

REQUEST FOR APPLICATIONS RFA #GDO-CSP-12

Office of the State Superintendent of Education

**FY 2012 Charter Schools Program
Planning and Implementation Grant**



**RFA Release Date:
Friday, February 3, 2012**

**Application Submission Deadline:
Monday, March 12, 2012**

**Office of Public Charter School Financing and Support
810 First Street, NE
9th Floor
Washington, DC 20002**

LATE APPLICATIONS WILL NOT BE CONSIDERED FOR AN AWARD

Checklist for Application FY 2012 Charter Schools Program Planning and Implementation Grant

- ☐ The application is printed on 8½ by 11-inch paper, printed on one side, double-spaced (including bullet items), using 12-point type with a minimum of one inch margins, and *does not exceed fifty (50) pages*. **The Office of the State Superintendent of Education (the OSSE) will not forward applications to the review panel that do not conform to these specifications.**
- ☐ The application format conforms to the “Application Requirements” below. **The review panel will not review applications that do not conform to the application format.**
 - ☐ Original Receipt* (Provide two (2) copies)
 - ☐ Applicant Profile* (see Attachment C)
 - ☐ Narrative Criteria (see Section 3.2)
 - ☐ Grant Budget* (see Attachment I)
 - ☐ Certification by the Public Charter School Governing Board* (see Attachment D)
 - ☐ Board of Trustees Roster* (see Attachment E)
 - ☐ CSP Assurances* (see Attachment F)
 - ☐ Agreement to Comply with Federal Definition of a Public Charter School* (see Attachment G)
 - ☐ Agreement to Comply with Federal Assurances* (see Attachment H)
 - ☐ Copy of Charter Application Submitted to Authorizer* (see Section 4.3)
 - ☐ Copy of Approval Letter from Authorizer* (see Section 4.4)
 - ☐ W-9*, if needed (see Section 5.4)

*** Documents are not counted in the application page total**

- ☐ The applicant is submitting the required two (2) sets of the application, one (1) original and one (1) copy, both in a binder with tabs, and pages numbered. One electronic copy of the application, preferably PDF, should be divided into four (4) files; narrative, budget, attachments, and, PCSB charter petition application an emailed to opcsfs.funding@dc.gov. **The OSSE may not forward the application to the review panel if the applicant fails to submit the required number of applications.**
- ☐ The application is submitted to the OSSE **no later than 5:00 p.m. on the deadline date of March 12, 2012.**

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**Office of the State Superintendent of Education
Request for Applications RFA #GDO-CSP-12
FY 2012 Charter Schools Program Planning and Implementation Grant**

SECTION 1. GENERAL INFORMATION

1.1 Introduction

The Office of Public Charter School Financing and Support (the “OPCSFS”), within the Office of the State Superintendent of Education (the “OSSE”), will be soliciting grant proposals from potential 2012 conditionally approved District of Columbia public charter schools.

The District of Columbia was successful in receiving a grant under this program from the U.S. Department of Education (ED) to support charter school developers in the planning and implementation of their proposed public charter schools. The Office of Public Charter School Financing and Support (the OPCSFS) within the Office of the State Superintendent of Education (the OSSE) is administering the FY 2012 competitive grant to applicants seeking funding under the CSP.

This Request for Applications (RFA) addresses the Charter Schools Program (CSP). The CSP is authorized under Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. Developers who submitted a charter petition in April 2012 and who received conditional approval from the District of Columbia Public Charter School Board (the “PCSB”) are encouraged to apply.

Applications are to be submitted no later than 5:00 p.m. on Monday, March 12, 2012.

1.2 Purpose of Funds

The purpose of the CSP is to increase national understanding of the public charter schools model by:

1. providing financial assistance for public charter school planning, program design and initial implementation activities;
2. evaluating the effects of public charter schools on students, student achievement, staff, and parents;
3. expanding the number of high quality public charter schools available to students across the nation; and
4. providing support to public charter schools for facilities financing in an amount more nearly commensurate to the amount typically provided for traditional public schools.

Funding under this program will be awarded for a period not to exceed thirty-six (36) months. Continuation of the award is based upon the availability of federal funds, the appropriateness

of the proposed grant budget, charter status, student enrollment, need, and progress made toward grant goals as outlined in the mandatory progress reports submitted to the OSSE.

Awards to any applicant in which the developer has received a “conditional” approval for the establishment of a public charter school may be made in the OSSE’s discretion with conditions that limit the amount of funds disbursed during the “conditional” period. Upon receipt of final approval as a public charter school by the PCSB, access to full funding will be granted provided the other grant qualifications are met.

1.3 Source of Funds

The CSP, authorized by 20 U.S. Code sections 7221-7221j, is administered by ED. It is a discretionary grant program, and each state that has its own State charter school legislation may apply to the United States Department of Education through an application to compete for Federal CSP funding. States that are awarded these federal funds distribute them in grants to public charter school developers to assist in the development and initial operations of newly established or conversion high quality public charter schools (including not more than eighteen (18) months of planning and twenty-four (24) months of initial implementation activities.

1.4 Grant Award

The Federal Charter Schools Program Planning and Implementation Grant is competitive. The grant awards will be for a period not to exceed thirty-six (36) months from date of award; provided the applicant successfully meets the performance objectives and any and all District and Federal laws and regulations.

Grant award payments will be made in accordance with the approved grant application, performance objectives, and accompanying bona fide estimate for the program or service. A final accounting for the entire project shall be submitted to the Office of the State Superintendent of Education no later than ninety (90) days after either the expenditure of grant funds or by the end of the grant period, whichever comes first.

Applicants shall apply for funds as follows:

- Planning Year: an amount not to exceed **\$200,000**;
- Implementation Year One: an amount not to exceed **\$250,000**; and
- Implementation Year Two: an amount not to exceed **\$250,000**.

An eligible applicant shall not receive more than a combined total of **\$700,000** during the thirty-six (36) month grant period. Eligible activities for each of these phases are described briefly below.

Planning and Program Design (not exceed eighteen (18) months):

- Refinement of the desired educational outcomes of the public charter school and the methods for measuring progress toward achieving those results (e.g., retaining a

consultant to assist the school in selecting appropriate assessment instruments that are aligned to the school's proposed curriculum); and

- Professional development of teachers and other staff who will work in the public charter school (e.g., funding teacher training seminars, purchase of access to orientation classes or professional training for persons involved in the operation of the charter school).

Implementation of the Charter School (not to exceed twenty-four (24) months):

- Informing the community about the school (e.g., advertisements, public meetings, direct mail, etc.);
- Acquiring necessary equipment and educational materials and supplies (e.g., classroom equipment, educational materials related to the operations of the public charter school such as supplies, workbooks, computers, chairs, desks, etc.);
- Acquiring and developing curriculum materials;
- Payment of reasonable consultant fees associated with operating the charter school;
- Payment of reasonable fees or contracted services for curriculum and policy development related specifically to a public charter school startup and/or operation; and
- Other initial operating costs that cannot be met from state or local sources.

1.5 Funds Available and Funding Period

A total of up to **\$3,500,000** in grant funds will be available for this competition. The funds will be awarded based on eligibility, merit and quality of services being provided to the students of the District of Columbia.

1.6 Eligibility

An eligible applicant is a developer or a not for profit that has applied and received conditional approval by the authorized public chartering authority to operate as a public charter school, and has provided adequate and timely notice and a copy of the applicant's grant application to the authorized public chartering authority that a CSP Planning and Implementation Grant application has been submitted to the Office of the State Superintendent of Education.

Grant applicants must conform to the definition of a public charter school in the Elementary and Secondary Education Act (P.L. 107-110, section 5210(1)) in order to be eligible for Charter School Program Grant Funds.

A developer or school that has previously received CSP grant funding under another school name or before being reconstituted or rechartered are not eligible to apply. Only those schools determined to meet the eligibility requirements are eligible to apply.

1.7 Permissible Use of the Grant Funds

Grantees may only use grant funds for allowable grant project expenditures during the grant project period. The OSSE will evaluate all grant project budgets to ensure that proposed grant expenditures are reasonable, allocable, and allowable under federal guidelines, and may require modifications at any time as a condition of funding.

Allowable costs are determined by the approved objectives and budget for each grant agreement. Only expenditures that qualify as allowable, allocable, and reasonable, however, will be reimbursed.

