NEW SCHOOLS FOR ALABAMA

Alabama CSP Grant Request for Applications

2023 Subgrant Competition

Applications due by 4PM CT
June 30, 2023

NEW SCHOOLS FOR ALABAMA

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I.   GRANT INFORMATION

a. Description of the Program

Under the FY 2019 Charter Schools Program (CSP) State Entities Competition, the U.S. Department of Education (Department) awarded grants to three states. Authorized under the Every Student Succeeds Act (ESSA) (20 U.S.C. §§ 7221-7221j), the CSP State Entities Program is a competitive grant program that enables state entities to award subgrants to eligible applicants in their state to open and prepare for the operation of new charter schools and to replicate and expand high-quality charter schools.

In August 2019, New Schools for Alabama (NSFA) was awarded a CSP grant of $25 million to carry out the following activities in Alabama:

1. Increase the number of high-quality[1] charter schools by at least 15 over the next five years, with an emphasis on those serving educationally disadvantaged students; and
2. Advance Alabama's standing as a national leader in authorizing quality, as demonstrated by NACSA's best practices and authorizer evaluations.

CSP grants awarded by NSFA through its Alabama CSP Grant program are federally funded under the US Department of Education CSP State Entities Grant (CFDA number 84.282A) and are subject to the availability of funds through the CSP. Additional federal guidance and related documents can be found at: https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/state-entities/.

b. Important Dates

Date	Activity
May 22nd, 2023	Application Open
June 30th, 2023	Application Closed
August 16th and 17th, 2023	Applicant Interviews
September 5th, 2023	Awards Announced
Upon Final Approval	Funding Available (No sooner than, December 31st for expenses dating back to July 1st, 2023)

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[1]For purposes of this application, high-quality is defined as (1) a school achieving a letter grade of A or B on the annual state school report card, or (2) a school achieving a letter of grade of C in a school attendance zone in which a traditional public school serving similar grade levels achieves a letter grade of D or F. Additionally, for applicants implementing credit recovery, dropout prevention, or dropout recovery models, the Selection Committee may also consider performance against benchmarks in the applicant's agreed upon contract with its authorizer.

c. Grant Details

Alabama CSP Grants are competitive grants for the purpose of funding startup, replication, and expansion activities, including during planning and implementation phases. Applicants must apply for all funding as a part of this grant. Grant awards will be no longer than 30 months, inclusive of planning and implementation periods. Exact timelines for the grant award will be determined during funds release. The planning period begins no sooner than July 1, 2023, and continues for up to 18 months, unless otherwise stated in the grant award notice. Applications will not be approved by the Selection Committee unless the applicant group has already applied to the charter authorizer.

Grant Activities

Planning activities eligible for grant funding occur within the first 12-18 months of each award. A charter may only be eligible for planning funds *after* the proposed charter school receives approval from the authorizer to establish a new school, replicate an existing school, or expand[2] an existing school. Please see section (d) Eligibility to Apply for more details. Implementation activities eligible for grant funding may overlap with the planning period.

Subgrants should support activities related to opening and preparing for the operation of new charter schools or replicating or expanding high-quality charter schools. Associated activities must directly benefit new seats funded through the grant. Activities may include:

1. Costs associated with preparing teachers, school leaders, and specialized instructional support personnel:
   a. Professional development,
   b. Hiring and compensating during planning period – teachers, school leaders, and/or specialized instructional support personnel.
2. Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials.)
3. Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction.)
4. Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
5. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
6. Providing for other appropriate, non-sustained costs related to the activities of opening, replicating, or expanding a charter school.

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[2] Expansion is defined as a school adding an entirely new grade span (i.e., elementary, middle, or high school) beyond those already approved and open prior to the current CSP Grant application cycle. Additionally, the Selection Committee may consider applications that include significant enrollment increases, especially for instances in which a school does not use actual grade levels or grade spans.

Examples of **unallowable costs** include the following:

1. Any recurring costs, such as lease payments, or utilities incurred *after* the first 18 months of the award;
2. Lobbying;
3. New construction of facilities;
4. Professional dues or memberships;
5. Employee hiring/recruitment expenses such as a placement firm or travel for prospective employees;
6. Non-educational/non-informative promotional/novelty items for advertising, events, or recruiting;
7. Grant oversight expenses;
8. Costs of continuing education credits for professional development coursework;
9. Gift certificates, alcoholic beverages, food;
10. School apparel for staff or students;
11. Fines and penalties;
12. Expenses outside the scope of the school's charter or K-12 education; i.e., before/after school programs and preschool, activities related to the non-profit organization but not the charter school, etc.; and
13. Out-of-state travel, unless it can be demonstrated that the goal of the travel is directly related to startup activity and cannot be accomplished in-state (expenses for out-of-country travel are not allowable.)

