

IDAHO CHARTER SCHOOL SUPPORT PROGRAM GRANTS

Planning and Implementation

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:

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Table of Contents

Definition of a Charter School.....	5
Idaho Charter School Program Grant	6
Eligible Applicants.....	6
Funding.....	6
Project Period.....	6
Grant Categories.....	6
Allowable Expenditures	7
Examples of Allowable Expenditures:.....	7
Examples of Non-allowable Expenditures:	8
Training Requirements.....	8
Accountability Requirements	9
Grant Process	10
Grant Award Notification and Distribution.....	10
Required Reports.....	11
Project Monitoring	11
Application Submission.....	12
Planning and Implementation	13
Grant Calendar 2009-2010	13
Planning and Implementation Application Cover Sheet	14
Assurances	16
Project Narrative.....	18
Project Abstract (10 points).....	18
Project Goals (10 points)	18
Design and Implementation.....	19
1) Curriculum and Instruction (10 points).....	19
2) Assessment and Accountability (10 points)	20
3) Founding and Governance (10 points).....	20
4) School Leadership and Management (10 points).....	21
5) Business, Finance and Accounting (10 points)	22
6) Special Populations (10 points).....	23
7) Community Partnerships and Relations (10 points).....	24
Project Evaluation (10 points).....	24
Project Budget Narrative (10 points)	25
Priority Preferences (10 points).....	26
Budget Summary	27
Sample Form	28
Project Budget Detail	29

Application Checklist..... 33

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 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. President Obama and Vice-President Biden support doubling the funding for the creation of more successful charter schools. Funding would be tied to improved accountability and intervention for underperforming charter schools

Today 40 states and the District of Columbia have charter school legislation. The National Alliance of Public Charter Schools published 2008 statistics indicating that there were 4,303 charter schools across the nation serving 1,259,571 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.

Applicants should clearly designate the type of funding they are applying for in the initial application i.e. pre-charter Vision Planning and Implementation Grant or post-charter Startup Planning and Implementation Grant.

Eligible Applicants

In order to be eligible for federal charter school program sub-grant funds, a school must meet federal guidelines regarding charter schools. Only those charter schools determined to meet the eligibility requirements may submit a grant application. Eligible applicants include new charter schools and developers that have:

- 1) Met federal guidelines regarding charter schools (see previous page)
- 2) Applied to an authorized public chartering authority to operate a charter school
- 3) Provided timely and adequate notice and a copy of the applicant's grant application to that authority
- 4) Not been previously awarded charter school grant funds

Schools that have received a startup or implementation grant under another school name or before being reconstituted or re-chartered are not eligible for Charter School Support Program sub-grants.

Funding

Maximum \$700,000.00 over a 36 month project period

Maximum \$50,000.00 for vision pre-charter planning

Maximum \$233,000.00 per year for post-charter planning and implementation

Eligible schools may receive supplemental funds when additional federal funds are available

Project Period

Subgrants awarded under the Charter School Program shall be for a period of not more than 36 months, of which the eligible applicant may use not more than 18 months for planning and program design (this includes both pre- and post-charter funding) and not more than 2 years for the initial implementation of a charter school.

Grant Categories

Pre-Charter Vision Planning and Post-Charter Startup Planning Awards are competitive in nature and can be submitted in the year prior to opening or in the fall of the first year of operation. Planning Grants are designed to offer assistance and resources to help develop and refine plans with the result of opening unique, high quality and innovative charter schools in Idaho.

To be eligible for Planning grant funds, charter developers: 1) must have completed the SDE sufficiency

review process; 2) must document submission of a petition to an authorizer and 3) must submit a copy of the grant proposal to that authorizer.

In order to ensure a timely release of funds, applicants are encouraged to submit CSP grant proposals to the SDE with the sufficiency review.

Schools will be funded based on benchmarks established in the grant application. Some schools may not be funded until after they have been authorized.

Upon authorization, if the terms and conditions of the contract are completed, the charter school or proposed charter school will be eligible for additional planning and implementation funds as outlined in the original grant proposal. Funding for future years is contingent upon federal appropriations and demonstration of significant progress made toward articulated goals.

Implementation Awards are funded on completion of annual “continuation” reports outlining progress made toward articulated goals, detailed expenses for the current year and a budget for the upcoming year. Awards are based on the proposed grant budget, enrollment, need, academic achievement, and amount of progress made toward grant goals.

Grant funds are to be used for the planning, development and initial needs of the new or proposed charter school’s program systems, operations and organizations.

If the terms and conditions of the contract of those months are met and completed, charter schools are eligible to receive implementation sub-grant funding for the remainder of the 36 month contract period.

Allowable Expenditures

Grant funds are intended to be used to supplement, not supplant, state or local funds. Allowable expenditures are those that are necessary for the initial costs of planning, designing and implementing the school’s program. CSP awards cannot be used for ongoing operational costs, capital expenses, salaries or benefits, utilities or other costs that should be borne by the school’s operational budget. Funds may be used for:

- Planning and design of the educational program, which may include: refinement of the desired educational results and of the methods for measuring progress toward achieving those results; and professional development of teachers and other staff who will work within the charter school.
- Initial implementation of the charter school, which may include: informing the community about the school; acquiring equipment and educational materials and supplies; acquiring or developing curriculum materials; and other initial operational costs that cannot be met with state or local sources.