The following are *examples* of expenditures which *may* be considered allowable:

- Purchase curriculum materials, supplies and equipment, and for essential services and other initial start-up costs not met by the local-source District funds.
- Reasonable wages, salaries and consulting fees are allowable if in direct support of one or more approved grant objectives.
- Reasonable attorney fees are allowable only for start up expenses (e.g., 501 (c) 3 application filing with IRS, review of facility lease, etc.) that are incurred **after** a grant is fully executed.
- Reasonable accounting fees are allowed for planning, development, system implementation and training of key staff.
- Organizational membership dues to associations are allowable; however, individual memberships are not.
- Reasonable facility identification and evaluation costs are allowable to secure an appropriate facility for the new school; however, costs incurred after a facility has been identified (architectural design, renovation, construction) are not allowable.
- Food costs are allowable only if specifically included in a grantee's approved budget narrative or incurred during the course of travel, which makes them allowable up to the approved stipend amount.
- Educational items purchased to promote your school (e.g., pencils or bookmarks with your schools logo) are allowable. Promotional items that are not educational in nature are not allowable.
- Out-of-state travel must be approved in advance.
- Reimbursement for approved travel and subsistence expenses actually and necessarily incurred will be paid provided that the grantee shall be reimbursed for travel and subsistence expenses in the same manner and in no greater amount.

The following are *examples* of expenditures which *may* be considered disallowable:

- Costs incurred before a grant agreement is fully executed are not allowable. Costs incurred or obligated after the end date of a grant agreement are also not allowable.

- All costs related to direct work with students (e.g., instruction, programming, transportation, special education, food, tutoring, counseling, arts, nursing, special projects, and field trips) are not allowable.
- All costs related to a program outside of a school's charter are not allowable (e.g., before and/or after school care).
- Costs related to leveraging other funding sources are not allowable.
- Day-to-day operation and administration of the charter school once serving students (e.g., utilities).
- Program operational costs.
- Administrative costs that are not in direct support of grant activities and/or objectives.
- Ongoing expenditures that are not directly related to initial start-up costs.
- Compensation for services previously paid through other funding sources.
- School vehicles.
- Facilities design, architect fees, construction, renovation, purchases and/or leases are not allowable expenses.
- Down payments or deposits for school facilities.
- Debt service costs.
- Alcoholic beverages.
- Gifts and gift certificates, including gift cards.
- Fines and penalties.
- Contributions and donations.
- T-shirts or other school apparel for students or staff (unless apparel is owned by school).
- Candy and other non-promotional items for advertising, parades, recruiting, outreach, and open house activities.
- Per pupil monitoring and/or oversight fee charged by sponsor.
- All sales tax expenses are disallowable expenditures unless the tax was incurred during travel, which makes them allowable.
- Real estate taxes.
- Mortgage interest.
- Insurance cost which include the following are disallowable:

<ul style="list-style-type: none"> • Liability Coverage for the Board • Property • Comprehensive • Boiler and Machinery 	<ul style="list-style-type: none"> • Crime • Commercial • Employee benefits liability • Umbrella 	<ul style="list-style-type: none"> • General liability • Building replacement • Transportation • Business income
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The OSSE strongly encourages applicants to set aside funds to cover costs associated with Board of Trustees training and development, the establishment of a data system compatible with the data system(s) of the OSSE and PCSB, and the development and production of a fiscal management manual.

1.8 Grant Monitoring

The OSSE will utilize several methods to monitor the CSP grant such as; collection of reports, audit reviews, desktop and on-site monitoring. For example, this may be accomplished by reviewing and approving quarterly performance and financial reports. All information in these reports is subject to verification, and the OSSE may require additional information from the grantee, verify information with the authorizing entity, require the submission of invoices and receipts, or use any other appropriate and legal means to obtain such verification.

The OSSE will also conduct on-site monitoring visits to grantees during the grant project period. The grantee will be monitored against the following indicators:

- compliance to sub-grant application;
- CSP quality and performance assessment; and
- administrative and fiscal responsibilities.

Prior to these monitoring visits, the grantee will be required to submit pre-monitoring documentation that will allow the OSSE to conduct a useful, efficient, and effective visit. The specific schedules for site visits and submission of reports will be provided in advance to the grantee.

SECTION 2. SUBMISSION OF APPLICATION

2.1 Schedule

- RFA Release
The release of the RFA is February 3, 2012. The RFA is available both on-line at www.osse.dc.gov and in hard copy at the Office of the State Superintendent of Education located at 810 First Street, NE, 9th Floor, Washington, DC 20002.
- Pre-Application Conference
A **mandatory** Pre-Application Conference will be held on February 10, 2012 from 10:00am-12:00pm, in the Office of the State Superintendent of Education, 810 First Street, NE, 4th Floor, Conference Room 4002, Washington, DC 20002.
- Intent to Apply
An intent to apply form must be submitted to the OSSE by 5:00pm on Wednesday, February 8, 2012. This form should be submitted via email to opcsfs.funding@dc.gov (See Attachment A)

- Applications Due

Applications are due no later than 5:00 p.m., on Monday, March 12, 2012.

Applications must be delivered to:

Office of the State Superintendent of Education

810 First Street, NE, 9th Floor

Washington, DC 20002

Attention: **Matthews Wright**

A total of two (2) sets of the application, one (1) original and one (1) copy, both in a binder with tabs and numbered pages must be submitted in an envelope or package. One electronic copy of the application, preferably PDF, should be divided into four (4) files; narrative, budget, attachments, and PCSB charter petition application, an emailed to opcsfs.funding@dc.gov

Applications that are mailed or delivered by Messenger/Courier services **must be** sent in sufficient time to be received by the 5:00 p.m. EST deadline on **March 12, 2012**, at the above location. **The Office of the State Superintendent of Education will not accept applications arriving via messenger/courier service at or after 5:01 p.m.**

LATE APPLICATIONS MAY NOT BE FORWARDED TO THE REVIEW PANEL.

- Awards Announcement

The OPCSFS expects to issue an award letter no later than **April, 25, 2012**. The recipient of the grant award is expected to be notified within 14 days.

- Updates

Information and updates regarding this RFA will be made available on-line at www.osse.dc.gov

- Contact Information

Applicants are advised that the authorized contact person for all matters concerning this RFA is:

Matthews Wright

Program Officer, Office of Public Charter School Financing and Support

810 First Street, NE, 9th Floor

Washington, D.C. 20002

202.727.8320

matthews.wright@dc.gov

Applicants are encouraged to email questions to the contact person listed above.

2.2 Review Panel

A panel of individuals with knowledge of school reform, public charter schools, education quality, and governance will review all eligible applications. The OSSE staff will review applications for compliance with the Education Department's General

Administrative Regulations (EDGAR), certifications, assurances, eligibility, budgetary requirements, and formatting requirements.

SECTION 3. APPLICATION CONTENT

3.1 Format and Scoring

The application should be printed on 8 ½ by 11-inch paper, printed on one side, double-spaced (including bullet items), using 12-point type with a minimum of one inch margins, and does not exceed fifty (50) pages. The OSSE will not forward applications to the review panel that do not conform to these specifications.

The scoring of the application content is based on a 180 point scale, with a minimum of 125 points required for the application to be considerable for funding. Six of the sections are particularly important to the OSSE and are marked with an asterisk (*) as a potential disqualifier. If the application scores a zero (0) on any of the asterisked sections, the review panel can reject the application. If the application scores below 125 points total, the review panel may deny the application based upon its overall weakness, even if there are no disqualifiers.

3.2 Narrative Criteria

A. Executive Summary and Project Goals (6 points)

- ☐ **Overview:** Briefly describe your public charter school, including the educational program, the school community, the school's origins and the vision of the school. Introduce the key founders, their backgrounds and expertise. Describe how the school plans to use grant funds to implement the school's vision.

- ☐ **Performance Measures:**
The District of Columbia, State Education Agency, Charter Schools Program grant includes four (4) objectives:
 - 1. Increase the number of high-quality public charter schools in the District of Columbia;*
 - 2. Improve academic achievement of District of Columbia public charter school students;*
 - 3. Promote the dissemination of effective practices from public charter schools that have demonstrated success in increasing student achievement among public charter schools and other schools in the District of Columbia; and*
 - 4. Support District of Columbia public charter schools to be operationally sound for long-term sustainability and effective stewards of public resources.*

To ensure alignment between the SEA and the applicant, you are required meet or exceed the following performance measures during the life of the grant award:

- 1. Each year of the grant, meet 75% of your internal unique mission specific student academic performance goals for each year in operation.*
- 2. Student retention rate will exceed 75% each year of the grant.*
- 3. During each year of the grant, you will have board of trustee SMART goals related to financial performance.*

Please provide 4-5 bulleted goals and objectives for each performance measure addressing how the performance measure will be achieved.

