

IDAHO CHARTER SCHOOL SUPPORT PROGRAM GRANTS

Dissemination

Since 1994, the U.S. Department of Education has provided state educational agencies grants to support state charter school planning and implementation, as well as dissemination efforts (Title V, Part B, Subpart 1 of the Elementary and Secondary Act of 1965, as amended by the No Child Left Behind Act of 2001).

The purpose of the Charter School Program (CSP) is to increase understanding of the charter schools model and to expand the number of high-quality charter schools available to students across the Nation by providing financial assistance for the planning, program design, and initial implementation of charter schools, and to evaluate the effects of charter school, including their effects on students, student academic achievement, staff and parents.

The Idaho State Department of Education (SDE) was awarded a grant of \$6,113,105 under this program to conduct a charter school grant project in accordance with this purpose. The project period for this grant begins 8/01/2008 and ends 7/31/2011. This is the 4th Charter School Program grant that Idaho has received since its charter legislation was approved in 1998. In 2008-2009 the SDE distributed \$2,949,149.00 in start-up and implementation sub grants and \$300,000.00 in dissemination sub grants to charter schools and charter school developers. 5% of grant funds are retained for administration of grant-related activities.

The specific grant goals for the Idaho Charter School Program are to:

- 1) Promote the development of high quality school petitions to increase the number of quality charter schools focused on high achievement for all students.
- 2) Evaluate and communicate the effects of Idaho charter schools on students, student achievement and parents.
- 3) Increase the number of new charter schools focusing student achievement efforts on underserved populations of students (as defined by the State), particularly those high school students who are at greatest risk of not meeting challenging state achievement standards or not graduating.
- 4) Share best practices of high performing charter schools with demonstrated success at promoting student achievement.

Direct questions and applications to the attention of:

Michelle Taylor, School Choice Coordinator
Division of Innovation and Choice
Idaho State Department of Education
P.O. Box 83720, Boise ID 83720-0027
E-Mail: mtaylor@sde.idaho.gov
Phone: 208-332-6963

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Background

Charter schools are public schools that are free and open to all students. A charter school gives parents the choice of sending their children to a school that uses innovative methods to provide a quality education, often in a smaller, more responsive learning environment.

The charter school concept emerged in the 1970s as a means of promoting school innovation and reform. The idea was that local school boards would provide small groups of educators a “charter” to explore new approaches to education.

In 1991, Minnesota passed the first charter school law. By 1995, 19 states had signed laws allowing for the creation of chartered public schools. Charter schools have received bipartisan support nationally. In 1997, President Clinton called for the creation of 3,000 charter schools by the year 2002. In 2002, President Bush asked Congress for \$200 million to support charter school development and another \$100 million for the Credit Enhancement for Charter Schools Facilities Program.

Today 40 states and the District of Columbia have charter school legislation. The National Alliance of Public Charter Schools published 2007 statistics indicating that there were 4,046 charter schools across the nation serving 1,144,758 students in grades K-12.

Idaho Public Charter School Statute (Idaho Code Chapter 52, Title 33) became effective on July 1, 1998. The Idaho Legislature enacted the charter school legislation with wide bipartisan support with the intent of providing new opportunities for teachers, parents, students and communities.

Idaho public charter schools operate independently within Idaho’s public school system and are established to accomplish any of the following:

1. Improve student learning;
2. Increase learning opportunities for all students with special emphasis on expanded learning experiences for students;
3. Include the use of different and innovative teaching methods;
4. Utilize virtual distance learning and on-line learning;
5. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
6. Provide parents and students with expanded choices in the types of educational opportunities that are available within the educational system;
7. Hold the schools accountable for meeting measurable student educational standards.

There will be 35 charter schools operating in the state in 2009-2010. Half of the schools are authorized by local schools districts and half are authorized by the Idaho Public Charter School Commission, a statewide chartering agency. According to the Idaho State Department of Education (SDE) data, 11,959 students were enrolled in Idaho charter schools in 2008-2009. Schools report that 6,981 students are on charter school waiting lists.

Charter schools in Idaho demonstrate research-based methodologies and programs, providing a range of quality educational choices for students, parents and teachers. In addition to brick and mortar charter schools, there are currently 6 virtual charter schools and 1 distance education school in Idaho.