Additional information can be found in the CSP ESSA Flexibilities FAQ document: https://oese.ed.gov/files/2019/11/CSP-ESSA-Flexibilities-FAQ-2017.pdf Part C of the ESEA, Expanding Opportunity Through Quality Charter Schools can be found at this link: https://oese.ed.gov/files/2019/11/Statute-for-website.pdf

Award Sizes

Startup charter applicants and district conversion charter applicants are equally eligible to apply for funding. The base award is up to $1,000,000, and schools serving greater than 60% educationally disadvantaged students may be	Base Award Max	Supplement	Max Amount	Grant Duration

eligible to receive a supplement of $500,000, to be available in October of the initial year of operation and subject to appropriation of funds, for a total maximum award of up to $1,500,000. The award of supplemental funding will be determined based on the school opening date and available funding. Award Type				
New School & Conversation	$1,000,000	$500,000[3]	$1,500,000	Up to 30 months
Replication & Expansion	$750,000	$500,000[4]	$1,250,000	Up to 30 months

d. Eligibility to Apply

To be eligible to receive an award, an applicant must meet the following requirements:

1. Must be a brick-and-mortar charter school with new seats not yet served;
   a. Including:
      i. A new open-enrollment charter school
      ii. A new district conversion charter school
      iii. An existing charter school that is expanding or replicating
2. Must meet the federal definition of a charter school or charter school developer (ESEA § 4310);
3. Must have nonprofit status designation or a pending designation;

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[3] Supplement available upon evidence of 60% or greater educationally disadvantaged.

[4] Supplement available upon evidence of 60% or greater free or reduced lunch student enrollment.

4. Must attest to all provisions in a Statement of Assurances signed by the Board Chair;
5. Must have an approved charter contract for a new school or an expansion/replication or evidence of a submitted application to the authorizer for the current application cycle;
6. Must have provided written notice to the authorizer of intent to apply for a CSP subgrant;

The following types of brick-and-mortar charter applicants are eligible for the Alabama CSP Grant:

1. A new open-enrollment charter school that has received approval from the authorizer;
2. A new district conversion charter school that has received approval from the authorizer; or
3. An existing charter school that has received approval to expand from the authorizer. Applicants must meet the definition of expansion or replication in the *Definitions* section below.

Definitions (ESEA § 4310)

1. <u>Charter school.</u> A charter school is a public school that—
    A. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant state or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
    B. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
    C. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
    D. Provides a program of elementary or secondary education, or both;
    E. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
    F. Does not charge tuition;
    G. Complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101, et seq.), section 444 of the General Education Provisions Act (20 U.S.C. § 1232g) (commonly referred to as the ''Family Educational Rights and Privacy Act of 1974''), and part B of the Individuals with Disabilities Education Act;
    H. Is a school to which parents choose to send their children, and that:
        ▪ Admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or

- In the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in [ESEA](#) § [4303(c)(3)(a)](#);

  I. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such state audit requirements are waived by the state;

  J. Meets all applicable federal, state, and local health and safety requirements;

  K. Operates in accordance with state law;

  L. Has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and

  M. May serve students in early childhood education programs or postsecondary students.

2. <u>Developer.</u> An individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators, and other school staff, parents, or other members of the local community in which a charter school project will be carried out.

3. <u>Expansion.</u> The term Expansion is defined as a school adding an entirely new grade span (i.e., elementary, middle, or high school) beyond those already approved and open prior to the current CSP Grant application cycle. Additionally, the Selection Committee may consider applications that include significant enrollment increases, especially for instances in which a school does not use actual grade levels or grade spans.

4. <u>High-quality.</u> High-quality is defined in Alabama as one of the following:
   A. A school achieving a letter grade of A or B on the annual state school report card; or
   B. A school achieving a letter of grade C in a school attendance zone in which a traditional public school serving similar grade levels achieves a letter grade of D or F; or
   C. For applicants implementing credit recovery, dropout prevention, or dropout recovery models, the Selection Committee may also consider performance against benchmarks in the applicant's agreed upon contract with its authorizer.