B. Mission and Purpose of the Proposed Public Charter School (9 points)

- *Educational Needs of the Target Population:* Discuss the grade or age levels of the student population your school plans to serve. Describe the characteristics of your prospective students, including those likely to have special needs. Briefly discuss the educational needs of these students and describe what is special and promising about the way your school will address these needs. Explain the relationship between the student population to be served and the geographic area of the city where you intend to locate your school. In the context of the needs of the target student population, explain your rationale for the proposed enrollment level in 2012-13, and discuss your expectations for the development of the school to its full capacity and potential. Describe the impact of your proposed school on the existing community and provide a rationale for your chosen location.
- *Mission and Philosophy:* Please provide a one-sentence statement of the mission of the proposed public charter school. Also, briefly state the philosophy upon which the program of this school is based.
- *Educational Focus:* Describe any areas of concentration (e.g., mathematics, science, the arts); student needs (e.g., early childhood, students with disabilities, gifted and talented, bilingual/multicultural); grade levels or age levels, or other instructional groupings; or themes (e.g., technology, sports and health, international studies) on which this school intends to focus.
- *Goals:* List and discuss the school's performance goals. In defining the goals, please include student academic performance goals related to the school's unique mission. Describe the goals individual students and the school are expected to achieve if the school succeeds, and how the unique goals set for the school will be used as a basis for measuring performance and progress.

C. *Charter School Curriculum (15 points)

- *Student Learning Standards:* Provide a description, not greater than one page in length, of the student learning standards your school has adopted/developed. Include in your discussion the process used for choosing these standards, a statement of how the standards will cover both academic and non-academic areas of the curriculum, and an explanation of how these standards will equip all students, including limited English proficient students and those with exceptional needs, to meet or exceed any standards established by the State Board of Education. Also, discuss how your academic standards will provide all children with the knowledge and skills needed for postsecondary education and the future workplace, especially if proposing to establish a charter school serving secondary populations. In the description, be sure to distinguish between what the standards are, and how they will contribute to student learning. Examples of Student Learning may be included as an appendix to the application.

If student learning standards for your school have not been developed already, provide a description, not greater than one page in length, of the process and timeline under which a comprehensive statement of such standards will be developed for all students. If the applicant is using multiple learning standards, provide a description, not greater than one page in length, of the process and timeline under which a single comprehensive statement of such standards will be developed for all students. Explain which software the school will be using to maintain achievement data. Describe the data disaggregation and manipulation capabilities along with an explanation of who on the public charter school's staff will be managing the data.

- *Resources and Instructional Materials:* For each of the core subject areas, as well as the school's unique focus area, in each performance level (grade level, age grouping, etc.) for the first five years of operation, discuss the criteria you will use in selecting resources and instructional materials that are aligned with the mission and philosophy of the school and the proposed learning standards. Describe the types of objectives, learning standards, content, skill development activities, and formative and summative assessments found in the resources and instructional materials the school will use to benchmark student progress across all grades and for all students, including English language learners and Students with exceptional needs. In the description, be sure to distinguish between what the resources and instructional materials are, and how they will be used to foster student learning.
- *Methods of Instruction:* Briefly describe the instructional methods to be used, including any distinctive instructional techniques or approaches to be employed, such as reading across content areas, multi-sensory learning, team or problem-based learning, computer-assistive instruction, or peer-assistive learning strategies. Describe any special models of instruction, adaption of classroom management, or service delivery strategies that will be used to accommodate students with exceptional needs, including

gifted and talented students, and limited English proficient students. Discuss how the pedagogies proposed will provide students with the knowledge, proficiency, and skills needed to perform at high levels and help produce the educational outcomes anticipated in the school's goals. If the school proposes a particular curricular focus (e.g. mathematics and science, the arts, the humanities, career exploration), explain how the focus will be implemented or, if applicable, how the curricular focus will be integrated across all content areas. In the description, be sure to distinguish between what the methods of instruction are, and how they will be executed to ensure student learning.

- *Student Progress and Achievement:* Describe the proposed methods and plans for assessing student progress and achievement against the academic goals set. Detail tests, measures, or other assessment tools that will be used. Explain how student progress and achievement will be measured and tracked. Please include the baseline standards of achievement, the outcomes to be achieved, and the method(s) of measurement to be used. Describe how assessment will be used to tailor instruction to student needs, improve student outcomes and how the proposed assessment methods align to the proposed curriculum. Please identify the person(s) responsible for the school's evaluation and assessment planning and/or describe the professional qualifications or requisite skills required to manage the assessment plan. In addition, describe the manner in which the school will participate in any District-wide Assessments mandated by the Office of the State Superintendent of Education.
- *Students with Exceptional Needs:* Describe how you will identify students with exceptional needs. Once identified, explain how students with exceptional needs will be evaluated and identify staff responsible for making decisions about all special education. Explain how student's aptitude will be assessed and how their progress will be measured in the core subject areas with particular attention to English, Language Arts and Mathematics. Include in the description, the model(s) to be used to provide instruction to this student population (e.g. inclusion, resource center pull-out services, or differentiation within the classroom). In addition, describe the school's plan for providing the delivery of related services. Identify the responsible entities for the deliverance of services, and if possible their qualifications to do so. Include in the description how the school will comply with Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.
- *English Language Learners:* Describe the strategies you intend to use if you find a large number of students enroll in your school with reading and other basic skills that are substantially below grade level. What support services would be offered to both the students and their families, if applicable. Explain how English proficiency will be assessed and who will be responsible for delivering the services. Provide details on how services will be modeled (e.g. push-in, pull-out, sheltered instruction) and how the proposed school will ensure effective communication with families who are not English speakers.

- *Strategies for Providing Intensive Academic Support:* Describe the strategies to be used for students who enroll substantially below grade level in reading or mathematics.

D. *Student Performance (6 points)

- *Gateway Measures:* Describe the school's policies and standards for promoting students to the next grade, achievement level, or grouping level. If applicable, describe the standards a student must meet to be eligible for graduation from the school and include courses that must be completed at each grade level to receive a high school diploma. If the school will offer an alternative certificate of completion, indicate the requirements a student must meet to receive the certificate. If the school's gateway measures are linked to career certifications, language acquisition, etc. describe the proficiency level(s) that a student must attain in order to be promoted to the next level or to successfully exit the program. In addition, discuss assessment instruments to be used to determine readiness for promotion of students to the next grade, achievement or grouping level or exit from a program.
- *Leading Indicators:* Describe how you will work with students and families to promote "high" school-wide attendance levels. In addition, explain the process the school will implement to re-enroll or retain eligible students and families.

E. Support for Learning (24 points)

- *Parent Involvement:* Describe how you will go about building family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parental involvement in school operations. Describe how you propose to work with parents so they have the information and training they need to better support and become more involved in their children's learning. Describe the role teachers, administrators, and other school staff will play in making sure that all parents are welcomed to the school and are encouraged to participate in decisions about their children's education. Describe how you will make parents aware of 1) your proposed school's performance in meeting adequately yearly progress and 2) the qualifications of your teachers, as required by the ESEA.
- *Community Engagement:* Describe the relationship your school intends to build with community agencies and organizations that serve children and youth who attend your school. Discuss any commitments you have for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in your school.
- *School Organization and Culture:* Describe how the school will be organized and how the organization and culture of the school will support student learning and promote

responsible citizenship. In your discussion, you may wish to consider such topics as school leadership, classroom organization, course structure, student grouping, classroom climate, student advocacy programs (such as mentoring), and the concept of the school as a "learning community."

- *Extracurricular Activities:* Describe the types of sports, recreational, and other extracurricular activities you plan to offer students. Discuss any plans you have for collaboration with community organizations for the provision of recreational programs.
- *Safety, Order, and Student Discipline:* Describe the procedures you intend to put in place to ensure the school is a safe, orderly, and drug free environment where both teachers and learners can feel secure and where effective learning can take place. Describe the school's philosophy regarding student behavior, discipline, and participation in school activities for the general student population and students with exceptional needs. Describe the role of teachers, administrators, and other school staff in monitoring student behavior, advising and mentoring students, maintaining communication with parents and families, and other activities associated with orderly schools.
- *Professional Development:* Describe your ideas about what teachers, administrators and other school staff will need in terms of professional development opportunities and how you plan to involve them in the design and identification of such opportunities. Describe plans for providing access for teachers, administrators, and other school staff to professional development activities that will 1) expand the knowledge, skills, and other competencies they will need in order for the new public charter school to serve its students well and 2) develop their confidence in their ability to perform well in the public charter school environment. Describe how these plans support the mission and goals of the school.
- *Structure of the School Day and Year:* Describe the school calendar (including the number of days the school will be in session), the daily hours of operation, and the way the school day will be organized for instruction, assessment, independent study, professional development, Parent-teacher conferences and extra- or co-curricular activities.