Definition of a Charter School

Idaho Code 33-5204 (4) indicates that a charter school shall operate as a non-profit entity and shall not be operated by a for-profit entity; however, it may contract with for-profit entities for the provision of products or services. A charter shall not be granted to a private or parochial school wishing to convert to a public charter school.

In order to be eligible for federal charter school program sub grant funds, a school must meet federal guidelines regarding charter schools. *Guidance for the Charter School Program* states that a charter school is a new school that:

- (a) In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit flexible operation and management of public schools, but not from any rules relating to the other requirements in 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 control;
- (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 non-sectarian in its programs, admission policies, employment practices, and all other operations and is not affiliated with a sectarian school or religious instruction;
- (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 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 and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
- (j) Meets all applicable Federal and 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 pursuant to State assessments that are required of other schools and pursuant to any other assessments agreeable to the authorizing agency.

A "new" charter school is a brand new startup school that did not previously exist. A "conversion" charter school is a public school that has substantially changed its curriculum, staff or school design in order to increase student academic performance.

Idaho Charter School Program Grant

General Information

The Idaho State Department of Education (SDE) is authorized to award CSP sub-grant funds through a competitive process to eligible applicants and to negotiate grant contracts to awardees for planning and program design, including pre-charter planning, and initial implementation of a charter school as well as for dissemination activities.

States may reserve up to 10 percent of their Charter School Program grant funds for dissemination sub-grants to spread lessons learned from high-quality charter schools with a demonstrated history of success to other public schools, including other public charter schools, about how to create and sustain high-quality, accountable schools. The SDE complies with Public Law 107-110, Title V, Part B, Public Charter Schools, Subpart 1—Charter School Programs, SEC. 5204. The following describes eligibility; purpose and type of activities which may be supported through these dissemination funds.

Eligible Applicants

Eligible applicants are boards of trustees of high quality public charter schools that have been in operation for at least three complete and consecutive years, have not previously been awarded a dissemination grant, and have demonstrated overall success through:

1. Substantial progress in improving student academic achievement
2. High levels of parent satisfaction
3. The management and leadership necessary to overcome initial start-up problems and establish a thriving financially viable charter school

Proposals may be submitted by a single charter school or a consortium of two or more charter schools which meet the criteria outlined above. Schools submitting an application as a consortium may use grant funds to designate a project director to coordinate project activities.

Funding:

Dissemination grants are awarded on a single grant basis for a period not to exceed 24 months. The maximum grant award in a 12 month period is \$100,000.00.

Project Period

Dissemination grants are funded for a maximum of 24 months. The sub-grant project period begins on the issuance day of the sub grant award. Proposals may be for one activity that will take the full 24 month period to complete or for two separate activities, each of which will be completed in 12 months. Project funding in the second year will be based on progress made toward articulated project goals.

If the terms and conditions of the contract of those months are met and completed and significant progress has been made toward articulated goals, charter schools will be eligible to receive funding for the remainder of the 24 month contract period. Funding for future years is contingent upon federal appropriations.

Fundable Activities

An eligible charter school may use Charter Support Program dissemination subgrant funds to assist other schools in adapting the school's program or aspects of the charter school through activities such as:

1. Assisting other individuals with the planning and start-up of one or more new public schools, including charter schools, that are independent of the assisting charter school and the assisting charter school's developers, and that agree to be held to at least as high a level of accountability as the assisting charter school;
2. Developing partnerships with other public schools, including charter schools, designed to improve student academic achievement in each of the schools participating in the partnership;
3. Developing curriculum materials, assessments, and other materials that promote increased student achievement and are based on successful practices within the assisting charter school; and
4. Conducting evaluations and developing materials that document the successful practices of the assisting charter school and that are designed to improve student performance in other schools.

Applicants must target one or more of the fundable activities listed above in the proposal. Simply inviting interested individuals to tour the applicant school does not meet the outlined objectives for the sub-grant.