Examples of Allowable Expenditures:

- Salaries and benefits during the start-up phase in the first year where the school can demonstrate that an individual was hired solely to implement the school’s program and not to satisfy an ongoing operational need
- Costs associated with initial staff training: consultants’ fees, travel costs, materials
- Hiring consultants to help develop curriculum, assessments, policies, etc.
- Installation of purchased equipment
- Development of awareness and/or recruitment materials
- Expenses associated with the development of a charter application: copying, printing, mailing, travel costs associated with the development, submission, and/or approval of the application, legal expenses, etc.
- Student and/or administrative software

- Library books
- Conference attendance
- One-time costs associated with program startup: equipment and supplies, computers, student furniture, instructional equipment
- Minor renovations to bring building into ADA compliance

Examples of Non-allowable Expenditures:

- Salaries and fringe benefits
- Rent
- Indirect Costs
- Large equipment purchases (furnaces, playgrounds, etc.)
- Capital construction, including the construction of new facilities
- Capital expenditures such as the purchase of land or buildings
- Installation of elevators
- Purchase or lease of motor vehicles or modular classrooms
- Routine student transportation
- Support for salaries, benefits or costs of any employee of an educational management organization or any institutional partner of the schools.

The Idaho Charter School Support Program Grant is federally funded and must adhere to applicable federal laws and regulations. Federal guidelines do not allow recipients to use these project funds for expenditures which were encumbered prior to the effective date of the project award.

Training Requirements

Successful charter schools are not only well-designed educational programs—they are well run non-profit businesses. In addition to providing for professional faculty and staff professional development focused on implementing the school’s vision, the SDE requires that all schools receiving Charter School Program sub-grants develop a training plan that addresses all of the following project design areas:

1. Curriculum, Instruction, Assessment and Accountability
2. Founding and Governance
3. School Leadership and Management
4. Business, Finance and Accounting
5. Special Populations
6. Community Partnerships and Relations

Applicants will submit the training plan to the SDE as a part of the sub-grant proposal. The charter school’s governing board or founding board may determine the individuals or groups to provide the training specific to the school’s needs. Although schools are not required to use project funds to pay for the training, both the training and the verification requirements must be met. At the end of each grant cycle, all grant recipients will be required to provide verification of charter planning and implementation training. Documentation should include workshop agendas (dates, length of time, topic covered), names and positions of individuals attending.

The SDE contracts with the Idaho Charter School Network (ICSN), the Idaho School Board Association (ISBA), universities and other technical assistance providers to supply guidance to charter school developers from conception to implementation. Charter Start! Workshops, on-line Charter Start! Seminars and hands-on training will be available throughout the state. Dates of workshops will be published as they become available. Some sessions will be underwritten with funds from CSP grant administrative funds so there will be no charge. Others may require a small fee to participate. Applicants are encouraged to set aside some grant funds for membership in professional organizations

like the ICSN and the ISBA. Further, applicants may designate grant funds for travel and registration fees for state and national charter school conferences.

Accountability Requirements

All applications must include the purchase and implementation of student information software that is compatible with SDE data management systems. The software should be capable of tracking student growth over time on a range of assessment measures.

All applicants must include an external review with the Idaho Charter School Network to validate progress made on grant objectives. All grant recipients must participate in an ICSN audit for each year they receive CSP funding.

Grant Process

Grants will be awarded on an annual basis as federal funds are appropriated and made available. The grant award amount is dependent upon the number of applications that the state receives each year.

Charter schools may apply for and be awarded grant funds prior to authorization; however, grant funds may be held until evidence of authorization is submitted to the Division of Innovation and Choice at the SDE.

The SDE has implemented a three tiered application process:

Tier 1: September 30, 2009 - Charter schools that have been approved to open in the 2010-2011 school year or have submitted a charter application to authorizer and intend to open in the 2011-2012 school year may apply.

Tier 2: December 30, 2010 - Charter school developers that have received approval to open a charter school in the 2010-2011 school year or have submitted a charter application to authorizer and intend to open in the 2011-2012 school year may apply.

Tier 3: March 1, 2010 - Charter school developers that have received approval to open a charter school in the 2010-2011 school year or have submitted a charter application to authorizer and intend to open in the 2011-2012 school year may apply.

First year application processes (pre-charter vision planning grants and post-charter start-up planning grants) are competitive. A committee of experienced charter school and education professionals will review all applications. 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.

Charter schools focusing student achievement efforts on underserved populations of students (as defined by the SDE), particularly those high school students who are at greatest risk of not meeting challenging state achievement standards or not graduating, may receive up to 15 priority preference points.