5. <u>High-quality (federal definition).</u> The term ''high-quality charter school'' means a charter school that:
    - Shows evidence of strong academic results, which may include strong student academic growth, as determined by a state;
    - Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
    - Has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
    - Has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

e. **2022 CSP Grant Application Timeline**

Grant application available	Grant application deadline	Grant awards announced
May 22nd, 2023	June 30th, 2023	September 5th, 2023

In addition to other scheduled trainings, NSFA will host mandatory grant management webinars for subgrant recipients. Planning grant funds will be reimbursed no sooner than December 31st, 2023, upon completion of additional required documentation for expenses beginning July 1st, 2023. Funding will remain available for expenses through at least September 30th, 2024. Any potential for extending time periods will be discussed during funds release.

f. **Application Submission Instructions**

Unless otherwise notified, all applications must be submitted in accordance with the timeline included in section (e) above. The deadline for submission on each respective date is 4 PM CST. Interested applicants can request the full application package at https://forms.monday.com/forms/b6114e42a10fe53dd258b941b3115557?r=use1.

Applications must adhere to the following guidelines:

1. A complete application includes all required materials in this request for applications. For more details on the application submission requirements, see Section II Grant Application on page 12 of this RFA:
    i. Executive Summary and Application Narrative
    ii. For expansions, any materials submitted to authorizer for an expansion amendment request

iii. Assurances
iv. Required Attachments (see page 13-14 for full list)
v. Contract between charter and authorizer (upon approval)
2. All pages of the narrative must be standard letter size, 8½ x 11" using 12-point font in Times New Roman, one-inch margins, and a maximum of 50 pages.

g. Review of Applications

The Alabama CSP Selection Committee, composed of a minimum of three (3) members, will review, analyze, and grade all subgrant applications.

The subgrant application review process will include two phases:

1. Phase 1 – Desk Audit. Once the Project Director of the CSP Grant has reviewed an application to ensure eligibility, that application will enter Phase 1, which is a desk audit. The desk audit will allow for a thorough review of all subgrant applications by peer reviewers using a scoring rubric to evaluate the application, the budget, and the supplemental materials. This phase includes review of the narrative, budget, and all other critical details. An average of the Selection Committee members' scores will be used for a final score.
2. Phase 2 – Interview. After the desk audit, all applicants deemed eligible will be required to attend an in-person interview before the Selection Committee to present the grant request and entertain questions from the Selection Committee.

After all interviews have been completed, the Selection Committee will finalize the review and scoring of each application. Those applications scoring above the pre-determined cut score will be considered for awards. The Selection Committee will aim to issue three awards per grant cycle but has discretion to issue more or fewer awards as deemed necessary.

h. Technical Assistance

Technical assistance meetings for grant applicants can be scheduled upon request; however, all applicants are advised to view the slides from the application webinar, which will be held **on Wednesday, May 24th, 2023, at 11am -12pm CST**. Additionally, NSFA will host an optional webinar on CSP budgeting best practices **on Tuesday June 5th, 2023, at 1:00-2:00 pm CST** and a mandatory grant management webinar for subgrant recipients to be scheduled after the awards announcement. For individualized technical assistance, please contact NSFA via email at csp@newschoolsforalabama.org to schedule a meeting.

i. Participation, Evaluation, and Reporting

Participation

NSFA will hold mandatory trainings for all subgrantees. Each training will focus specifically on grant requirements, required reporting, data collection, financial and operational stability, and the relationship with the sponsor during the grant period. Subgrantees must participate in good faith.

In addition to participation in all required training activities, subgrantees must also agree to make a good faith effort to participate in all reasonable requests by NSFA to share and disseminate best practices. Such participation may include posting resources online via the NSFA website, serving on discussion panels, or providing informational sessions at convenings, and more.

Evaluation

Each subgrantee will undergo periodic evaluations to assess progress toward achieving the goal of providing high-quality and increased equal opportunities for the academic enrichment of all students, especially for those who are educationally disadvantaged. The results of the evaluations will be used to refine, improve and strengthen performance measures and to share best practices of the program. The NSFA technical assistance team will examine and share all effective uses of subgrant funds in the effort to support NSFA's overall strategy for increasing the number of high-quality charter schools and closing the achievement gap for students across the state.

The technical assistance team will provide both desk monitoring and scheduled on-site visitations to ensure subgrantees are meeting benchmark goals. Further, the technical assistance team will be responsible for evaluating subgrantees to ensure that they adhere to federal rules and regulations.

The technical assistance team will also implement a plan and procedure to identify and notify subgrantees of compliance issues related to their CSP subgrant. Included within the policies will be a detailed timeline providing a subgrantee with thirty (30) days prior written notice to correct any compliance issue(s) and subsequently be given an opportunity for a hearing to provide justification as to why it should be entitled to remain as a subgrantee in the program. If the subgrantee is unable to fulfill requirements, the grant money will not be distributed to the subgrantee.