Allowable Expenditures

A charter school may not use dissemination grant funds, either directly or through a contractor, for marketing or recruitment activities designed to promote itself or the programs offered by it or by a contractor to parents or the community. Grant funds may be used to develop materials documenting successful practices of the charter school for the educational purpose of assisting other schools in improving student academic achievement. Any charter school receiving a dissemination grant must provide thorough and high-quality information that meets the needs of other schools trying to learn from the charter school's experience. Funds should be directed toward activities directly related to articulated objectives. Dissemination grants are not to be used towards the operation of the applicant charter school. Funds are to be used exclusively for the preparation and dissemination of a product or service.

Examples of approvable expenses include, but are not limited to:

- Project director salary and benefits
- Teacher stipends
- Substitute costs
- Hiring consultants to help develop curriculum, assessments, policies, etc.
- Designing and conducting training activities
- Expenses associated with the development of project program: copying, mailing, travel costs, etc.
- Development of awareness activities

Examples of non-allowable expenditures include, but are not limited to:

- Salaries and fringe benefits not directly related to project goals
- Facilities expenses
- Indirect costs
- Personal expenses
- Website development and maintenance
- Conference attendance
- Support for salaries, benefits of any employee of an educational management organization or any institutional partner of the schools.

Grant Process

The SDE will conduct a dissemination project planning conference call with all eligible applicants to provide an overview of the application process and to encourage participation in replication and sharing activities. Interested schools will submit a one- to two-page Project Abstract Brief on school letterhead, providing a brief overview of the characteristics of the applicant school and outlining the project proposal. The deadline for Idaho Charter School Program Dissemination Grant Project Abstract Briefs is September 4, 2009.

The SDE will work with applicants to identify target populations that may be interested in participating in dissemination activities: charter and non-charter public schools, low performing schools, charter developers, universities, etc. In addition, the SDE will work with applicants to identify external organizations with experience in project development and evaluation, as well as the capacity to identify promising practices and to determine the most successful means of dissemination.

Once target groups have been determined, charter schools will be invited to submit a full proposal based on the criteria outlined in the dissemination grant application. Full Project Proposals will be accepted no later than October 2, 2009.

Grant Awards will be announced on or before October 19, 2009. Grants will be awarded on an annual basis as federal funds are appropriated and made available. Schools making a proposal that is not selected for funding may resubmit the proposal in a revised form or as a new proposal in a subsequent year.

Proposals must clearly outline a plan for measuring the impact of the project on school quality and/or student achievement. All projects that are funded for more than \$10,000 or projects that span a two-year period will be required to include an external organization to assist in the development and evaluation of the project.

Selection Criteria

The SDE has implemented a two step Application Process for Dissemination Grants:

<u>Step 1: September 4, 2009</u>	Eligible applicant schools submit a project abstract brief.
<u>Step 2: October 2, 2009</u>	Eligible applicant schools submit full proposals.

Dissemination grant application processes are competitive. A committee of experienced charter school leaders and general education professionals will review all project proposals. Reviewers will evaluate applications based on the overall quality and the extent to which the applications address the primary objectives of the Idaho Charter School Support Program. The team will evaluate adherence to application instructions, assurances, budgetary restrictions and eligibility. Using the grant scoring rubric, the review committee will look specifically for charter school planning proposals that demonstrate understanding of the key objectives of the charter school support program grant. Funding will be based on the quality of the application and the efficacy of the budget.

Additional points will be added to proposals that:

- 1) focus student achievement efforts on underserved populations of students (as defined by the State), particularly those high school students who are at greatest risk of not meeting challenging state achievement standards or not graduating (5 points);
- 2) pair high performing charter schools with public schools (charter or non-charter) in NCLB sanctions (5 points);

3) promote the development of high quality school petitions to increase the number of quality charter schools focused on high achievement for all students (5 points).

Only proposals scoring at least 60 points of the 85 possible will be funded.

The SDE reserves the right to select from the highest ranking applications those that are most advantageous to the specific goals of the Idaho Charter School Support Program. There is no guarantee that the submission of an application will result in funding or that funding will be allocated at the level requested.

Grant Award Notification and Distribution

Written notification of grant award decisions will be sent to the contact person for the project according to the timeline outlined in the CSP Grant Calendar. Following grant notification all award recipients must participate in a post-award conference call. Revised budgets (if required) must be submitted within 30 days of receipt of the award.

Projects must operate under the jurisdiction of the charter school board. The board is responsible for disbursement of and accounting for project funds. State rules pertaining to competitive bidding, safety regulations and inventory control must be followed.