Only proposals scoring at least 80 of 110 possible points will be funded. 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 CSP award recipients must submit an annual performance report to the SDE School Choice Coordinator and the school's authorizer. Continuation Reports are due at the end of project Year One and Year Two. For those schools in their final year of eligibility, a Final Report covering the entire 36 month period will be due at the end of the project. All Continuation and Final Performance Reports are due July 31 unless otherwise indicated. CSP award recipients will be provided with copies of the report format and the submission information in post-award documentation. The following items are required in reports:

- Progress made toward project goals and objectives
- ICSN Programmatic Audit
- Documentation of required training compliance
- Itemized expenditure report
- Updated Budget Summary and Project Budget Detail (Yrs 1 and 2 only)

Continued funding for Years Two and Three will be contingent upon progress made by the charter school in meeting project goals. 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.

Project Monitoring

The SDE 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

One hard copy and one electronic copy (PDF format) of the application package must be submitted on the timeline outlined in the CSP grant calendar. Grants that are not received by the application deadline date will be considered when the next tier of applications is reviewed. 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
Planning and Implementation
Grant Calendar 2009-2010**

June 30, 2009.....	Request for Proposal Distributed
July 31, 2009.....	Grant Performance Reports Due
August 29, 2009.....	Continuation Grant Award Notification
September 30, 2009.....	Submission Deadline - Tier I
October 31, 2009.....	Grant Award Notification - Tier I <i>Post award conference call will be scheduled following award notification</i>
December 30, 2009.....	Submission Deadline - Tier II
January 31, 2010.....	Grant Award Notification - Tier II <i>Post award conference call will be scheduled following award notification</i>
March 1, 2010.....	Submission Deadline - Tier III
March 31, 2010.....	Grant Awards – Tier III <i>Post award conference call will be scheduled following award notification</i>
April 30, 2010.....	Supplemental Funds Award Notification
June 30, 2010.....	Grant Funds Encumbered
July 30, 2010.....	Grant Performance Reports Due

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

Tier 1: October 31, 2009 - Charter schools that have been approved to open in the 2010-2011 school year or have submitted a charter application and intend to open in the 2011-2012 school year may apply.

Tier 2: January 31, 2010 - Charter school developers that have received approval to open a charter school in the 2010-2011 school year or have submitted a charter application and intend to open in the 2011-2012 school year may apply.

Tier 3: March 31, 2010 - Charter school developers that have received approval to open a charter school in the 2010-2011 school year or have submitted a charter application and intend to open in the 2011-2012 school year may apply.

<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 (18 months maximum)			
Pre-charter Planning			
Post-charter Planning			
Supplemental Funds (if applicable)			
YEAR TWO			
Implementation			
Supplemental Funds (if applicable)			
YEAR THREE			
Implementation			
Supplemental Funds (if applicable)			
FULL PROJECT (36 months maximum)			

Idaho Charter School Support Program Grant Planning and Implementation Application Cover Sheet

Name of Charter School or Proposed Charter School

Name of Idaho Non-Profit Corporation that Will Hold the Charter

School Location:

District: _____

Does the applicant group presently have access to a facility suitable for a school? **YES** **NO**

Street Address of Facility: _____

City: _____ Zip Code: _____

Project Director:

Name of Authorized Representative: _____

Title/Relationship to Nonprofit: _____

Mailing Address: _____

City: _____ Zip Code: _____

Daytime Telephone: _____ Fax: _____

Email Address: _____

Name of Education Service Provider (if any): _____

Name of Partner Organization (if any): _____

Completion of this section is required of every applicant by Charter Schools Program federal guidance.

The proposed charter school will open in the fall of: _____

<i>Projected Student Enrollment</i>				
<i>Year</i>	<i>Grades K-5</i>	<i>Grades 6-8</i>	<i>Grades 9-12</i>	<i># of Teachers</i>
2009-2010				
2010-2011				
2011-2012				
2012-2013				

School Focus:

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

Name and Title of Secondary Contact:	Mailing Address:
Telephone Number:	
Fax Number:	E-mail Address

***Federal Program Funds the charter school will be applying for:
(Schools seeking authorization with a district should determine how these funds will be made available)***

- Title I, Part A: Improving the Academic Achievement of the Disadvantaged
- Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and Principals
- Title II, Part D: Enhancing Education through Technology
- Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- Title IV, Part A: Safe and Drug Free Schools and Communities
- Title V, Part A: Innovative Education Programs
- Title VI, Part B: Rural and Low Income School Programs (for eligible LEAs)

Describe state or local rules, generally applicable to public schools that will be waived for, or otherwise not apply to, the school. Is the school seeking waivers of any federal statutory or regulatory provisions that are necessary for the successful operation of the school? If yes, submit request and justification for waivers.