Reporting

NSFA staff will regularly liaise with Alabama State Department of Education (ALSDE) personnel and source data from the ALSDE Data Center to monitor progress. NSFA will conduct at least quarterly reviews, which will include a full review of all available data concerning academic, operational, and fiscal performance. Subgrantees will provide school level academic and operational information requested during quarterly reimbursement requests, budget period closeouts, and end of cycle reviews. At least one site visit will also be conducted by NSFA. Specifically, some of the monitoring activities to be performed by NSFA include the following:

1. Review and approve each subgrant budget;
2. Conduct at least quarterly desk reviews of financial reports and expense reports;
3. Conduct at least quarterly desk reviews on academic achievement, operations, school culture, and compliance.
4. Monitor for timely drawdown of subgrant funds and compliance concerning allowable uses of funding;

5. Provide input and review materials prior to submission for all authorizer hearings concerning finance;
6. Receive and review budget revisions as requested, among other duties.

The following table provides an overview of the standard monitoring and reporting activities to be conducted by NSFA during each respective phase of a subgrant:

Subgrant Phase	Monitoring Activities
Pre-Award Certification & Visit	✔ Meet school's planning committee ✔ Review financial procedures/internal controls
Planning Phase (up to 18 months)	✔ Technical assistance sessions ✔ Desktop review (financial and program) ✔ Quarterly Report reflections, data, and submissions ✔ Period Transmission report, data, and submissions ✔ Phone conferences ✔ Annual reports
Implementation Years 1 and 2	✔ Technical assistance sessions ✔ Desktop review (financial & program) ✔ Quarterly Report reflections, data, and submissions ✔ Period Transmission report, data, and submissions ✔ Phone conferences ✔ On-site visit (financial and program reviews) in Year 1 ✔ Annual reports
Closeout	✔ Grant final reports

  j. Additional Information to be Considered

In addition to the information required to be submitted with this application, New Schools for Alabama will consider the following information from subgrant recipients under this grant opportunity:

1. Information that ensures each charter school receiving funds through the program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions;
2. Information that ensures that each charter school receiving funds under the program makes publicly available the annual state report card, including on the website of the school, information to help parents make informed decisions about the education options available to their children including the information required in ESEA § 4303(f)(2)(G);
3. Quality controls agreed to between the eligible applicant and the authorized public chartering agency involved;
4. Information that ensures that authorizers are reviewing the schools' independent annual audits of financial statements prepared in accordance with generally accepted accounting principles and ensure that any such audits are publicly reported; and
5. This RFA supports the development of diverse charter school models, including models that serve rural communities. The focus on innovative and community-based school design is emphasized in the initial charter application. New Schools for Alabama will collect relevant information concerning the school model from each applicant and catalog such information to ensure that the grant program is funding the development of a diverse portfolio of schools.

II.   GRANT APPLICATION

Applicants must submit the following materials online by requesting access to the application package at https://forms.monday.com/forms/b6114e42a10fe53dd258b941b3115557?r=use1 and completing the application in accordance with instructions found therein.

a. Executive Summary (as part of the Application Narrative)

Provide an executive summary for your grant application using the template provided within the Application Narrative. The executive summary must be 12-point font in Times New Roman. The summary should clearly tell the story of the proposed school or expansion and should include the following information:

- Contact Information and overview of organization and school, including the mission;
- Vision for project;
- 3-5 measurable goals for project; and
- A narrative of the proposed CSP budget including how CSP funds will help achieve those goals.

b. Application Narrative

The Application Narrative aligns with the Alabama Public Charter School Commission application framework. Applicants should complete all sections of the Application Narrative, **using the template** provided in the full application package as a guide for the document created. To request access to the application package, applicants should submit the request form at https://forms.monday.com/forms/b6114e42a10fe53dd258b941b3115557?r=use1.

c. Expansions Only: Amendment Materials Submitted to Authorizer

Expansion applicants should submit all information that was provided to their authorizer during the amendment request process.