F. Planning and Establishment (9 points)

- *Profile of Founding Group:* Describe the composition of the group or partnership that worked together to apply for the charter, including 1) brief résumés of the individuals, 2) the names and addresses of entities submitting the petition, 3) the names of the organizations or corporations of which the individuals are directors or officers, and 4) names of any organizations or agencies that are partners in planning and establishing the school, along with a description of the role played and the resources contributed by each. Describe how the founding group represents and reflects the interests of parents,

teachers, and the community. Briefly explain how the efforts of this group of sponsors (or partners) have added to the quality of the plans for the proposed public charter school and how the group's continued participation will contribute to the long-term success of the school. Describe any plans for further recruitment of founders or organizers of the school.

- **Planning Process:** Describe the planning process that led to the decision to form a school and apply for a charter and how individuals with requisite skills, competencies, and commitment were engaged in the planning process. Also, describe how parents, teachers, and other members of the community have been involved in developing the school's mission, philosophy, focus, goals and design and how they will continue to be involved in its implementation. If the founders have chosen to contract with a school management firm, describe why and how this management company was chosen and what input the founding members had in the selection process
- *Corporate Structure and Nonprofit Status of the School:* Describe the proposed corporate status of the school. If the school already is incorporated, please submit a copy of the articles of incorporation and the bylaws. If the school is not already incorporated, please describe the process and timeline under which this will occur. Also, if you have prepared drafts of proposed bylaws or articles of incorporation in anticipation of becoming incorporated, please submit them.

G. *Governance and Management (12 points)

- *Board of Trustees:* Describe the selection process and the terms of office of the proposed Board of Trustees. Describe how parents will have meaningful input into the selection of at least two parents to the Board of Trustees. Describe the composition, roles, and responsibilities of the Board. If the Board of Trustees already has been selected, please provide the name, address, and résumé of each member, as well as a Statement of Interest and Qualifications and a Board Member Agreement. Describe how the Board will function in making executive decisions about the operation of the school. Provide a Charter School Board of Trustees Job Description and Charter School Individual Trustee Performance Expectations. Describe the relationship of the Board of Trustees to the school's administrative structure and staff, and to the parents, and students.
- *Rules and Policies:* Describe the rules and policies for governance and operation of the public charter school. If rules and policies are not yet in place, describe the process and timetable under which they will be developed.
- *Administrative Structure:* Describe the administrative structure of the school. Describe the nature and extent of teacher, parent, and student input to decisions that affect the school.

- *Authorized Public Chartering Agency:* Describe the administrative relationship between the school and the authorized public chartering agency.
- *Request and Justification of Waivers:* Submit a request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or other otherwise not apply to, the school.

H. *Finance (9 points)

- *Grants Awareness:* Describe your awareness of Federal grants and how you will manage Federal funds. Specifically, describe how the CSP subgrant funds will be used in conjunction with other Federal programs administered by ED.
- *Anticipated Sources of Funds:* Discuss the level of funding you calculate will be generated by the per pupil allocation that you will be entitled to receive if you are awarded a charter. Indicate the amount and sources of additional funds, property, or other resources you expect will be available for the costs of planning, startup, and operation of the proposed public charter school. Where grants or loans are included, please indicate which of these are in hand and which are anticipated. For anticipated grants or loans, please provide evidence of firm commitments where they exist. Describe what contingencies are in place in the event that funds for per pupil allocations are not available as early as expected, or are lower than expected. In addition, explain the specific financial goals and objectives for the projected five-year budget (e.g., capital improvements, equipment, increased instructional and staffing costs).
- *Planned Fundraising Efforts:* Describe any planned fundraising efforts to generate capital or to supplement the per pupil allocation for operating expenses. Discuss plans for raising funds to cover planning and development expenses expected to occur prior to opening the school.
- *Financial Management and Accounting:* Describe the financial management and internal accounting procedures of the school, including the fiscal controls you intend to put in place to ensure accountability. Describe your school cash flow management plan and how it will ensure availability of funds throughout the year. If the charter school is being established as an outgrowth of an existing organization, describe how you will segregate the charter school's resources from those of the affiliate organization. The charter school must agree to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).

I. Facilities (12 points)

- *Identification of a Site:* If known, describe where the school will be housed when it opens, and the terms of the tenancy. Include a Letter of Intent indicating the terms and conditions of the proposed lease. Describe arrangements that have and will be made to secure an occupancy permit. If you already have identified a permanent school site, describe the facility and indicate its location. If there are existing occupancy limitations for this site, please provide that information. If you have not identified a permanent site, describe your present options for a permanent school site, including your timetable for identifying and acquiring it. If you are proposing to convert an existing public school, indicate whether you plan to lease the current facility from DCPS. Include in your discussion the amount of building space you anticipate using.
- *Site Renovation:* If you have identified a permanent building, explain how this site would be a suitable facility for the proposed school, including any plans to renovate. If you are proposing to convert an existing public school, include in your discussion what renovations you plan and whether DCPS will be expected to provide any capital improvements to the site.
- *Financing Plans for Facilities:* Describe your financing plans for acquisition (purchase, lease, etc.) and renovation of a facility.
- *Building Maintenance:* Describe your plans for building maintenance, including how you intend to ensure that applicable codes and standards are continuously met.

J. Recruiting and Marketing (9 points)

- *Outreach to the Community:* Discuss how the school and its program will be publicized throughout the community, whom the school plans to serve, and how the school can become a resource to the community. Identify and describe relationships with community organizations that will assist in your outreach and recruitment efforts. If you are proposing to convert an existing public school, describe your efforts to inform the community of the proposed conversion.
- *Recruitment of Students:* Describe the outreach efforts that will be made to potential students and their families and the steps that will be taken to recruit students. Describe how the founding group, including parents of students who are eligible to attend the proposed school, will be involved in recruitment efforts and the resources they will bring. Describe efforts to recruit students whose parents or guardians have not approached the school on their behalf. Describe the process to recruit and enroll students who are identified as homeless or “wards of the state”. Describe the process for enrolling students if more students apply than the negotiated enrollment level in your charter. Include in your discussion a timeframe for student recruitment and the enrollment procedure for siblings. If you plan to locate your school in an area that is densely populated with schools, describe a recruitment strategy that will ensure

adequate enrollment. Describe how this recruitment strategy will impact enrollment of surrounding schools. What effect will enrollment have on the viability of your school if significantly fewer students enroll than the negotiated enrollment level in your charter? If your school is targeted at a specific population, describe how you will recruit students and provide for an open enrollment.

- *Future Expansion and Improvements:* In a table, please display your school's enrollment targets for each age level for the first five years of operation, including projected enrollment for limited and non-English proficient students and special needs students at each level. If the targets reflect an increasing enrollment, describe your plan for expanding school facilities.

K. Student Policies and Procedures (6 points)

- *Timeline for Registering and Enrolling:* Describe the calendar to be used for selecting and admitting students, including the cutoff date for accepting applications and the timetable for a random selection process, if needed.
- *Policies and Procedures for Enrollment, Withdrawal, Suspension, and Expulsion of Students:* Describe the policies and procedures that will guide the enrollment, and withdrawal of students, including verification of District residency. Describe the suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters. Describe the proposed school's policy on enrollment and tuition reimbursement for nonresident students.

L. Human Resource Information (9 points)

- *Key Leadership Roles:* Please provide the names and qualifications of the persons who will hold the following or equivalent critical positions or roles in the public charter school--chief administrative officer (e.g., principal or head of school); curriculum leader (e.g., curriculum coordinator or director, lead teacher, principal); business officer; and legal counsel, and the percentage of the person's time that will be assigned to these duties. If permanent selections for these roles have not yet been made, indicate the names and supply the résumés of the individuals who are providing leadership for these areas of responsibility during the planning period.
- *Qualifications of School Staff:* Describe the standards that will be used in hiring teachers, administrators, and other school staff, and how these standards will meet or exceed the requirements of the ESEA. Describe the recruitment strategies that will be employed to achieve the desired quality of staff. Describe the steps you will take to ensure that background checks are conducted on all school personnel, including volunteers, prior to

the beginning of their employment or service.