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 or Proposed 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 or proposed charter school, in accordance with the specific State statute authorizing the granting of charters to schools, is/will be 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 or proposed charter school is/will be created by a developer as a public school, or adapted by a developer from an existing public school, and operated under public supervision and control;
4. The charter school or proposed charter school operates/will operate in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
5. The charter school or proposed charter school provides/will provide a program of elementary or secondary education, or both;
6. The charter school or proposed charter school is/will be 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 or proposed charter school does not/will not charge tuition;
8. The charter school or proposed charter school complies/will comply 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 or proposed charter school is/will be 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 or proposed charter school 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;
11. The charter school or proposed charter school meets/will meet all applicable Federal and State, and local health and safety requirements;
12. The charter school or proposed charter school operates/will in accordance with State law and;
13. The charter school or proposed charter school 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 OR the developers of

the proposed charter school have submitted a charter petition to an authorized public 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 complete annual reports as required to determine if the charter is making satisfactory progress toward achieving the project objectives. The school will 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 have provided its authorized public chartering authority timely notice, and a copy, of the application.

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 Abstract (10 points)

- Provide a brief overview of the proposed charter school. Include a brief description of the mission, vision, purpose and educational program.
- Describe how the school’s mission and goals address the learning needs of the students it is designed to serve.
- Outline why the charter school or proposed charter school is needed in the community and provide supporting data as evidence.
- Include a brief history of the school’s development, including information about the school’s founders, their background and expertise.
- Describe how the school plans to use grant funds to implement the school’s vision.

1-3 points	4-7 points	8-10 points
<ul style="list-style-type: none"> • Mission, vision, purpose, program vague or not included. • No needs assessment included. • Little or no evidence that the project will address the identified need. • Qualifications of school founders not included and/or qualifications do not indicate capacity to implement project. 	<ul style="list-style-type: none"> • Mission, vision, purpose, program outlined. • Needs assessment provided and there is some evidence that the project will address the identified need. • Description of founding group includes some qualifications that indicate organizational capacity. 	<ul style="list-style-type: none"> • Mission, vision, purpose, program is persuasive and compelling. • Needs assessment was vital to project design; it is clear how the proposed project will meet those needs. • Highly credible evidence that the founding board has the necessary qualifications to implement proposed project.

Project Goals (10 points)

- List 5 project goals for the proposed grant that encompass the three year period over which the grant will be awarded. At least one goal must address student academic achievement in math and reading as measured by the Idaho Standards Achievement Test (ISAT) and Adequate Yearly Progress (AYP).
- Project goals should relate to the school’s goals listed in the charter school application, but they are not the same as the goals outlined in the charter.
- Each project goal should be specific, measurable, attainable, research-based and time-phased (SMART).
- Include an action plan, a clear roadmap of the steps and strategies the school will take to achieve project goals. Provide a timeline with benchmarks outlining project activities.
- Specifically, how will grant funds be used to support the implementation of project goals?

1-3 points	4-7 points	8-10 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. • Action plan/timeline/benchmarks are sketchy and incomplete. • Project goals are either missing or include no performance measures. 	<ul style="list-style-type: none"> • Project goals weak or vague and leave question as to their relationship to the proposed project and/or 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/action plan/benchmarks included. • Goals and objectives are 	<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 and detailed timeline. • Planned project matches CSP goals.

<ul style="list-style-type: none"> Proposed projects do not correlate to the “fundable activities.” 	<p>ambiguous; they include some measures, but are not clearly tied to the project.</p> <ul style="list-style-type: none"> Projects correlate to “fundable activities.” 	<ul style="list-style-type: none"> Proposed projects show a strong correlation to the “fundable activities.”
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Design and Implementation

Describe how the school will develop and implement strategies for each of the areas considered to be essential to the implementation and success of a high quality charter school: 1) curriculum and instruction; 2) assessment and accountability; 3) founding and governance; 4) school leadership and management; 5) business, finance and accounting; 6) special populations; 7) community partnerships and relations. Outline how these grant funds will be used to implement strategies. Not all strategies will be funded by the CSP grant; however, an articulation of the strategies will give reviewers a broad picture of the school development plan and the capacity of developers to implement the school’s vision and mission.

1) Curriculum and Instruction (10 points)

- Describe the target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment to meet the learning needs of the target population. (Required of all applicants by CSP federal guidance.)
- Outline the curriculum and instructional program to be used. Describe a sound educational philosophy, including how learning best occurs for the student population served. (Required by all applicants by CSP federal guidance.)
- Explain how the program is/will be aligned to State academic standards and will enable *all* students to meet or exceed challenging State student academic achievement standards. (Required of all applicants by CSP federal guidance.)
- Provide clear and strong evidence that the proposed program will serve the needs of the intended population; include research and historical examples.
- Develop a plan for providing staff development training in the following areas: mission and vision, improving individual student achievement, continuous school improvement. Describe how the plan will ensure that all teachers will be highly qualified pursuant to the requirements of NCLB.