d. CSP Grant Budget Spreadsheet and Narrative Instructions

Applicants must complete as part of the Executive Summary of the application a budget narrative of planned investments with grant funds for their full grant period in addition to the **CSP budget spreadsheet as attachment 19**. Applicants can request access to the full application package at https://forms.monday.com/forms/b6114e42a10fe53dd258b941b3115557?r=use1. A webinar on budgeting best practice will be held **on June 5th, 2023 at 1:00-2:00 pm CST.** Applicants must fully complete the narrative requirement in the executive summary AND submit the budget

spreadsheet as attachment 19. A finalized CSP funds budget will be prepared alongside the CSP team should an award be made. Budgets are approved by year of the grant and as such, the year one planning budget would be the first approved budget after awards are made. Subgrantees can spend up to $750,000 in their first year of planning. The budget narrative guidelines accommodate seven broad categories. Each is listed below with a description of sample items that may be included:

a. Personnel & Fringe Benefits
    i. These categories accommodate salaries and benefits to be covered by the grant. Supplanted salaries are not allowable beyond the 18-month planning period.
b. Travel
    i. This category includes any travel related to professional development or activity related to training and development for the school leadership team or board.
c. Supplies & Equipment
    i. This category accommodates expenditures for assorted equipment related to the startup of the charter school or expansion/replication seats, as well as any supplies related to the planning or operation of the school. This may extend to include any technology equipment and infrastructure, including laptops, tech-supported whiteboards, etc. Additionally, this category supports the purchase of textbooks, software, and other materials related to curriculum, assessments, etc.
d. Contractual
    i. This category supports costs related to professional development for leaders, teachers, and support staff as necessary. Costs might include consultancies, travel, materials, attendance at events, and more.
e. Other
    i. This category accommodates facilities-related expenditures such as renovations, leasehold improvements, lease payments during the 18-month planning period, or other allowable expenses not covered in other categories.

e. **Required Attachments**

The following attachments are in addition to the application narrative and required as part of the grant application package:

ATTACHMENT 1—EXECUTIVE SUMMARY AND APPLICATION NARRATIVE

ATTACHMENT 2—OVERVIEW OF PLANNED CURRICULUM

ATTACHMENT 3—QUALIFICATIONS, RESUME, AND PROFESSIONAL BIOGRAPHY OF PRINCIPAL/HEAD OF SCHOOL CANDIDATE

ATTACHMENT 4—JOB DESCRIPTION OR QUALIFICATIONS, TIMELINE, CRITERIA, AND RECRUITMENT/SELECTION PROCESS FOR PRINCIPAL/HEAD OF SCHOOL CANDIDATE (IF NOT HIRED)

ATTACHMENT 5—QUALIFICATIONS, RESUMES, PROFESSIONAL BIOGRAPHIES OF SCHOOL'S LEADERSHIP/MANAGEMENT TEAM MEMBERS/BOARD MEMBERS

ATTACHMENT 6—PROOF OF 501(C)3 NON-PROFIT STATUS AND FEDERAL TAX-EXEMPT STATUS (OR COPIES OF FILINGS)

ATTACHMENT 7—SCHOOL ORGANIZATIONAL CHART

ATTACHMENT 8—FACILITY MEMORANDUM OF UNDERSTANDING OR PROOF OF INTENT TO SECURE FACILITY AND BRIEF DESCRIPTION OF LOCATION, SIZE, AMENITIES

ATTACHMENT 9—SUPPORTING DOCUMENTS PROVIDING DETAILS OF FACILITY

ATTACHMENT 10—DETAILED START-UP/EXPANSION/REPLICATION/CONVERSION PLAN FOR SCHOOLS

ATTACHMENT 11—SCHOOL TRANSPORTATION PLAN

ATTACHMENT 12— SCHOOL OPERATIONS BUDGET (COMPLETED BUDGET FOR ALL REVENUE AND EXPENSES) AND BUDGET NARRATIVE INCLUDING DETAILED DESCRIPTION OF ASSUMPTIONS AND REVENUE AND EXPENSE ESTIMATES, ETC.

ATTACHMENT 13— PROJECTED ENROLLMENT BY GRADE AND NUMBER OF SEATS FOR EACH YEAR OF THE GRANT

ATTACHMENT 14— PROJECTED DEMOGRAPHICS BY ETHNICITY AND EDUCATIONALLY DISADVANTAGED STATUS

ATTACHMENT 15— IF APPLICABLE, PROVIDE THE SCHOOL'S MANAGEMENT ORGANIZATION/OPERATOR CONTRACT.