- *Staffing Plan:* Provide information about the anticipated number of staff members, their positions, and the pupil teacher ratio. Explain how the staff will be organized to accomplish the school's mission and goals.
- *Employment Policies:* Describe your policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, (including pensions), and other matters related to staffing. Describe how salaries and benefit plans will be competitive with the surrounding market to attract the quality of staff desired. In addition, describe the policies on equal employment opportunities and maintenance of a drug-free workplace. If these policies are not yet in place, describe the process and timetable under which they will be developed. This discussion should include the content that the proposed will include. Also, explain how the existing or proposed policies will assure that the rights and benefits of current employees of the District of Columbia Public Schools will be protected if they accept employment at the proposed public charter school
- *Volunteers:* If volunteers will be used, describe their possible roles and how they will be identified and trained. Explain how volunteers will be organized to accomplish the school's mission and goals.

M. *Accountability Plan (21 points)

- *Goals:* Provide the proposed school's unique goals—those objectives specifically related to the proposed school's mission you expect individual students and the school to achieve if the school succeeds, and how the unique goals you have set for the school will be used as a basis for measuring performance and progress.
- *Performance Indicators:* For each unique goal listed above, list and discuss the performance indicators you propose to use to determine how well the students and the school have performed.
- *Benchmarks:* For each unique goal, define value-added benchmarks that what you believe will represent substantial progress against each indicator.
- *Establishing a Baseline:* Describe how and when a baseline for measuring performance and progress will be established, including how District wide assessments can be used for this purpose.
- *Measuring and Interpreting Data:* For each unique goal, describe how you will measure progress against the performance indicators you have defined. What tests and measures or other assessment tools will be used? What comparisons will be made and what other analyses will be done? How will results be displayed? Please identify the person responsible for the school's evaluation and accountability planning and describe

his or her professional qualifications.

- *Reporting:* Describe the process and timetable through which accountability plan performance and progress will be reported to parents, the community, and to the chartering authority. Additionally, describe the process and timetable through which performance and progress in meeting adequate yearly progress will be reported to parents and the community, as required by the Elementary and Secondary Education Act.
- *Federal Definition of a Public Charter School:* Describe how you meet and/or will meet the federal definition of a public charter school as referenced in Attachment M.

N. Continued Operation (9 points)

- *Board of Trustees:* Describe how the governing board of the public charter school will provide for continued operation of the school once this Federal grant has expired.
- *Additional Funding:* Explain how other Federal, state, local, or private funds are or will be leveraged to assist the school to institutionalize effective practices.
- *Continued Operation:* Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives.

O. Low Income and At-Risk Students (6 points)

- *Partnerships:* Describe any partnerships that have been created with various communities and charter advocacy organizations that may increase the number of low income and at-risk students, who will be served by the charter school.
- *Outreach and Engagement:* Describe outreach activities that will encourage low income and at-risk students to enroll in the school. Describe clearly how students will be identified as low income or at-risk and what specific strategies will be in place to meet the special needs of these populations.

P. *Grant Budget (3 points)

- *Action Plan:* Provide a detailed grant budget for the entire project period (planning and program design & initial implementation). Each project period must be separate. The budget must be comprehensive, detailed, well-justified, include allowable costs and have goal/activity alignment. Please email opcsfs.funding@dc.gov to receive the Excel Grant Budget Workbook.

Please ensure that all requirements of Attachment F are covered in your application.

SECTION 4. PROGRAM AND ADMINISTRATIVE REQUIREMENTS

4.1 Organizational and Governance Documents

Upon notification of award, grantees must certify that the following documents are on file at its business offices: organizational charts, signed articles of incorporation, and any other organizational and governance documents of the agency.

4.2 Compliance with State and Federal Authorities

The grantee will:

- provide annually to ED and the OSSE such information as may be required to determine if the public charter school is making satisfactory progress toward achieving the objectives of the school and other information and assurances;
- cooperate with ED and the OSSE in evaluating the program; and
- maintain appropriate financial management practices as required by ED, in accordance with the Education Department General Administration Regulations (EDGAR) including 34 CFR 74.40-74.48.

4.3 Copy of Charter Application Submitted to Authorizer

Grant recipients must submit a copy of the charter application submitted to the District of Columbia Public Charter School Board. This copy is to be accompanied by a letter from the PCSB acknowledging receipt of the charter application as well as a letter from the PCSB acknowledging receipt of the charter applicant's CSP grant application.

4.4 Copy of Approval Letter from Authorizer

Grant recipients must submit a copy of the approval letter (conditional or full) from the Authorizer in order for grant funds to be disbursed. Grantees must also provide copies of all correspondence with the D.C. Public Charter School Board upon request.

4.5 Certifications and Assurances

Applicants shall provide the information requested in Attachments and return them with the application.

4.6 Conflicts of Interest

CSP grantees must avoid apparent and actual conflicts of interest when administering grants. Department of Education regulations at 34 CFR 75.525(a) prohibit a person from participating in an administrative decision regarding a project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the grantee. Section

75.525(b) provides further that a person may not participate in a project to use his or her position for a purpose that is – or gives the appearance of being – motivated by a desire for a private for financial gain for that person or for others. 34 CFR 75.525.

SECTION 5. GENERAL PROVISIONS

5.1 Insurance

The applicant, when requested, must be able to show proof of all insurance coverage required by law applicable to public charter school and its charter. All applicants that receive awards under this RFA must show proof of insurance prior to receiving funds.

5.2 Audits

At any time or times before final payment and three (3) years thereafter, the District and respective jurisdictional administrative agencies may have the applicant's expenditure statements and source documentation audited.

5.3 Nondiscrimination in the Delivery of Services

In accordance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of, or be subjected to discrimination under, any program activity receiving FY 2010 Federal Charter Schools Program Planning and Implementation Grant awards.

5.4 W-9

The applicant shall submit a completed W-9, if they haven't done so and/or need to update the W-9 information.

SECTION 6. ATTACHMENTS

Attachment A	Notification of Intent to Apply
Attachment B	Original Receipt
Attachment C	Applicant Profile
Attachment D	Certification by the Public Charter School Governing Board
Attachment E	Board of Trustees Roster
Attachment F	CSP Assurances

Attachment G	Agreement to Comply with the Federal Definition of a Public Charter School
Attachment H	Agreement to Comply with Federal Assurances
Attachment I	Grant Budget
Attachment J	CSP Planning and Implementation Scoring Rubric

[The remainder of page is left blank intentionally]

ATTACHMENT A

Notification of Intent to Apply Notification- Due February 8, 2012

TO: Mr. Matthews Wright
Office of Public Charter School Financing and Support
Office of the State Superintendent of Education
810 First Street, NE, 9th Floor
Washington, DC 20002
Telephone: (202) 727-8320
FAX: (202) 727-2019
E-mail: matthews.wright@dc.gov

RE: Please accept this notification that the following **eligible** organization intends to apply for consideration of funding under the Charter Schools Program Planning and Implementation Grant

Applicant Organization Name

Applicant Organization Address

Applicant Contact Person

Telephone

Fax

Authorized Representative Name and Title

Signature

Date

I will attend the mandatory Pre-Application Conference:

☐

February 10, 2012 at 810 First Street, NE, 9th Floor, Washington, DC 20002, from 10:00am to 12:00pm.

Number of Attendees: _____

**Original Receipt
FY 2012 Charter Schools Program Planning and Implementation Grant
RFA #GDO-CSP-12**

The Office of the State Superintendent of Education is in receipt of application from:

Contact Name: _____

Applicant Organization: _____

Address (City, State, Zip): _____

Phone: _____

Fax: _____

E-mail Address: _____

Name of School: _____

Total Amount Requested: _____

OSSE USE ONLY:

Received on this date _____ / _____ / _____

Received at this time:

Received by:

_____ Applications with original submitted

LATE APPLICATIONS WILL NOT BE CONSIDERED FOR AN AWARD

**Applicant Profile/Cover Page
Office of the State Superintendent of Education
FY 2012 Charter Schools Program Planning and Implementation Grant
RFA #GDO-CSP-12**

Applicant
Organization/School: _____

Contact Person Name: _____

Contact Person Title: _____

Office Address: _____

Phone: _____

Fax: _____

Cell Phone: _____

E-mail Address: _____

Total Funds Requested: _____

ATTACHMENT D

Certification by the Public Charter School Governing Board

The governing body of the charter school applicant has authorized the filing of this application and the undersigned representative has been duly authorized to file this application and act as the authorized representative of the applicant in connection with this application.