1-3 points	4-7 points	8-10 points
<ul style="list-style-type: none"> Provides little or no information regarding the target population and grade structure. Provides little or no information regarding the curriculum and instructional practices to be used. Program does not align to state standards and/or little evidence is provided that program will ensure all students will meet or exceed standards. Provides no educational philosophy and little or no information on how the proposed program will meet the learning needs of the target population. No training plan is included. 	<ul style="list-style-type: none"> Target population identified and proposed structure takes into account learning needs of that population. Describes curriculum and instructional practices to be used. Program aligns to state standard and there is some evidence that the program will ensure students meet or exceed standards. Provides an educational philosophy that outlines ways in which the program will meet the needs of the target population. Training plan is included, though it may be underdeveloped and/or trainers are not identified. 	<ul style="list-style-type: none"> Target population clearly identified and proposed structure clearly documents the value added benefit of the structure. Curriculum and instructional practices are compelling and provide strong evidence that the program will be a success. Program provides convincing evidence that the program is aligned to state standards and will ensure that <i>all</i> will meet or exceed those standards. Compelling educational philosophy and strong evidence that the program will be a success. Training plan clearly outlined, linked to success of project; highly credible evidence that trainer(s) are qualified.

2) Assessment and Accountability (10 points)

- Describe the student achievement objectives of the charter school and the methods by which the charter school will determine progress made toward achieving goals. (Required of all applicants by CSP federal guidance.)
- Describe the data capabilities of the school and how student achievement data will be used to identify any achievement gaps among the various student subpopulations.
- Outline other methods of self-assessment that will be used by the school to ensure the school is meeting its stated mission and objectives.
- Describe the school’s accountability plan, including steps to measure the effectiveness of the governing board, administrator, staff and faculty implementing the program.
- Address strategies the school will use to assess financial accountability, student/parent satisfaction, attendance, discipline, and overall academic program.
- ICSN Programmatic Audit is included in the project plan and funding is included in the project budget.

1-3 points	4-7 points	8-10 points
<ul style="list-style-type: none"> • Student achievement objectives are not measurable; little or no evidence that project will be successful in promoting student achievement. • No provision for collecting data or for determining achievement gaps. • No provision for assessing the effectiveness of board, management and staff implementation of the program. • No strategies are provided for assessing financial accountability, stakeholder satisfaction, attendance, discipline, and program. • No provision is made for an annual ICSN Programmatic Audit. 	<ul style="list-style-type: none"> • Student achievement objectives are measurable; outlines how program will determine progress made toward goals. • Provision made for collecting student achievement data; plan outlines how data will be used to identify achievement gaps. • The school outlines steps for determining the effectiveness of board, leadership, and staff in implementing program. • Outlines strategies for assessing other success indicators: financial accountability, stakeholder satisfaction, attendance, discipline, and program. • Application notes that the school will undergo an annual audit by the ICSN. 	<ul style="list-style-type: none"> • Student achievement goals are high, measurable and match the proposed project providing strong evidence that the project will be a success. • Includes a well thought out and detailed description of the schools proposed method of collecting and analyzing student achievement data. • Clear documentation of an accountability plan that provides for ongoing monitoring of implementation of program. • Convincing evidence that the strategies outlined will allow the school to monitor and adjust, increasing the likelihood for the success of the project. • Convincing evidence is included to demonstrate that the applicant will undergo an ICSN audit and will use audit results to improve school performance.

3) Founding and Governance (10 points)

- Describe the administrative relationship or proposed relationship between the charter school and the authorized public chartering agency. (Required of all applicants by CSP federal guidance.)
- Describe the background and qualifications of the school’s developers/founders, proposed governing board members, employees, and/or contractors. Demonstrate that they possess skill and experience in areas that are critical to charter school success: curriculum, instruction and assessment; finance, facilities, law, management; governance and administration.
- Describe the proposed composition of the operating board and process by which members will be selected. If appropriate, describe how the school will be governed and governed during the pre-charter planning period and how the school will be governed once it is operational.
- Describe how the policy making function of the school board will operate.

- Describe the degree of autonomy the charter school governing board will have in relation to the charter school authorizer.
- Develop a comprehensive training plan for administrators and governing board members that includes, but is not limited to: non-profit board governance, open meeting laws, hiring and evaluating administration, taxes and benefits, articles of incorporation, bylaws, policies and procedures, vendor contracting, mediation and appeals. (See Training Requirements)

1-3 points	4-7 points	8-10 points
<ul style="list-style-type: none"> • Qualifications of the founding board demonstrate little connection to project success. • No plan in place for transition to an operating board. • There is no provision for ongoing policy development. • Not clearly defined, particularly in the case of a district authorized charter school. • Either no governance/ leadership training plan is included or the plan is sketchy and vague. 	<ul style="list-style-type: none"> • Qualifications of the founding board show some link to the probable success of the project. • The composition of the operations board and the proposed transition plan includes some indicators that the school will be effectively governed. • The proposal outlines the process by which the board will govern the school. • Provisions ensuring autonomy are included. • A governance/training plan is included but it does not address all required areas and/or the trainer(s) is not identified. 	<ul style="list-style-type: none"> • Qualifications of founding board demonstrate organizational capacity and are clearly linked to the likelihood for success of project. • Clearly outlined board selection process and a clearly outlined transition plan provide strong evidence that the project will be a success. • Compelling evidence that developers understand the roles and responsibilities of a charter school board. • Clearly outlines the autonomy authority the governing board will have. • A thorough governance training plan is included; qualified trainers are identified. Plan demonstrates understanding of the key areas related to effective charter school governance.