ATTACHMENT 16— PROOF OF APPLICATION FOR CHARTER OR EXECUTED CHARTER AGREEMENT

ATTACHMENT 17— PROOF OF NOTIFICATION OF CSP GRANT APPLICATION TO CHARTER AUTHORIZER

ATTACHMENT 18— COMPLETED ASSURANCES SIGNED BY BOARD CHAIR

Attachment 19— COMPLETED CSP BUDGET SPREADSHEET

Alabama CSP Grant

Application Narrative

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ATTACHMENT 18— COMPLETED ASSURANCES SIGNED BY BOARD CHAIR
Attachment 19— Completed CSP Budget Spreadsheet

Name of proposed school:

Primary contact person(s):

Mailing address:

Phone: (day)   (evening) _

Email address: Fax:

Primary contact for facilities planning:

Phone Number: E-mail:

Primary contact for finance:

Phone Number: E-mail:

Name of entity or interest group applying: _____

Please select the project type: ___New Charter School ___Replication ___Expansion

If new charter school, please select the following type: ___New charter startup ___District Conversion

DUNS Number (if established) _____ (school will need to have acquired a DUNS number prior to funds release should an award be made.)

Unique Entity Identifier (UEI) (if established) _____ (school will need to have acquired a UEI by registering with sam.gov prior to funds release should an award be made.)

Names, roles, and current employment of all persons materially involved in the preparation of this application or the organization or governance of the proposed school (*you may add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School

Does this applicant entity or interest group have charter school applications under consideration by any other authorizer(s) in the United States? _____ Yes _____ No
If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Provide school opening information.

Opening Year	*Geographic Area	Opening Grades	Grade Levels at Full Enrollment

*Identification of geographic area may be as specific as a school zone or as general as the school district targeted for school location, but it must include the name of the local education agency (LEA) with authority over the area of the proposed school. Additionally, it may also include a specific neighborhood or school with the LEA.

Model or focus of proposed school (e.g., arts, college preparation, dual-language, and/or other):

Does the school intend to contract with a third-party education service provider (ESP) to manage the educational program and/or operations of the school?
_____ Yes _____ No

If Yes, identify the ESP or other partner organization:

Does the school intend to partner or be affiliated with an organization through which a single governing board governs or will govern multiple schools?

_____ Yes   _____ No

If Yes, identify the organization:
_____

Proposed Principal/Head of School Information (if identified):

Name of proposed principal candidate:

Current employment:

Daytime phone: Cell:

E-mail:_____

Mission and Vision. Describe the Mission of the school and the vision for this project including how it aligns to the following objective for NSFA's CSP Grant:
- o *To grow the number of high-quality charter schools in Alabama by 15 over the next five years with an emphasis on those serving educationally disadvantaged populations*

Enrollment Summary. Complete the following table, removing any rows for grades the school will not serve. (Also include as attachment 15)

Grade Level	Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	At Capacity
Years						

Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

Assessment Summary. Complete the following table outlining the student level assessments used for performance standards by grade level.

Assessment	Grade Levels	Type (Formative, Interim, Summative)	Frequency	Application of Data

FORMATIVE: Assessment used to measure achievement or growth against short term learning targets and is used for guiding instructional practices. Formative assessments provide data this is informative in nature.
INTERIM: A type of assessment used to identify student learning needs, to guide key moves in instructional practices, evaluate teaching practices, programs, and initiatives, determine if students are on track to achieve longer term targets or grade level proficiency. Interim assessments provide data that is informative, predictive, and evaluative in nature.
SUMMATIVE: Measures longer term learning such as end of unit, end of term, or end of grade level proficiency. Summative assessments provide information that is evaluative in nature.

Current Board Members. Complete the following table outlining the current board members.

Name (First and Last), Role	Area of Expertise

SMART Goals. Complete the following table with proposed 3-5 SMART goals for the performance of the school during the grant period.

Type (Operational or Academic)	Timeframe	Measurable Goal
Ex. Academic	By 2024	80% of 3rd graders will attain a level 3 (proficient in reading on the state assessment.

Describe how the CSP grant will help achieve these goals.

CSP Budget Narrative. Applications that receive a subgrant award may receive up to $1.5 million in expense reimbursements per Federal Allowability Guidelines (outlined in the RFA).

Please provide the school's CSP budget spreadsheet as attachment 19 as well as the narrative below to describe how the school will utilize CSP grant funds as a value add to support the planning and implementation for startup, expansion, or replication. All planned expenditures should align with the smart goals for the grant listed above. Please provide the types of expenditures that you envision for grant monies aligned to your goals drafted above. These expenditures should be related to CSP grant expenditure priorities in the following key areas:

- Personnel
- Travel
- Equipment
- Supplies
- Contractual
- Other

There will be a budget webinar on June 5th, 2023, at 1 pm CT to provide technical assistance on the allowable use of funds.

Please use the outline and sample section below to complete this task and upload your narrative.