Cash balance reports are due to the SDE on a quarterly basis (January 15, April 15, July 15, and October 15) unless otherwise indicated. Requests for funding will be reviewed to ensure that requests are in alignment with proposed budget and project plan. Payments are made on a monthly basis and are based upon progress made toward articulated benchmarks.

After grant awards have been made, a grant recipient who wishes to move more than 20 percent of funds from one budget category to another must submit a budget revision request for approval to the School Choice Coordinator.

No funds may be obligated prior to the approval date of the grant.

Separate accounting of the grant funds is required. Supporting or source documents for all project-related transactions must be kept in a locked fireproof cabinet. Source documents consist of purchase orders, contracts, time and effort records, delivery receipts, vendor invoices, travel documentation and payment documents, including check stubs. Detailed records of both encumbrances and expenditures are to be kept separately by expenditure code. If stipends are paid with grant funds, there must be documentation of time and attendance. All grant records must be maintained for five years following submission of the final report.

All awarded grant funds must be encumbered by June 30, 2010.

Required Reports

All projects that are funded for more than \$10,000 or span a two-year period will be required to include an external organization to assist in the evaluation of the project.

All CSP award recipients must submit an annual performance report describing the progress that has been made toward meeting project goals. Recipients will be provided with copies of the report format and the submission information in the post award conference call.

For schools funded for a 24 month period, Continuation Reports are due at the end of Project Year One. Funding for continuation funds will be contingent upon progress made by the charter school in meeting project goals. The following items are required in Continuation Reports at the end of the first budget year:

- Itemized expenditure report for the previous budget period
- Progress made toward project goals and objectives
- Updated Budget Summary and Project Budget Detail (Continuation Reports only)

Continuation funding may be terminated if substantial progress is not being made to accomplish the goals articulated in the original application or if the charter school fails to make satisfactory student achievement progress.

For those schools in their final year of eligibility, a Final Performance Report covering the entire project is due at the end of the project. **All Continuation and Final Performance Reports are due July 30, 2010.**

Project Monitoring

The Idaho State Department of Education is responsible for monitoring the activities of the award recipients to ensure federal funds are used for authorized purposes in compliance with the federal program laws, regulations and grant agreements and that the performance goals are achieved.

Application Submission

Project Abstract briefs should be submitted on school letterhead. Project Proposals must be submitted in hard copy and PDF format on the timeline outlined in the CSP grant calendar. Grants that are not received by the application deadline date will not be considered. Applications should be addressed to the attention of:

Michelle Taylor, School Choice Coordinator
Division of Innovation and Choice
Idaho State Department of Education
P.O. Box 83720, Boise ID 83720-0027

Federal law prohibits discrimination on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, or marital or family status in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to State Superintendent of Public Instruction, PO Box 83720, Boise, Idaho 83720-0027, (208) 332-6800, or the Director, Office of Civil Rights, Seattle Office, U.S. Department of Education, 915 Second Avenue, Seattle WA 98174-1099, Telephone: (206) 220-7900; FAX (206) 220-7887, TDD: (206) 220-7907; Email: OCR_Seattle@ed.gov.

**Idaho Charter School Support Program
Dissemination
Grant Calendar 2009-2010**

July 31, 2009.....Final Reports Due (12 month projects)
Continuation Reports Due (24 month projects)

August 5, 2009.....Request for Proposal Distributed

August 11, 2009.....Dissemination Grant Conference Call

August 15, 2009.....Continuation Funds Awarded
Post award conference call with all grant recipients 1-2 weeks following announcement

September 4, 2009.....Submission Deadline – Project Abstract Brief

October 2, 2009..... Submission Deadline – Full Project Proposal

October 19, 2009.....Dissemination Grant Awards Announced
Post award conference call with all grant recipients 1-2 weeks following announcement

Revised budgets, if required are due 30 days after receipt of grant awards.

November 15, 2009.....Revised Budget Due

June 30, 2010.....Grant Funds Encumbered

July 30, 2010.....Final Reports Due (12 month projects)
Continuation Reports Due (24 month projects)

All Dissemination Grant Recipients will be featured in one or more of the following:
Charter School Showcase Display, ICSN Annual Conference, Annual Charter School Report.