4) School Leadership and Management (10 points)

- Provide a comprehensive description of the school’s leadership structure.
- Include the background and qualifications required of school head in this charter school setting. This can take the form of a job description or a resume if the school leader has been identified.
- Detail the roles and responsibilities of the school management in relation to the board. This can take the form of a matrix. Include how the day-to-day administration of the school’s operations will be structured and fulfilled.
- Outline the processes by which the school leader will be recruited, selected and evaluated, and outline a viable staffing plan; include steps taken to recruit and retain a qualified and capable staff.
- Provide a clearly articulated professional development training plan that will expand the skills and knowledge of the school administrator in the areas of business, finance and accounting. (See Training Requirements)

1-3 points	4-7 points	8-10 points
<ul style="list-style-type: none"> • The school leadership structure is not identified or is too vaguely outlined as to advance the goals of the school. • The qualifications of the head and/or the articulated background and qualifications requirements are not included. 	<ul style="list-style-type: none"> • Leadership structure is outlined and shows some link to the probably success of the school. • Qualifications of school head are outlined and correlate to the goals and needs of the proposed school. • A matrix or outline of roles and responsibilities is included; 	<ul style="list-style-type: none"> • A comprehensive description of the schools leadership is included and provides compelling evidence that the structure will be successful in implementing the program. • Qualifications of the school head clearly linked to the likelihood for success of the proposed

<ul style="list-style-type: none"> • Roles or responsibilities are not articulated or they are articulated in such a ways as to provide blurring of key responsibilities. • No training plan is included or is vaguely outlined. 	<p>however there is a lack of clarity regarding key areas of responsibility.</p> <ul style="list-style-type: none"> • The training plan outlines training requirements in key areas of success; the trainer is not identified. 	<p>school.</p> <ul style="list-style-type: none"> • Governance/leadership matrix clearly outlines the roles and responsibility of the board and head and is designed to ensure successful implementation of the school’s vision. • A thorough leadership training plan is included; qualified trainers are identified. Plan demonstrates understanding of the key areas related to effective charter school leadership.
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5) Business, Finance and Accounting (10 points)

- Describe the accounting practices and policies of the school. Outline processes and procedures employed to develop an operating budget in order to demonstrate the fiscal viability of the school including cash flow projections, and an understanding of the funding methods available to charter schools. Include the plan for regular review of school budgets and financial records.
- Specify which services the charter school will purchase via a third party: accounting, legal services, health services, child nutrition, transportation, etc.
- Outline the charter school’s facility plan: how the facility will be financed and how future facility needs will be met.
- Explain how other state, local or private funds will be leveraged.
- Report on evidence of current demand for the charter school. Explain the potential for future viability of the charter school.
- Describe how the subgrant funds will be used in conjunction with other federal programs. (Required of all applicants by CSP federal guidance.)
- Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired. (Required of all applicants by CSP federal guidance.)

1-3 points	4-7 points	8-10 points
<ul style="list-style-type: none"> • Little capacity for the fiscal agent to properly manage grant funds and/or little evidence that accounting practices as articulated will ensure the fiscal health of the proposed school. • No reference is made to third party relationships and/or the relationship is unclear or limits school oversight and autonomy. • The school has no facilities plan or has provided only a vague overview of facilities needs as they relate to the school vision. • The proposal does not address funding streams. • The school has not done a market needs assessment. • The proposal makes no reference to other federal funding streams. • The proposal does not reference a transition plan for the expiration of the federal grant. 	<ul style="list-style-type: none"> • The school outlines accounting practices and procedures and has a business plan that ensures financial health and accountability. • The proposal identifies contracted services (if any) and related costs and outlines the relationship between the school and the providers. • The school has a facilities plan that outlines costs and possible cites. • The school outlines how it will access revenue streams available to charter schools. • The school has done a needs assessment that provides for opening numbers and sustainability. • The school describes how subgrant funds will be used in conjunction with other federal funds. 	<ul style="list-style-type: none"> • The founders clearly understand the business and entrepreneurial side of charter school finance. Processes and procedures demonstrate thorough understanding effective practices and are linked to success of the proposed school. • The proposal clearly articulates the fiscal impact and resultant relationships established for contracted services. Numbers are well-researched. • The school clearly understands the funding streams available to charter schools and provides a mechanism by which those funds will be leveraged. • Convincing evidence that demand for the school increases the likelihood of stability and sustainability. • The application indicates clear understanding of all available

	<ul style="list-style-type: none"> The proposal outlines a plan for how the school will continue to operate when federal grant expires. 	<ul style="list-style-type: none"> federal funds and how those funds are made available. The application details a clear plan for sustainability and continued operation after the federal grant.
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6) Special Populations (10 points)