Example Narrative Section Covering the Supplies

"Sample Charter School" plans to leverage CSP funds in the area of SUPLLIES in the following ways:

- xyz curriculum grades 3-5 for ELA instruction
- Math manipulative sets for grades 3-5 for hands on learning, one set per classroom

The rationale for these funding priorities for supplies include:

- Because the school is adding grades 3-5, and there have been historically positive outcomes for our student population using this curriculum we will continue to use it to yield further positive outcomes for student performance with new students.
- Instructional methodology as noted in our instruction plan focused on hands on learning. The use of math manipulatives will support students, particularly at-risk students, in acquisition of math skills.

Section: Personnel Outline
• Personnel related expenditures with specific titles and the number and timeframe within the allowable cost guidelines outlined in the RFA • Rationale for funding these priorities as they relate to your overall goals from the application's executive summary.
Narrative:

Section: Travel Outline
• Travel related expenditures with specific potential locations and reasons and the number and timeframe within the allowable cost guidelines outlined in the RFA. • Rationale for funding these priorities as they relate to your overall goals from the application's executive summary.
Narrative:

Section: Equipment

• Equipment related expenditures with specific categories and the number and timeframe within the allowable cost guidelines outlined in the RFA • Rationale for funding these priorities as they relate to your overall goals from the application's executive summary.
Narrative:

Section: Supplies Outline • Supply related expenditures with specific categories and the number and timeframe within the allowable cost guidelines outlined in the RFA • Rationale for funding these priorities as they relate to your overall goals from the application's executive summary.
Narrative:

Section: Contractual Outline • Contractual related expenditures with specific contract work, if not contractor, as well as timeframe within the allowable cost guidelines outlined in the RFA • Rationale for funding these priorities as they relate to your overall goals from the application's executive summary.
Narrative:

Section: Other Outline • Other expenditures with specific details and timeframe within the allowable cost guidelines outlined in the RFA • Rationale for funding these priorities as they relate to your overall goals from the application's executive summary.
Narrative:

Section 1. Educational Program Design & Capacity

Education Program Overview

Summarize the education program's primary instructional methods and assessment strategies and any non-negotiable elements of the school model. Include a description of any flexibilities being taken by the school in its model and how they keep alignment with the federal definition of the charter school found in the RFA. Briefly describe the research-based evidence that has demonstrated success for this education program with the anticipated student population.

[ ]

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed applicable standards of academic proficiency.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
    [ ]

2. Provide an overview of the planned curriculum including, as **Attachment 2**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. Explain the school's curriculum; its correlation to the Alabama standards; the specific instructional materials to be used to implement the curriculum; and the process your school will follow to evaluate, review, and revise its curriculum on an annual basis. *Please refer to EdReports.org for information on how New Schools for Alabama evaluates curricular quality. If your curriculum is featured on EdReports.org, it is recommended you provide a link directly to your chosen curriculum.*
    [ ]

3. Describe the primary instructional strategies that the school will expect educators to use and why they are well suited for the anticipated student population. Describe the methods and systems that educators will utilize to provide differentiated instruction to meet the needs of all students.
    [ ]

Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must be consistent with applicable state and authorizer standards.

1. Describe the student performance standards for the school as a whole.

   _____

2. Describe the school's proposed learning standards for each grade the school will serve.

   _____

3. If you plan to adopt or develop additional academic standards beyond the applicable state and authorizer standards, explain the types of standards (e.g., content areas, grade levels, and/or others). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example and explain how these additional standards exceed applicable state and authorizer standards.

   _____

4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

   _____

5. Provide a description of the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

   _____

High School Graduation Requirements

High schools will be expected to meet the applicable state and authorizer graduation requirements.

1. Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed applicable state and authorizer standards, explain the additional requirements.

   _____

2. Explain how the graduation requirements will ensure students' college or career readiness, and/or both, or other postsecondary opportunities (e.g., postsecondary education, career/technical training, military service, or workplace readiness).

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.

2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for subjects such as English language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. This response should include a sample daily and weekly schedule.

School Culture

1. Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

2. Explain plans for creating and implementing this culture for students, educators, instructional leaders, and parents starting with the first day of school. Describe the plan for transitioning students who enter school mid-year into the school's culture.

3. Explain how the school culture will take account of and serve students with disabilities, students who are English learners (EL), and any students who are academically below grade level.

  [ ]

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for summer programs.

  [ ]

2. Describe the extra- and/or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded and delivered.

  [ ]

3. Describe the programs or strategies that will be used to address students' mental, emotional, and social development and health, and how they will be funded and delivered.