<i>TO BE COMPETED BY APPLICANT</i>		<i>SDE USE ONLY</i>	
<i>Project Period</i>	<i>Total Requested</i>	<i>Date Awarded</i>	<i>Total Awarded</i>
YEAR ONE (12 months maximum)			
YEAR TWO (12 months maximum)			

Idaho Charter School Support Program Grant Dissemination Application Cover Sheet

Name of Charter School _____

Chartering Authority _____

LEA Number _____

District: _____

Charter School Address: _____

City: _____ Zip Code: _____

Phone: _____ E-Mail _____

Charter School Administrator: _____

Project Director:

Name of Authorized Representative: _____

Title: _____

Mailing Address: _____

City: _____ Zip Code: _____

Daytime Telephone: _____ Fax: _____

Email Address: _____

Name of Partner Organizations (if any): _____

School Focus:

Briefly describe the school mission, educational focus, target population (if any) and any other essential characteristics of the applicant charter school:

School Configuration:

Complete the following table detailing the following information regarding the applicant charter school.

Grade Levels	Current Enrollment	Opening Date	Type of School	Waiting List

The governing body of the charter school or proposed charter school 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 application in connection with this application.

I do hereby certify that all facts, figures, and representations made in this application are true and are correct and are consistent with the statement of assurances. 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. All progress reports and the final report requested through this grant program will be filed on time. I further certify that all disbursements will be obligated after the grant has been awarded and the revised budget (if applicable) is approved.

Name of Board President (Printed)

Name of Authorized Representative (Printed)

Signature of Board President

Signature of Authorized Representative

Date

Date

Idaho Charter School Support Program Assurances

As the duly authorized representative of _____,
Name of Charter School

I have the legal authority to apply for a sub-grant from the Idaho Public Charter Schools Program on behalf of this charter school from the Idaho Public Charter Schools Program, and I certify the following:

1. A resolution or motion has been adopted by the governing body which authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the “authorized representative” to act in connection with the application and to provide such additional information to the Idaho State Department of Education as required.
2. The charter school in accordance with the specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit flexible operation and management of public schools, but not from any rules relating to the other requirements in this paragraph;
3. The charter school is a public school and is operated under public supervision and control;
4. The charter school operates in pursuit of a specific set of educational objectives determined by the school’s charter;
5. The charter school provides a program of elementary or secondary education, or both;
6. The charter school is non-sectarian in its programs, admission policies, employment practices, and all other operations and not affiliated with a sectarian school or religious instruction;
7. The charter school does not charge tuition;
8. The charter school complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Act;
9. The charter school 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;
10. The charter school complies with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
11. The charter school meets all applicable Federal and State, and local health and safety requirements;
12. The charter school operates in accordance with State law and;
13. The charter school has a written performance contract with an authorized public chartering agency in the State that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments agreeable to the authorizing agency.

Further, I certify that:

1. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Idaho State Department of Education (SDE); this includes participation in any federal or state funded charter school evaluations or studies, annual and final performance grant report documentation and financial statements.
2. Recipients will establish a proper accounting system in accordance with generally accepted accounting standards, and will give the SDE, as the awarding agency, the right to examine all records, books, papers, or documents related to this award.
3. Recipients will maintain accounting records and other evidence pertaining to costs incurred during the grant period and thereafter for five full years from the date of final payment.
4. Recipients will cause to be performed the required financial, programmatic and compliance audits in accordance with all federal and state statutes.
5. Recipients understand that if any findings of misuse of grant funds are discovered, project funds must be returned to the SDE and that the SDE may terminate a grant award upon 30 days notice if it deems that the recipient is not fulfilling the funded program as specified in the approved grant application.
6. Recipients will submit for approval a revised budget narrative and budget within 30 days of notification of a grant award.
7. Recipients will ensure that the awarded grant funds will be spent or encumbered by July 31, 2010.
8. The charter school or proposed charter school will subscribe to and maintain internet and e-mail service.
9. Recipients will comply with all state and federal statutes relating to nondiscrimination based on race, gender, national origin, color, disability or age.
10. Recipients will comply, as applicable, with the provisions of the Hatch Act that limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds.
11. Recipients will submit a copy of this grant proposal to the Authorizing Charter Entity.