- Describe how your school, whether it is/will be 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. (Required of all applicants by CSP federal guidance.)
- Describe any partnerships that have been created with various community organizations that may increase the numbers of students with special needs, low income and at-risk students served by the charter school. Describe the outreach activities that will encourage parents of students with special needs, low income and at-risk students to enroll their children in the school.
- Describe how your school will meet the educational needs of students with disabilities. Include processes for developing, reviewing and monitoring Individual Education Plans (IEP) for students with special needs. Describe your projections for special education instructional programs. List any support staff and related service providers that might be employed by the charter school or provided under contract. What teaching methods will be used and how will this pedagogy enhance student learning?
- Include a plan for identifying students with special needs, including students eligible for Exceptional Student Education (ESE) services and Limited English Proficient (LEP) students.
- Describe the number and percentage of low-income and at-risk students that will be enrolled in the school. Describe 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.
- Develop a comprehensive training plan for administrators and teachers of students from special populations.

1-3 points	4-7 points	8-10 points
<ul style="list-style-type: none"> The proposal does not address how it will comply with IDEA. The school has no plan for recruiting diverse student populations. The school's plan is too brief as to clearly outline its understanding of the educational needs of special populations of students. The school does not have an articulated means of identifying students with special learning needs. No training plan is included that addresses the learning needs of special populations of students. 	<ul style="list-style-type: none"> The proposal provides an outline of how it will ensure compliance with IDEA. The school provides an outline of the mechanisms it will use in order to recruit a more demographically diverse student population. The school outlines a plan for providing services to students with special learning needs. The school outlines a plan for identifying students with special needs. The school has a mechanism by which it can estimate numbers of special needs students. The proposal includes a training plan for administrators and teachers of students from special populations. 	<ul style="list-style-type: none"> The proposal demonstrates clear understanding of requirements of IDEA and outlines specifically how it will ensure compliance. The school has a clearly outlined strategy for engaging community organizations and other means of increasing the likelihood that it will enroll a more demographically diverse student population. The school's plan for serving special needs students is well thought out and points to a clear understanding of the challenges of implementing a program. Clear documentation of plan for identifying students eligible for special services. The proposal provides a comprehensive training plan and identifies a qualified trainer(s).

7) Community Partnerships and Relations (10 points)

- Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school. (Required by CSP federal guidance.)
- Describe the community or region where the school will be located. Why was this location selected? Describe the relationship of the school with the surrounding community. Convey the scope of community backing for the proposed charter school and its founding coalition. Document community support through the use of letters, surveys or other tangible means.
- Describe how students in the community will be 1) informed about the charter school or proposed charter school and 2) given an equal opportunity to attend the charter school. (Required by CSP federal guidance.)
- Describe how the charter developer or charter school will reach out to existing programs, initiatives or institutions that might collaborate or support the type of school envisioned. Discuss partnership arrangements (if any) with existing schools, educational programs, businesses, non-profits or other entities or groups.
- Describe efforts made to establish a collaborative relationship with school districts from which your charter school would draw students.

1-3 points	4-7 points	8-10 points
<ul style="list-style-type: none"> • No plan is articulated that will involve parents and community stakeholders in the design or implementation of the school. • Proposal includes little or no information detailing the school’s relationship to its community. • Community partners and/or individuals responsible for implementing project activities are not defined. • The school has no articulated plan for developing community awareness and partnerships. • The proposal shows little or no work on the part of the developers to establish a working relationship with the local school district. 	<ul style="list-style-type: none"> • School founders have a plan for engaging stakeholders, both parents and community members, in the design and implementation of the school. • The school outlines its reasons for locating in the community and has a plan for developing community support for the proposed school. • Community partners are identified; lack of clarity with regard to the ability of project partners to implement project activities. • School founders have outlined the means by which they will promote community awareness and partnerships. • School founders have outlined the means by which they will work toward collaborative relationships with school districts. 	<ul style="list-style-type: none"> • Convincing evidence that the school has engaged or will engage all stakeholders, parents and community members, in the design and implementation of the school. • The school makes a compelling argument for why the community was selected and provides documentation of community support for the proposed school. • Clear documentation of value added benefit of including project partners and individual implementing project activities. • Proposed plan for promoting community awareness and engendering community partnerships increases the likelihood for the success of the proposed school. • Convincing evidence that the founders have made efforts to establish collaborative relationships with the local school district.

Project Evaluation (10 points)

- Outline a month-by-month work plan for pre-charter or post-charter development activities or post-charter development and implementation activities; organize the tasks with a timeline.
- Develop benchmarks for progress review. Benchmarks should align with the timeline and the roadmap of steps and strategies that will be used to achieve project goals (see Project Goals).
- Describe methods that will be used to evaluate the proposed project. Founding groups are encouraged to contract with outside evaluators to review progress made toward goals.

