will be located within.			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Identifies key curriculum materials for each core subject or the school's approach to curriculum development. <ul style="list-style-type: none"> Justifies the choice by explaining how the plan for each content area meets or exceeds state and federal requirements in ELA and math (such as alignment with the Common Core Standards). Explains how instructional methods complement curriculum decisions and design. Justifies curricular choices through the use of published research or data-based anecdotal evidence about previous implementation within a similar student demographic. <ul style="list-style-type: none"> Identifies correlations between research and projected school demographic information. Demonstrates clear alignment between the curriculum and pedagogy is demonstrated. 	0	2	4
Identifies how technology will be utilized within the school's instructional delivery and assessment. <ul style="list-style-type: none"> Describes the plan for technology to be utilized by students and in classroom instruction. The technology plan sufficiently addresses assessment needs. Justifies the technology plan in terms of suitability for the educational model, academic program, curricular choices and student demographic.	0	2	4
TOTAL POINTS			/8
Reviewer Comments – Curriculum, Instructional Strategies, and Technology:			



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D. Assessment and Data

Fully describe and justify how your school will have rigorous goals and adequate performance management to ensure students' academic success. Describe your assessment choices, data collection and analysis, and use of data to inform instruction, differentiate and evaluate the school as a whole.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>A broad and thorough Performance Management Plan exists for monitoring and reporting progress toward performance goals that ensures successful student outcomes.</p> <ul style="list-style-type: none"> Identifies sound assessment choices that effectively monitor student and teacher performance. Identifies what data or information is (or will be) collected, how it will be analyzed, and by whom. Identifies interim benchmarks to ensure progress toward performance goals for all student subgroups, and a plan is presented to adjust these benchmarks annually. <p>Describes how this data is (or will be) utilized to inform policy and management decisions. A culture of data-driven instruction exists.</p> <ul style="list-style-type: none"> Describes how a portfolio inclusive of formative, interim and summative assessment tools is consistently used and well understood by all staff. Describes how a system for data analysis and reflection to inform instruction is in place. <p>Explains how teachers will use a range of data and varied instructional strategies to support individual learners.</p> <ul style="list-style-type: none"> Explains how the school will use classroom and/or standardized assessments to determine the needs of individual students and to drive and differentiate instruction. Identifies the range of differentiation and intervention structures (RTI and Multi-Tiered System of Supports), tools, and approaches in your design and explains how teachers will use these systems to respond to the needs of individual students. 	0	3	6
TOTAL POINTS			/6
Reviewer Comments – Assessment and Data:			



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E. Effectively Serving All Students

Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. *Fully describe and justify* your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Justify the design of the school's programs, interventions, and/or plans to support your educationally disadvantaged (ELL, Economically Disadvantaged, etc.) student population. <ul style="list-style-type: none"> Shows how the needs of the school's current and/or prospective educationally disadvantaged students are well understood. Demonstrates high expectations are in place for all students. Demonstrates that a comprehensive academic and behavioral intervention strategy is in place to identify and support students. Describes how staff is appropriately trained on effective intervention strategies and corresponding support tools. Demonstrates that the school has practices that promote student retention and reduction in the overuse of discipline practices that remove students from the classroom. 	0	2	4
Justify the design of the school's programs, interventions, and/or plans to support your students with disabilities and gifted and talented students. <ul style="list-style-type: none"> Demonstrates that the needs of the school's current and/or prospective students with disabilities are well understood. Demonstrates that high expectations are in place for all students. Demonstrates a comprehensive academic and behavioral strategy is in place to identify and support students. Describes how the school has ensured (or will ensure) appropriately trained staff for special education students. 	0	2	4
The school identifies a plan that meets the nutritional needs of its educationally disadvantaged and at-risk students. <ul style="list-style-type: none"> The school outlines if and how it plans to provide meals at the school. Describes how the food service plan identifies federal, state and local funding sources to sustain the program. 	0	1	2
The school identifies a plan that meets the transportation needs of its current and/or projected student population. <ul style="list-style-type: none"> The school outlines if and how it plans to provide transportation services to all or part of its student population. Describes how the transportation plan addresses the needs of educationally disadvantaged students (including homeless, foster and students with disabilities), and addresses provision for participation in extracurricular activities. 	0	1	2
TOTAL POINTS			/12
Reviewer Comments – Effectively Serving All Students:			



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F. Staffing and Professional Development Plan