Signature of Authorized Representative of Charter School

Date

Signature of Chair of Charter School Board of Directors

Date

Idaho Charter School Support Program Project Narrative

Project Eligibility (10 points)

- Provide evidence of that applicant school has made substantial progress in improving student academic achievement. Applicants are encouraged to submit data from multiple assessments that demonstrate progress over time. At a minimum, schools must include data from the Idaho Standards Achievement Test and resultant AYP results.
- Provide evidence of high levels of parent satisfaction at the applicant school; outline the methods used to determine results.
- Explain and provide evidence of management and leadership necessary to overcome initial startup problems and establish a financially viable charter school.

1-3 points	4-6 points	7-10 points
<ul style="list-style-type: none"> • Lacks evidence that progress has been made in improving student academic achievement and improvement on the State Accountability Report. • Very little supporting documentation to demonstrate parent involvement & satisfaction. • Described management or leadership qualifications are weak. 	<ul style="list-style-type: none"> • Evidence presented that progress has been made in improving student academic achievement and improvement on the State Accountability Report. • Documents provided to demonstrate some parent involvement & satisfaction. • Description of management & leadership includes some qualifications. 	<ul style="list-style-type: none"> • Persuasive & compelling evidence that substantial progress has been made in improving student academic achievement & improvement of the State Accountability Report. • Details convincing evidence that parents are involved & highly satisfied with the school. • Highly credible evidence that management & leadership have necessary qualifications.

Project Need (20 points)

- Describe the proposed project and how it will advance the goals outlined for the federal and/or state Charter School Support Program Grant.
- Provide results of a needs assessment and correlate the needs assessment with the project design.
- Explain how the chosen delivery/dissemination model (e.g. printed materials, workshops, audio visual materials, one-on-one training) best meets the identified needs.
- Describe how the needs assessment relates to project goals and provide evidence that the project will produce anticipated results.

0-6 points	7-13 points	14-20 points
<ul style="list-style-type: none"> • Project as outlined does not appear to advance goals of ICSP grant • No needs assessment included. Little or no evidence that the project will address the identified need. • Delivery mode clearly does not match the identified need. • Needs assessment does not link to project goals. 	<ul style="list-style-type: none"> • Project goals and needs served align with ICSP goals • Needs assessment provided but summative results don't match the project's design. Some evidence that the project will address the identified need. • Delivery mode may or may not match the identified need. • Some, but not all, project goals link to the needs assessment. 	<ul style="list-style-type: none"> • Project goals and needs substantially align with ICSP goals • Needs assessment clearly was vital to the project design. Convincing evidence that the project will address the identified need. • Delivery mode matches the identified need. • Needs assessment clearly links to project goals.

Project Goals (25 points)

- List 5 project goals that encompass the one- to two-year period over which the grant will be awarded. Each project goal should be specific, measurable, attainable, research based and time-phased (SMART).
- At least one goal must address student academic achievement in project partners as measured by the Idaho Standards Achievement Test (ISAT) and Adequate Yearly Progress (AYP).
- Include an action plan that includes a clear roadmap of project activities-- the steps and strategies that will be undertaken to achieve project goals.
- Outline a month by month work plan for activities; organize the tasks with a timeline.
- Describe how the project, as it is outlined, correlates to the “fundable activities” outlined for the Charter School Support Program grant.

0-8 points	9-17 points	18-25 points
<ul style="list-style-type: none"> • Project goals are not measurable or fail to meet project needs; little, if any, evidence that the project will be successful. • Provides vague information on how the proposed program will have a positive impact on student academic achievement. • Timeline sketchy and incomplete. • Proposed project activities do not correlate to articulated goals. • Proposed projects do not correlate to the 4 “fundable activities.” 	<ul style="list-style-type: none"> • Project goals weak or vague & leave question as to their relationship to the proposed project; likelihood of the project’s success is in doubt. • Provides outline of how the proposed program will have a positive impact on student academic achievement. • Timeline included with some information provided. • Goals & objectives are ambiguous; they include some measures but are not clearly tied to the project. • Projects correlate to the 4 “fundable activities” categories. 	<ul style="list-style-type: none"> • Project goals are high, measurable and match the proposed project providing strong evidence that the project will be a success. • Compelling description of how the proposed program will have a positive impact on student academic achievement. • Includes a well thought out & detailed timeline. • Planned dissemination matches project goals. • Proposed projects show a strong correlation to the 4 “fundable activities” categories.