I do hereby certify that all facts, figures, and representations made in this application are true and correct, and are consistent with the statement of certifications. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this project. All records necessary to substantiate these items will be available for review by state and federal monitoring staff promptly at their request. All progress reports and the final report requested through this grant program will be timely filed. I further certify that all disbursements will be obligated after the grant has been awarded and the revised budget (if applicable) is approved, and prior to the termination date, have not been previously reported, and were not used for matching funds on this or any special project.

(Charter School Board President - Printed)

(Charter School Board President - Signature) & Date

(Charter School Authorized Representative - Printed)

(Charter School Authorized Representative – Signature) & Date

ATTACHMENT E**Board of Trustees Roster**

Please provide the requisite information regarding the Board of Trustees in the below form.

Name	Address	Telephone	Employment
First _____ Middle Initial _____ Last _____	Street _____ City _____ State _____ Zip _____	Phone _____ Ext. _____	Employer _____ Title _____ Position _____
First _____ Middle Initial _____ Last _____	Street _____ City _____ State _____ Zip _____	Phone _____ Ext. _____	Employer _____ Title _____ Position _____
First _____ Middle Initial _____ Last _____	Street _____ City _____ State _____ Zip _____	Phone _____ Ext. _____	Employer _____ Title _____ Position _____
First _____ Middle Initial _____ Last _____	Street _____ City _____ State _____ Zip _____	Phone _____ Ext. _____	Employer _____ Title _____ Position _____
First _____ Middle Initial _____ Last _____	Street _____ City _____ State _____ Zip _____	Phone _____ Ext. _____	Employer _____ Title _____ Position _____
First _____ Middle Initial _____ Last _____	Street _____ City _____ State _____ Zip _____	Phone _____ Ext. _____	Employer _____ Title _____ Position _____
First _____ Middle Initial _____ Last _____	Street _____ City _____ State _____ Zip _____	Phone _____ Ext. _____	Employer _____ Title _____ Position _____
First _____ Middle Initial _____ Last _____	Street _____ City _____ State _____ Zip _____	Phone _____ Ext. _____	Employer _____ Title _____ Position _____
First _____ Middle Initial _____ Last _____	Street _____ City _____ State _____ Zip _____	Phone _____ Ext. _____	Employer _____ Title _____ Position _____
First _____ Middle Initial _____ Last _____	Street _____ City _____ State _____ Zip _____	Phone _____ Ext. _____	Employer _____ Title _____ Position _____

ATTACHMENT F

Charter Schools Program Assurances	
Name of Organization/Entity: Address:	
Part I: The U.S. Department of Education requires the District of Columbia to document that a charter school application for a grant under the Federal Charter Schools Program contains the following assurances. These assurances should be addressed in the grant narrative. Please state the page number to indicate where each of the standards is addressed. Provide an explanation on a separate sheet if the standard is not addressed in the grant narrative.	
ASSURANCES	GRANT NARRATIVE PAGE NUMBER
a.) A description of the educational program to be implemented by the proposed charter school, including (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;	
b.) A description of how the charter school will be managed;	
c.) A description of (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;	
d.) A description of the administrative relationship between the charter school and the authorized public chartering agency;	
e.) A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school;	
f.) A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives;	
g.) A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school;	
h.) A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education;	
i.) A description of how students in the community will be (i) informed about the charter school; and (ii) given an equal opportunity to attend the charter school;	
j.) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act; and	
k.) If the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities	

will involve charter schools and other public schools, local educational agencies, developers, and potential developers.		
PART II: The District of Columbia requires an applicant for a grant under the Federal Charter Schools Program to document the following assurances. Provide an explanation for any assurance marked "No."		
ASSURANCES	YES	NO
a.) Annually provide the Secretary, U.S. Department of Education and OSSE with such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described above in (c)(i) ;		
b.) Cooperate with the Secretary, U.S. Department of Education and OSSE in evaluating the charter school assisted under this program;		
c.) Ensure funds received under this grant will be used to supplement and, to the extent practical, increase the level of funds that would be made available from non-federal sources, and in no case will such funds be used to supplant funds from non-federal sources;		
d.) Implement activities that are consistent with state and federal fiscal and program requirements;		
e.) Maintain accurate and timely project records which document progress implementing this project, and which demonstrates compliance with all state and federal fiscal and program requirements ;		
f.) Avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services; and		
g.) Comply with all provisions of the Non-Regulatory Guidance-Public Charter Schools Program of the U.S. Department of Education, which includes the use of lottery for enrollment if the charter school is over subscribed.		
<i>Certification is hereby given that all facts, figures, and representations made in this application with regard to participation of the organization or entity specified above are true and correct.</i>		
Name and Title of Authorized Representative (Printed):	Signature of Authorized Representative:	Date:
Name of Chair, Board of Trustees (Printed):	Signature of Chair, Board of Trustees:	Date:

Agreement to Comply with the Federal Definition of a Public Charter School

This Assurance Statement must be signed by the Chair of the Board of all District of Columbia public charter schools supported through federally funded programs. All schools must comply with the assurances contained in this statement for the Office of Public Charter School Financing and Support (OPCSFS) to sub-grant federal funds or credit enhance facilities occupied by the school. The OPCSFS will periodically monitor its portfolio to ensure that served schools continue to meet the Federal charter school definition.

PUBLIC CHARTER SCHOOL- I assure that this school will operate as a public charter school that --

(a) operates in accordance with the District of Columbia School Reform Act of 1995," effective April 26, 1996 (Pub. L. No. 104-134; 110 Stat 1321-107; D.C. Official Code 38-1233.01 et seq., 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, and part B of the Individuals with Disabilities Education Act;

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

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

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

(k) operates in accordance with State law; and

(l) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to

State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

By placing my initials next to each of the preceding statements and by signing my name here, I, on behalf of the Board of Directors, acknowledge that:

- The Board of Directors has reviewed the preceding assurances and agrees to be responsible for fulfilling all the expectations contained in these assurances even if that means actively researching current state and/or federal rules, laws and other requirements referenced herein.
- The Board of Directors understands that it is responsible for ensuring that the school complies with these assurances.
- The school may be held liable if it does not comply with these assurances.

Signature

Date

BOARD MEMBER INFORMATION	
Name <i>(please print or type)</i>	
Home Address	
Phone Number(s)	
E-Mail Address	

Agreement to Comply with Federal Assurances

The applicant/awardee shall comply with all applicable federal, state and local laws, rules and regulations and provisions stated therein and herein in the performance of the award should grant funds be awarded. As part of the application requirements, applicant shall sign and submit this form indicating its agreement to comply with the provisions of the application and assurance clauses.

- 1. ASSURANCES**
- 2. LOBBYING***
- 3. DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION ***
- 4. ASSURANCES, NON CONSTRUCTION PROGRAMS***
- 5. GOVERNMENT WIDE REQUIREMENTS FOR DRUG-FREE WORKPLACE***

Regarding clauses 2, 3, 4, and 5:

These provisions are required when the award involves federal funds. Applicants shall refer to the regulations cited to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying,"; 34 CFR Part 84, Government-wide Requirements for Drug-Free Workplace (Grants) and 34 CFR Part 85 Government-wide Debarment and Suspension (Non-procurement) and the certifications shall be treated as a material representation of fact upon which reliance will be placed when the Office of the State Superintendent of Education determines the award.

The title of the application award opportunity: **FEDERAL CHARTER SCHOOLS PROGRAM GRANT**
Project Title:

Local Education Agency Information	
Applicant (Legal Name of Agency):	
Mailing Address:	Telephone (Area Code and Number):
Name and Title of Federal Programs' Point of Contact:	Telephone (Area Code and Number):
	Email Address:

, the undersigned, have read and agree to the applicable assurances and certifications for the federal programs for which the LEA is applying.

The agency named above has authorized me, as its representative, to file these assurances.

/	/	/
Name and Title	Signature	Date Signed

General Assurances

The applicant hereby assures and certifies compliance with all Federal and local statutes, regulations, policies, guidelines and requirements.

Also, the Application assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
2. It will comply with provisions of Federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by Federal grants. (5 USC 1501, et. seq.).
3. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act if applicable.
4. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
5. It will give the sponsoring agency of the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
6. It will comply with all requirements imposed by the Federal-sponsoring agency concerning special requirements of Law, program requirements, and other administrative requirements.
7. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234-, 87 Stat. 975, approved December 31, 1976. Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "Federal Financial Assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.