Fully describe and justify your approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. Further, describe the process in which all staff will be supported in their ongoing professional development.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
Provide a summary of the school’s approach to staffing and recruitment. Demonstrate how this approach: <ul style="list-style-type: none"> • Outlines a feasible staffing structure that can reasonably deliver the educational model and associated support services. • Identifies steps that will be taken to ensure recruitment and selection of outstanding staff using autonomies granted to charter schools. • Is sufficient to achieve the school’s opening and/or growth plan and a demonstrated ability to attract, recruit, develop, and retain top instructional talent. 	0	2	4
Provide a summary of the school’s professional development plan and staff evaluation process/retention. Demonstrate that this summary shows that: <ul style="list-style-type: none"> • The school provides sufficient support to all staff to ensure the educational model will be implemented with fidelity across all grade levels. • The school demonstrates how it will utilize coaching and feedback to develop staff. • The school has a sound plan for supporting and encouraging innovation and continuous improvement within the classroom. 	0	2	4
TOTAL POINTS	/8		
Reviewer Comments – Staffing and Professional Development Plan:			



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G. Financial Management and Monitoring Plan

As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. *Fully describe* your school's plan to be compliant, strategic, and responsible with finances and business services.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>The applicant has demonstrated through a clear and comprehensive plan the operational and financial capability to manage the successful and sustainable implementation of the proposed activities.</p> <ul style="list-style-type: none"> The applicant provides a multi-year operating budget that demonstrates both financial viability, sustainability, and using autonomies granted to charter schools, through conservative and sound financial assumptions (revenue growth, inflation, compensation, positive cash flow, etc.). The completed CSP Budget Template and the grant project goals and expenditures in that budget align with what is presented in the budget narrative. The plan demonstrates a strong implementation that includes key personnel and target dates for completion of activities and purchasing has been presented through the budget narrative and CSP Budget Template detail. The budget explains if the applicant charter school is seeking or has received additional grant funding for implementation or operational costs through any other sources outside of the CSP grant. 	0	2	4
<p>Ensures a viable, well-conceived facilities plan.</p> <ul style="list-style-type: none"> Identifies the facility plan and associated timeline for acquiring, developing, and/or remodeling, as well as equipping, the new school or expansion facility. Identifies a specific location for the school that provides an adequate learning environment sufficient to carry out the school's educational model and programmatic needs and is easily accessible to the intended student population. If a facility is not identified there is a viable plan for obtaining a facility to ensure timely opening/expansion of the school. The facilities plan demonstrates the school's ability to meet the needs of students receiving special services. Facility costs are feasible and below 20 percent of the school's annual budget. 	0	2	4
<p>The school's budget contains sufficient resources to successfully carry out strategies and programs for educationally disadvantaged and at-risk students.</p> <ul style="list-style-type: none"> The budget narrative demonstrates investment in value-added activity to accelerate learning for educationally disadvantaged and at-risk students. A plan is in place to mitigate risk associated with projected enrollment and the financial resources necessary to adequately serve the population of students enrolled. 	0	2	4
TOTAL POINTS			/12
Reviewer Comments – Financial Management and Monitoring Plan:			



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H. Board Capacity and Governance Structure			
A competent, trained governing board is essential to the success of a public charter school. <i>Fully describe</i> how your school has developed a strong governing board with a diverse set of skills. Be sure to include how board members understand their roles and responsibilities and have developed a transition plan and ongoing professional development to maintain board strength going forward.			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>Justifies the composition (size, roles, committees) and selection process for the governing board.</p> <ul style="list-style-type: none"> Explain how the composition and selection process ensures adequate expertise (including education, law, real estate, strategy, finance, management, and external relations) to perform board responsibilities. Any gaps in skills are identified and a plan exists to address them through recruiting additional board members or through acquiring board training in specific areas. 	0	2	4
<p>The board has established clear policies and procedures that guide its oversight of the school.</p> <ul style="list-style-type: none"> Outlines a comprehensive set of board roles and responsibilities, inclusive of ensuring compliance with Open Meetings and Open Records Law. Outlines how the board's policies and procedures ensure monitoring of performance and academic, financial, operational, and legal compliance, including an annual review of policies and completion of a Conflict of Interest form. 	0	2	4
<p>Justifies how the board has invested in its abilities and ongoing professional development.</p> <ul style="list-style-type: none"> The school has prioritized board training and ongoing professional development through a detailed plan. This plan includes regular self-evaluations that help identify areas for continuous improvement and ensures participation in ongoing development. The board has thoughtfully outlined a transition plan for board turnover. 	0	1	2
TOTAL POINTS			/10
Reviewer Comments – Board Capacity and Governance Structure:			



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I. School Leadership and Management

Fully describe and justify the intended leadership structure of your school and demonstrates a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.

Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>The leadership and administrative roles at the school are well-defined, and comprehensively cover the broad set of responsibilities required of charter school leadership.</p> <ul style="list-style-type: none"> • Presents a complete organizational and management plan (including the administrative and contractual roles and responsibilities) for the school that includes clear division of roles and management responsibilities (including role of Educational Management, Charter Management Organization or Education Service Providers if applicable). • Articulates a process that will be used by the board to evaluate the performance of the school leadership and/or ESP, including identification of appropriate protocol for addressing performance concerns. • Demonstrates how the school has designed its leadership team to ensure sufficient expertise to manage charter school-specific compliance, operations, finance, and legal matters. 	0	3	6
<p>The school demonstrates sufficient leadership and governance capability to implement and sustain the new school or expansion project(s) outlined in this application.</p> <ul style="list-style-type: none"> • The school has sufficiently identified any material operational challenges and has developed an adequate response for each. • The school is aware of the key risk factors they face and school's leadership team demonstrates the ability to identify, address, and mitigate key risk factors. • The school's leadership team demonstrates the ability to operate soundly, strategically and in ways that staff and stakeholders can understand and follow. 	0	3	6
TOTAL POINTS	/12		
Reviewer Comments – School Leadership and Management:			



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J. Student Demand and Community/Local Support			
Schools funded under the CSP subgrant must ensure they are in tune with their communities' needs and priorities. <i>Describe and justify</i> your school's vitality and long-term sustainability through demonstrating your dedication to developing and maintaining community partnerships and connections.			
Selection Criteria	Limited or No Evidence	Moderate Evidence	Strong Evidence
<p>Demonstrates community need and demand for the school and its particular educational model.</p> <ul style="list-style-type: none"> • There is a sound strategy in place for marketing, branding, and community outreach to achieve promised student enrollment. • Includes specific strategies for recruiting educationally disadvantaged, at-risk, diverse, and underserved families. • Funds are dedicated in budget to marketing, recruitment, and outreach. • Based on the results of outreach efforts to date, provide a projection for each category of educationally disadvantaged students to be served. • The enrollment goals for each year through final expansion are reasonable and supported by credible data. 	0	2	4
<p>Demonstrates significant planning and effort to meaningfully engage current and prospective families and community members on the implementation and operation of the school.</p> <ul style="list-style-type: none"> • Describes the current level of parent engagement in the new school or expansion project. • Includes a description of effective parent, family, and community engagement strategies that are utilized by the school. • Describe the roles parents and community members may play in the school's decision-making and life on an ongoing basis. • Ensures the school makes available to parents information about educational options and the school's state report card must be publicly available on the school's website. 	0	2	4
TOTAL POINTS			/8
Reviewer Comments – Student Demand and Community/Local Support:			



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APPLICATION TOTAL POINTS		
Rubric Section	Points Awarded	Points Possible
A. Grant Project Goals		12
B. Educational Philosophy, Key Design Elements, & School Culture		12
C. Curriculum, Instructional Strategies, and Technology		8
D. Assessment and Data		6
E. Effectively Serving All Students		12
F. Staffing and Professional Development Plan		8
G. Financial Management and Monitoring Plan		12
H. Board Capacity and Governance Structure		10
I. School Leadership and Management		12
J. Student Demand and Community/Local Support		8
STANDARD POINTS AWARDED		100
Priority Points		
Priority Points: 3 Additional Points may be awarded for schools that focus on the development of the whole student (college and career academic readiness and social-emotional development). Applicant must demonstrate a strong instructional and social-emotional focus that supports students toward both educational goals and positive relationship and identity development (including but not limited to mentorship, restorative justice practices, and whole-school college readiness or entry goals).		3
Priority Points: 3 Additional Points may be awarded for schools with an explicit focus on diversity, equity, and inclusion. Applicant must demonstrate that its staffing, educational model, community and family engagement strategy, and overall design process are responsive to community input, provide ongoing opportunities for learning for school staff, and have planned evaluative measures to help drive diversity, equity, and inclusion through school culture and climate.		3
Priority Points: 3 Additional Points may be awarded for schools that recruit from rural or unincorporated regions. Applicant must demonstrate that it intends to locate in or near rural or unincorporated regions and how it intends to meet the unique needs of the student population that it recruits from there.		3
TOTAL POINTS AWARDED		109
Reviewer Comments:		



Part IV: Appendices (No Points)

Appendices are required where applicable but will not be scored. They are not included in the narrative's 30 - page double space limit.

- A. Board and Leadership Resumes
- B. Organizational Chart
- C. Staffing Plan for next 5 years
- D. Up to last 3 years of Audited Financial Statements, if applicable
- E. Up to last 3 years of 990s, if applicable
- F. Up to last 3 years of Annual Secretary of State Filings
- G. Transportation Plan
- H. Facilities Plan
- I. Enrollment/Recruitment Plan
- J. Academic Data Overview and Narrative (if applying for expansion)
- K. Charter Contract (**If not included, please also attach the following**):
- L. Articles of Incorporation
- M. Bylaws
- N. 501(c)3 confirmation
- O. ESP/Vendor Contracts (or drafts)
- P. Lease/Real Estate agreement (or drafts)
- Q. Evidence of secured grants or application for grant funds, other than CSP, included in Operating Budget