Organizational Capacity (10 points)

- Describe the qualifications, including relevant training and experience of the project director.
- Include resumes of any other individuals that will be directly responsible for implementing project activities.
- Include resumes of any outside contractors or service providers whose services may be used to implement project activities.
- Identify any external organizations that will partner with applicant to facilitate dissemination.
- Provide a description of the background of the individual overseeing the financial aspect of the grant and that person’s capacity to manage funds.

1-3 points	4-6 points	7-10 points
<ul style="list-style-type: none"> • Qualifications of project director demonstrate little connection to project success. • Project partners and/or individuals responsible for implementing project activities are not defined or do not possess skill sets relevant to project goals. • Little capacity for the fiscal agent to properly manage grant funds. 	<ul style="list-style-type: none"> • Project director’s qualifications show some link to probable success of the project. • Some lack of clarity with regard to the ability of project partners and/or individuals implementing project activities. • Fiscal agent’s capacity to manage grant funds is undeterminable; gaps in necessary information. 	<ul style="list-style-type: none"> • Qualifications of project director clearly linked to the likelihood for success of the project. • Clear documentation of value added benefit of including project partners and individuals implementing project activities • Convincing evidence that the fiscal agent will excel at properly managing grant funds.

Project Evaluation (10 points)

- Outline criteria and describe methods that will be used to evaluate the proposed project. How will the applicant determine if the grant project has accomplished articulated goals?
- Specify short term and long term project outcomes and how they will be measured. Outline the means by which you will determine if project goals and objectives are met
- Develop benchmarks for progress review. Include dates for completion of activities and goals. Benchmarks should align with the timeline and the roadmap of steps and strategies that will be used to achieve project goals. How will applicant assess project effectiveness as project progresses?
- Include project evaluator resumes (a requirement for projects funded for more than \$10,000 or for more than one year).

0-3 points	4-6 points	7-10 points
<ul style="list-style-type: none"> • Outcomes are too vague as to be useful. • Means of measurement unclear. • Benchmarks are not included or provide only a brief outline. • No external evaluator is identified. 	<ul style="list-style-type: none"> • Both long and short term outcomes are articulated. • Means of measurement may not correlate with outcomes. • Monthly benchmarks are included; some steps and strategies are articulated. • External evaluator is identified; however role is not clearly defined. 	<ul style="list-style-type: none"> • Long and short term objectives are clearly articulated. • Means of obtaining feedback and/or documenting progress is well defined. • Monthly benchmarks are outlined and a detailed roadmap of steps and strategies is included providing ongoing checklist of progress made toward objectives. • Provides resume and detailed description of evaluator role.

Project Budget Narrative (10 points)

- Provide an overview of how grant funds will be used to *specifically address* project goals.
- List the main line items for each project goal by project year.
- Include hourly/daily rates, cost per item, or other detail sufficient to explain how the total line item amount was reached. No single line item should exceed \$10,000 without proper justification. Line items without proper justification will be denied.
- Budget Narrative, Budget Summary and Budget Detail for Years 1-2 should align.
- Outline a plan for sustaining and expanding project work after the federal grant has expired.

0-3 points	4-6 points	7-10 points
<ul style="list-style-type: none"> • Unclear how grant funded activities correlate to project goals. • Includes description with limited detail or clarity of how and/or when dollars will be allocated. • Fails to provide budget information for project period. • No plan is included for sustaining work after the grant has expired. 	<ul style="list-style-type: none"> • Outlines the relationship between funded activities and project goals. • Describes how and when dollars will be allocated. • Provides budget information for project period. • Outlines a plan for sustaining project work after the federal grant has expired. 	<ul style="list-style-type: none"> • There is a strong correlation between project funded activities and articulated project activities. • Includes an appropriate, cost effective budget with narrative and line item descriptions. • Provides detailed & informative budget for project period. • Detailed plan for sustaining project beyond federal grant funding.