Other General Assurances

The LEA assures that for each NCLB program included in this application:

- The LEA recognizes that SEA approval of an application does not relieve the LEA of its responsibility to comply with all applicable requirements;
- Charges for personnel services (payroll) comply with federal requirements, including requirements for proper documentation of payroll records and appropriate time and effort reporting. Salaries and wages of employees chargeable to more than one grant program or cost objective, if applicable, will be supported by appropriate time distribution records;
- Funds will only be used to supplement, and not supplant State and local funds;
- The LEA will have financial management systems, procurement systems, and equipment and inventory management systems that enable the LEA to demonstrate compliance with federal grants management requirements, including the requirement that all expenditures made with federal funds are necessary, reasonable, allocable, and legal; and

- The LEA has read and will comply with:
 - Certification Regarding Lobbying
<http://www.ed.gov/fund/grant/apply/appforms/ed80-013.doc>
 - Disclosure of Lobbying Activities
<http://www.ed.gov/fund/grant/apply/appforms/sfll.doc>
 - Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions
<http://www.ed.gov/fund/grant/apply/appforms/ed80-014.doc>
 - Assurances, Non-Construction Programs
<http://www.ed.gov/fund/grant/apply/appforms/sf424b.doc>
 - Government wide requirements for Drug-Free workplace
<http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part84a.html>

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Grant Budget

Please request the Excel Grant Budget Workbook from opcsfs.funding@dc.gov.

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CSP Planning and Implementation Scoring Rubric

SECTION A- Executive Summary and Project Goals			
Overview			
<i>Briefly describe your public charter school, including the educational program, the school community, the school's origins and the vision of the school. Introduce the key founders, their backgrounds and expertise. Describe how the school plans to use grant funds to implement the school's vision.</i>			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Project Goals			
<i>List three project goals, with indicators, for the proposed grant that encompass the three year period the grant will be awarded. At least one goal must address student academic achievement as measured by DC-CAS and Adequate Yearly Progress (AYP) using the federal definition in the Elementary and Secondary Education Act which stipulates that all students will be proficient in Reading and Math by 2014.</i>			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section A: ____/6 points			

SECTION B- Mission and Purpose of the Proposed Public Charter School			
Educational Needs of the Target Student Population			
<i>Discuss the grade or age levels of the student population your school plans to serve. In the context of the needs of the target student population, explain your rationale for the proposed enrollment level in 2011-12, and discuss your expectations for the development of the school to its full capacity and potential.</i>			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Mission and Philosophy of the Proposed PCS			
<i>Provide a one-sentence statement of the mission of the proposed public charter school. Also, briefly state the philosophy upon which the program of this school is based.</i>			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Educational Focus			
Describe any areas of concentration (e.g., mathematics, science, the arts); student needs (e.g., early childhood, students with disabilities, gifted and talented, bilingual/multicultural); grade levels or age levels, or other instructional groupings; or themes (e.g., technology, sports and health, international studies) on which this school intends to focus.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Goals			
List the school's performance goals including student academic performance goals that relate to the school's unique mission. Describe the goals individual students and the school are expected to achieve if the school succeeds, and how the unique goals will be used as a basis for measuring performance and progress.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section B: ____/12 points			

*SECTION C- Charter School Curriculum			
Student Learning Standards			
Provide a description, not greater than one page in length, of the student learning standards your school has adopted/developed. Include in your discussion the process used for choosing these standards, a statement of how the standards will cover both academic and non-academic areas of the curriculum, and an explanation of how these standards will equip all students, including limited English proficient students and those with disabilities, to meet or exceed any standards adopted by the Office of the State Superintendent of Education.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Resources and Instructional Materials			
For each of the core subject areas, as well as the school's unique focus area, in each performance level (grade level, age grouping, etc.) for the first five years of operation, discuss the criteria you will use in selecting resources and instructional materials that are aligned with the proposed learning standards.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Methods of Instruction			
Briefly describe the instructional methods to be used, including any distinctive instructional techniques or approaches to be employed, such as reading across content areas, multi-sensory learning, team or problem-based learning, computer-assistive instruction, or peer-assistive learning strategies . Describe any special models of instruction, adaptations of classroom management, or service delivery strategies that will be used to accommodate students with exceptional needs, including gifted and talented students, and limited English proficient students. Discuss how the pedagogies proposed will provide students with the knowledge, proficiency, and skills to perform at high levels to meet outcomes and anticipated goals.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Student Progress and Achievement			
Briefly describe the proposed methods and plans for assessing student progress and achievement against the academic goals set. Detail tests, measures, or other assessment tools that will be used. Explain how student progress and achievement will be measured and tracked including the baseline standards of achievement, the outcomes to be achieved and the method(s) of measurement to be used. Describe how assessment will be used to tailor instruction to student needs, improve their outcomes, and how the proposed assessment methods align to the proposed curriculum.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Students with Exceptional Needs			
Describe how you will identify the needs of students with exceptional needs; how students will be evaluated; who will make decisions about all special education services; who is responsible for delivering special education and related services; and how you anticipate services will be provided (e.g., inclusion, resource center pull-out services, or differentiation within the classroom).			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

English Language Learners			
Describe strategies to be used if you find that a large number of students enrolled in school with reading and other basic skills that are substantially below grade level. Describe the support services that would be offered to the students and their families. Explain how English proficiency would be assessed and the models used for delivering the services (e.g. push-in, pull-out, sheltered instruction).			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Strategies for Providing Intensive Academic Support			
Describe the strategies you intend to use if you find a large number of students enroll in your school with reading, mathematics, and other basic skills that are substantially below grade level.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section C: ____/21 points			

*SECTION D- Student Performance			
Gateway Measures			
Describe the school's policies and standards for promoting students to the next grade, achievement level, or grouping level. If applicable describe the standards a student must meet to be eligible for graduation from the school and include courses that must be completed at each grade level to receive a high school diploma. If the school offers an alternative certificate of completion, indicate the requirements a student must achieve to receive a certificate. If the gateway measures are linked to career certifications, language acquisition, etc describe the proficiency level(s) needed to be promoted or exit the program.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Leading Indicators			
Describe how you will work with students and families to promote "high" school-wide attendance levels. In addition explain the process the school will implement to re-enroll or retain eligible students and families.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section D: ____/6 points			

SECTION E- Support for Learning			
Parental Involvement			
Describe how you will go about building family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parental involvement in school operations. Describe how you propose to work with parents so they have the information and training they need to better support and become more involved in their children's learning.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Community Participation			
Describe the relationship your school intends to build with community agencies and organizations that serve children and youth who attend your school. Discuss any commitments you have for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in your school.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
School Organization and Culture			
Describe how the school will be organized and how the organization and culture of the school will support student learning and promote responsible citizenship.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Extra-Curricular Activities			
Describe the types of sports, recreational, and other extracurricular activities you plan to offer students. Discuss any plans you have for collaboration with community organizations for the provision of recreational programs.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Safety, Order, and Student Discipline			
Describe the procedures you intend to put in place to ensure the school is a safe, orderly, and drug free environment where both teachers and learners can feel secure and where effective learning can take place. Describe the school's philosophy regarding student behavior, discipline, and participation in school activities for the general student population and special needs students.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Professional Development			
Describe plans for providing access for teachers, administrators, and other school staff to professional development activities that will 1) expand the knowledge, skills, and other competencies they will need in order for the new public charter school to serve its students well and 2) develop their confidence in their ability to perform well in the public charter school environment. Describe how these plans support the mission and goals of the school.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Structure of the School Day and Year			
Describe the school calendar (including the number of days the school will be in session), the daily hours of operation, and the way the school day will be organized for instruction, independent study, and extra- or co-curricular activities.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section D: ____/21 points			

SECTION F- Planning and Establishment			
Profile of Founding Group			
Describe the composition of the individuals or entity that is applying for a charter. Describe how the founding group represents and reflects the interests of parents, teachers, and the community. Briefly explain how the efforts of this group of sponsors (or partners) have added to the quality of the plans for the proposed public charter school and how the group's continued participation will contribute to the long-term success of the school. Describe any plans for further recruitment of founders or organizers of the school.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Planning Process			
Describe the planning process that led to the decision to form a school and apply for a charter and how individuals with the requisite skills, competencies, and commitment were engaged in the planning process. Also describe how parents, teachers, and other members of the community have been involved in developing the school's mission, philosophy, focus, goals, and design. If the founders have chosen to contract with a school management firm, describe why and how this management company was chosen.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Corporate Structure and Nonprofit Status of the School			
If the school entity already has been incorporated as a public charter school, please submit a copy of the articles of incorporation and the bylaws. If not incorporated, please describe the process and timeline under which this will occur.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section F: ____/9 points			