1-3 points	4-7 points	8-10 points
<ul style="list-style-type: none"> • Outcomes are too vague as to be useful and/or 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, but means of measurement may not correlate. • 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 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 resumes 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 and meet the needs of the charter school, charter developers or public school seeking to convert to charter school status.
- 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 1-3 should align.
- Describe the school's plan for sustaining and expanding its work after the federal grant has expired.

1-3 points	4-7 points	8-10 points
<ul style="list-style-type: none"> • Budget narrative has no connection to outlined project goals and/or does not meet the outlined needs of the school. Fails to demonstrate how grant funds will assist in meeting identified needs of students. • Line items for project goals not included or not detailed enough to be clear; narrative expenditures do not align with expenditures outlined in the budget summary and budget detail. • Budget narrative is too broad as to clearly outline a plan for funds that are reasonable and necessary. • Budgeted line items are so vague and general as to appear to be only ball park estimates. 	<ul style="list-style-type: none"> • Budget narrative provides some evidence that funds will support articulated goals and some evidence is provided to demonstrate how those funds will assist the school in meeting the needs of the students. • The budget narrative provides some linkage between line items and project goals and there is some consistency with expenditures included in budget summary and budget detail. • Budget narrative outlines how dollars will be allocated. • Provides budget information for project period. 	<ul style="list-style-type: none"> • Budget narrative clearly supports the articulated project goals. Strong evidence is provided that the funds will assist the school in meeting the identified needs of the students. • The budget narrative provides line items for each project goal and is consistent with the expenditures included on the budget summary and budget detail template. • Proposed budget contains reasonable and necessary uses for grant funds. • Budgeted line items are realistic and specific; they are documented.

Priority Preferences (10 points)

Preference points are available to applicants that document meeting one or more of the following funding priorities. Though proposals may meet all areas noted below, the total for preference points may not exceed 10.

<u>Preference One:</u> Charter schools focusing student achievement efforts on underserved populations of students (as defined by the SDE), particularly those high school students who are at greatest risk of not meeting challenging state achievement standards or not graduating	10 points
<u>Preference Two:</u> Charter schools in school districts that currently do not have a charter school operating in the district	5 points
<u>Preference Three:</u> Charter schools designed to address expressed need as demonstrated by charter school waiting lists in the community	5 points
<u>Preference Four:</u> Proposal provides evidence that the charter school has partnered with a state university or community college to develop an integrated career academy or other expanded opportunity for acceleration such as dual enrollment, advanced placement, etc.	5 points

Idaho Charter School Support Program Budget Summary

Budget Summary and Project Detail Forms should provide data and expenditures that are **allowable under federal guidelines, credible and 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 should align. Budget periods should follow the state fiscal year i.e. July 1, 2009 through June 30, 2010. Schools receiving Tier II and Tier III funding may have projects that extend over 4 budget periods. The total project may not exceed 36 months.

Budget Category and IFARMS Object Code	Project Year 1	Project Year 2	Project Year 3	Project Year 4*	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

Check one: Pre-Charter Vision Planning Grant
 Post-Charter Start-Up Planning Grant

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

Total project may not exceed 36 months. Of that total only 18 months may be designated for planning. Schools receiving pre-charter vision planning grant funds may have projects that extend over 4 budget periods. Budget periods follow the state fiscal year i.e. July 1, 2009 through June 30, 2010.

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Cost
<i>Examples</i>						
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
First Budget Period						\$17,250.00

Idaho Charter School Support Program Application Checklist

Submit one (1) original and (1) electronic copy in PDF format. Authorized charter schools should include a copy of the school's approved charter with the application. Schools that are not yet authorized should submit a copy of the charter when approved. 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. 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 (2-3 pages)	<input type="checkbox"/>	<input type="checkbox"/>
Project Goals (3-5 pages)	<input type="checkbox"/>	<input type="checkbox"/>
Design and Implementation (maximum 20 pages)	<input type="checkbox"/>	<input type="checkbox"/>
1. Curriculum and Instruction	<input type="checkbox"/>	<input type="checkbox"/>
2. Assessment and Accountability	<input type="checkbox"/>	<input type="checkbox"/>
3. Founding and Governance	<input type="checkbox"/>	<input type="checkbox"/>
4. School Leadership and Management	<input type="checkbox"/>	<input type="checkbox"/>
5. Business, Finance and Accounting	<input type="checkbox"/>	<input type="checkbox"/>
6. Special Populations	<input type="checkbox"/>	<input type="checkbox"/>
7. Community Partnerships and Relations	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of Grant Project Performance (3-5 pages)	<input type="checkbox"/>	<input type="checkbox"/>
Budget Narrative (3-5 pages)	<input type="checkbox"/>	<input type="checkbox"/>
Project Budget Detail (use templates provided)	<input type="checkbox"/>	<input type="checkbox"/>
Year One (2 templates for vision grant recipients)	<input type="checkbox"/>	<input type="checkbox"/>
Year Two	<input type="checkbox"/>	<input type="checkbox"/>
Year Three	<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"/>
Copy of Charter Application or Approved Charter If not approved date SDE can expect to receive:	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Authorized Representative

Date