Priority Preferences (10 points maximum)

Additional points will be added to proposals that 1) focus student achievement efforts on underserved populations of students (as defined by the State), particularly those high school students who are at greatest risk of not meeting challenging state achievement standards or not graduating (5 points); 2) pair high performing charter schools with public schools (charter or non-charter) in NCLB sanctions (5 points); 3) promote the development of high quality school petitions to increase the number of quality charter schools focused on high achievement for all students (5 points).

Idaho Charter School Support Program Budget Summary

Budget Summary and Project Detail Forms should provide data and expenditures that are credible and are aligned to the project goals articulated in the grant request and the overall mission and program of the school. Budget Narrative, Budget Summary Form and Budget Detail Forms for Years 1 and 2 (if applicable) should align.

Budget Category and IFARMS Object Code	Project Year 1	Project Year 2	Total
Salaries 100			
Employee Benefits 200			
Purchased Services 300			
Supplies and Materials 400			
Capital Objects 500			
Total			

Sample Form
Idaho Charter School Support Program
Project Budget Detail

First Budget Period

Anticipated Time Frame: February 27, 2009-June 30, 2010

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Cost
Examples						
Professional Services	Accounting Consultant Fee	March	Development of payroll: establish payroll processes and procedures, and implement payroll forms for processing to ensure that accounting practices and policies for the charter school are fiscally sound. Project Goal 5	1 consultant @ \$25.00/hr	\$ 4,000.00	\$ 4,000.00
Professional Services	Governance Consultant Fee	March	Hire a consultant to provide training for the charter school board in non-profit board governance, policies and procedures. Training will be two full days Project Goal 5	1 consultant @ \$750/day (training materials, room and meals for 10 board members provided)	\$ 750.00 Per day	\$ 1,500.00
Community Outreach	Direct Mail Campaign	April	Direct mail campaigns to increase community awareness and student enrollment for school Project Goal 4	3 mailings, including purchase of mailing list	\$ 750.00 Per mailing	\$ 2,250.00
Equipment	Student Computers	May	A student computer lab to implement curriculum, train students in the use of technology, and allow students to create papers and projects. Project Goal 3	25 refurbished desktop computers	\$350.00 Per computer	\$8,750.00
Training/ Professional Development	ESE Consultant	June	ESE Consultant will provide staff development activities for 20 teachers in the following areas: a) appropriate teaching strategies for students with disabilities b) develop appropriate IEPs c) maintain written documentation of services for students whose IEPs indicate services are needed. Project Goal 2	1 consultant @ \$750/day.	\$ 750.00 Per day	\$ 750.00
First Budget Period						\$17,250.00

Idaho Charter School Support Program Application Checklist

Submit one (1) original and (1) electronic copy in PDF format. All pages must be numbered and in standard letter size, font size 12, single spaced with 1 inch margins. Use the Application Checklist to sequence proposal documents as well as to ensure that the application is complete. No incomplete application will be considered. A complete application will include the following:

Required Documents:	Applicant	SDE
Grant Application Cover Sheet (use template provided)	<input type="checkbox"/>	<input type="checkbox"/>
Signed Assurance Agreement (use template provided)	<input type="checkbox"/>	<input type="checkbox"/>
Project Abstract Brief (2-3 pages)	<input type="checkbox"/>	<input type="checkbox"/>
Project Eligibility (2-3 pages)	<input type="checkbox"/>	<input type="checkbox"/>
Project Need (3-5 pages)	<input type="checkbox"/>	<input type="checkbox"/>
Project Goals (maximum 10 pages)	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Capacity (3-5 pages)	<input type="checkbox"/>	<input type="checkbox"/>
Project Evaluation Plan (2-3 pages)	<input type="checkbox"/>	<input type="checkbox"/>
Budget Summary (use template provided)	<input type="checkbox"/>	<input type="checkbox"/>
Budget Detail (use template provided)	<input type="checkbox"/>	<input type="checkbox"/>
Year One	<input type="checkbox"/>	<input type="checkbox"/>
Year Two (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
Budget Summary (use template provided)	<input type="checkbox"/>	<input type="checkbox"/>
Signed Application Checklist (use template provided)	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Authorized Representative

Date

Signature of Board Chair

Date