*SECTION G- Governance and Management			
Board of Trustees			
Describe the selection process and the terms of office of the proposed Board of Trustees. Describe how parents will have meaningful input into the selection of at least two parents to the Board of Trustees. Describe how the Board will function in making executive decisions about the operation of the school.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Rules and Policies			
Describe the administrative structure of the school. Describe the nature and extent of teacher, parent, and student input to decisions that affect the school.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Administrative Schedule			
Describe the administrative structure of the school. Describe the nature and extent of teacher, parent, and student input to decisions that affect the school.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
School Management Contracts			
If the Board of Trustees has entered into a contract with an educational service provider provide a description of the process and criteria used to select the educational provider.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section G: ____/12 points			

*SECTION H- Finance			
Anticipated Sources of Funding			
Discuss the level of funding you calculate will be generated by the per pupil allocation that you will be entitled to receive if you are awarded a charter. Indicate the amount and sources of additional funds, property, or other resources you expect will be available for the costs of planning, startup, and operation of the proposed public charter school. Where grants or loans are included, please indicate which of these are in hand and which are anticipated. Describe what contingencies are in place in the event that funds for per pupil allocations are not available as early as expected, or are lower than expected.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Planned Fundraising Efforts:			
Describe any planned fundraising efforts to generate capital or to supplement the per pupil allocation for operating expenses. Discuss plans for raising funds to cover planning and development expenses expected to occur prior to opening the school.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Financial Management and Accounting			
Describe the financial management and internal accounting procedures of the school, including the fiscal controls you intend to put in place to ensure accountability. Describe your school cash flow management plan and how it will ensure availability of funds throughout the year. Describe the provisions that will be made for conducting annual audits of the financial operations of the school.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Civil Liability and Insurance			
Indicate the types of insurance and the levels of coverage sought.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section H: ____/12 points			

SECTION I- Facilities			
Identification of a Site			
If known, describe where the school will be housed when it opens, and the terms of the tenancy. Describe arrangements that have and will be made to secure an occupancy permit. If you already have identified a permanent school site, describe the facility and indicate its location. If you have not identified a permanent site, describe your present options for a permanent school site, including your timetable for identifying and acquiring it. If you are proposing to convert an existing public school, indicate whether you plan to lease the current facility from DCPS.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Site Renovation			
If you have identified a permanent building, explain how this site would be a suitable facility for the proposed school, including any plans to renovate. If you are proposing to convert an existing public school, include in your discussion what renovations you plan and whether DCPS will be expected to provide any capital improvements to the site.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Financing Plans for Facility			
Describe your financing plans for acquisition (purchase, lease, etc.) and renovation of a facility.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Building Maintenance			
Describe your plans for building maintenance, including how you intend to ensure that applicable codes and standards are continuously met.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section I: ____/12 points			

SECTION J- Recruiting and Marketing			
Outreach to the Community			
Discuss how the school and its program will be publicized throughout the community, whom the school plans to serve, and how the school can become a resource to the community. Identify and describe relationships with community organizations that will assist in your outreach and recruitment efforts. If you are proposing to convert an existing public school, describe your efforts to inform the community of the proposed conversion.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Recruitment of Students			
Describe the outreach efforts that will be made to potential students and their families and the steps that will be taken to recruit students. Describe how the founding group, including parents of students who are eligible to attend the proposed school, will be involved in recruitment efforts and the resources they will bring. Describe the process to recruit and enroll students who are identified as homeless or “wards of the state”. Include in your discussion a timeframe for student recruitment and the enrollment procedure for siblings. If you plan to locate your school in an area that is densely populated with schools, describe a recruitment strategy that will ensure adequate enrollment.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Future Expansion and Improvements			
In a table, please display your school's enrollment targets for each age level for the first five years of operation, including projected enrollment for limited and non-English proficient students and special needs students at each level. If the targets reflect an increasing enrollment, describe your plan for expanding school facilities.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section J: ____/9 points			

SECTION K- Student Policies and Procedures			
Enrollment Timeline			
Describe the calendar to be used for selecting and admitting students, including the cutoff date for accepting applications and the timetable for a random selection process, if needed.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Admission Policies			
Describe the policies and procedures that will guide the selection, admission, enrollment, and withdrawal of students, including verification of District residency. Describe the suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section K: ____/6 points			

SECTION L- Human Resource Information			
Staff			
Please provide the names and qualifications of the persons who will hold the following or equivalent critical positions or roles in the public charter school--chief administrative officer (e.g., principal or head of school); curriculum leader (e.g., curriculum coordinator or director, lead teacher, principal); business officer; and legal counsel, and the percentage of the person's time that will be assigned to these duties. If permanent selections for these roles have not yet been made, indicate the names and supply the résumés of the individuals who are providing leadership for these areas of responsibility during the planning period.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Qualifications			
Describe the standards that will be used in hiring teachers, administrators, and other school staff, and how these standards will meet or exceed the requirements of the Elementary and Secondary Education Act. Describe the recruitment strategies that will be employed to achieve the desired quality of staff.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Staffing Plan			
Provide information about the anticipated number of staff members, their positions, and the pupil teacher ratio. Explain how staff will be organized to accomplish the school's mission and goals.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Employment Policies			
Describe your policies on equal employment opportunities and maintenance of a drug-free workplace. If these policies are not yet in place, describe the process and timetable under which they will be developed.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Volunteers			
Describe your use of volunteers, their possible roles, and how they will be identified and trained. Please explain how volunteers will be organized to accomplish the school's mission and goals.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section L: ____/15 points			

*SECTION M- Accountability Plan			
Goals			
<i>Provide the proposed school's unique goals—those objectives specifically related to the proposed school's mission you expect individual students and the school to achieve if the school succeeds, and how the unique goals you have set for the school will be used as a basis for measuring performance and progress.</i>			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Performance Indicators			
<i>For each unique goal, list and discuss the performance indicators you propose to use to determine how well the students and the school have performed.</i>			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Benchmarks			
<i>For each unique goal, define value-added benchmarks that what you believe will represent substantial progress against each indicator.</i>			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Establishing a Baseline			
<i>Describe how and when a baseline for measuring performance and progress will be established, including how District wide assessments can be used for this purpose.</i>			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Measuring and Interpreting Data			
<i>For each unique goal, describe how you will measure progress against the performance indicators you have defined. What tests and measures or other assessment tools will be used? What comparisons will be made and what other analyses will be done? How will results be displayed? Please identify the person responsible for the school's evaluation and accountability planning and describe his or her professional qualifications.</i>			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			

Reporting			
Describe the process and timetable through which accountability plan performance and progress will be reported to parents, the community, and to the chartering authority. Additionally, describe the process and timetable through which performance and progress in meeting adequate yearly progress will be reported to parents and the community, as required by the Elementary and Secondary Education Act.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Federal Definition of a Public Charter School			
Describe how you meet and/or will meet the federal definition of a public charter school.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section M: ____/21 points			

SECTION N- Continued Operation			
Board of Trustees			
Describe how the governing board of the public charter school will provide for continued operation of the school once this Federal grant has expired.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Additional Funding			
Explain how other Federal, state, local, or private funds are or will be leveraged to assist the school to institutionalize effective practices.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Continued Operation			
Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section N: ____/9 points			

SECTION O- Low Income and At-Risk Students			
Partnerships			
Describe any partnerships that have been created with various communities and charter advocacy organizations that may increase the number of low income and at-risk students, who will be served by the charter school.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Outreach and Engagement			
Describe outreach activities that will encourage low income and at-risk students to enroll in the school. Describe clearly how students will be identified as low income or at-risk and what specific strategies will be in place to meet the special needs of these populations.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section O: ____/6 points			

*SECTION P- Grant Budget			
Action Plan			
Provide a detailed grant budget for the entire project period (planning and program design & initial implementation). Each project period must be separate. The budget must be comprehensive, detailed, well-justified, include allowable costs and have goal/activity alignment.			
Fails to meet criterion	Minimally meets criterion	Substantially meets criterion	Completely meets criterion
0	1	2	3
Strengths:			
Weaknesses:			
Total Points for Section O: ____/3 points			

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