  [ ]

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

  [ ]

Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including, but not limited to, students with Individualized Education Programs (IEPs) or Section 504 plans; English Learners (EL), students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

2. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.

3. Explain more specifically how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities. Specify the programs, strategies, and supports the school will provide, including the following:
   a. Methods for identifying, locating, and evaluating students with disabilities who are in need of special education and related services (and avoiding misidentification).
   b. Plans for hiring and evaluating certified special education teachers and licensed related service providers, including projecting adequate staffing for the anticipated population of students.
   c. Specific instructional programs, practices, and strategies the school will employ to ensure students with disabilities are provided a free appropriate public education in the least restrictive environment.
   d. Plans regarding continuum of placements, access to the general education curriculum, and the opportunity for students with disabilities to be educated with non-disabled peers to the greatest extent appropriate.
   e. Plans for monitoring and evaluating the progress and success of students with disabilities.
   f. Plans for promoting college- and career-readiness for students with disabilities, including high school graduation and post-school indicators.
   g. Plans regarding self-monitoring of disproportionality in the areas of identification, least restrictive environment, and disciplinary actions, including suspension/expulsion of students with disabilities. Self-monitoring of disproportionality should include an understanding of the coordinated early intervening services (CEIS) requirements when significant disproportionality has been determined by the Alabama State Department of Education/Special Education Services.
   h. Self-monitoring methods to evaluate procedural and substantive compliance with Special Education rules and regulations.

4. Explain how the school will identify and meet the needs of intellectually gifted learners, including the following:
   a. Approach to defining gifted, methods for ensuring equity and comparability in identification of students in need of gifted services, and methods for monitoring and ensuring racial equity in the gifted program.
   b. Certification requirements for gifted specialists and professional development targets for general education teachers who teach gifted learners.
   c. Methods for ensuring the needs of gifted learners are met and continuum of service delivery options that will be offered (e.g., pull-out classes, advanced classes, interest clusters, cluster grouping with differentiated curriculum for gifted learners, acceleration procedures, field studies, mentors).
   d. Methods for determining cognitive and affective growth among gifted learners.
   e. Procedures related to the monitoring of achievement data for gifted learners, including plans for disaggregation and distribution of results to parents.
   f. Self-monitoring methods for the gifted program, including what, when, and by whom.

5. Explain how the school will meet the needs of English Learner (EL) students, including the following:
   a. Methods for notifying parents/caregivers in a language they understand about the procedures that the school will use to identify EL students for possible language acquisition support.
   b. Methods for identifying and evaluating EL students with disabilities in a timely manner by administering special education evaluations in the child's native language, unless it is clearly not feasible to do so (ensuring that a student's language needs can be distinguished from a student's disability related needs).
   c. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
   d. Plans for monitoring and periodic evaluation of the progress and success of EL students, including using a reliable English language proficiency (ELP) assessment that tests in the four language domains, identifying benchmarks for exiting students from EL services, and defining plans for providing follow-up support for at least two years after students exit the program.
   e. Means for providing qualified staffing for EL students.
   f. Self-monitoring methods for the EL Program, including what, when, and by whom.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and parents. Specifically describe the plan for outreach to students and families who have an economic or academic disadvantage that requires special services and assistance to succeed in educational programs. Those students include, but are not limited to, students who are members of economically disadvantaged families, students who are identified as having special needs, students who are limited in English proficiency, students who are at risk of dropping out of high school, and students who do not meet minimum standards of academic proficiency.

2. Explain the plan for admitting students based on a random selection process if more students apply for admission than can be accommodated.

3. Explain the school's policy regarding enrollment preferences with respect to students who reside within the former attendance area; students within the local school system; students outside of the local school system; previously enrolled students; siblings of students; and children of founders, governing board members, and full-time employees.

4. Provide the school's enrollment plan, which should include the school's plan for maintaining records on all enrolled students utilizing the state-adopted Alabama Student Information System (ASIM).

Student Discipline

Describe in detail the school's research, theory, or experience-based approach to culturally responsive student discipline. The description of the school's approach should address each of the following:

1. Practices the school will use to promote good choices, including both penalties for infractions and incentives for positive behavior.

2. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.

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3. An explanation of how the school will consider the rights of students with disabilities in disciplinary actions and proceedings.

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4. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation or disciplinary rules or regulations, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students with disabilities who are expelled or out of school for more than ten days.

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5. Explain how students and parents will be informed of the school's discipline policy.

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Family and Community Involvement

1. Describe the role of any family and community members involved to date in developing the proposed school.

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2. Describe what you have done to assess and build family and community support for your school and how you will engage families and community members from the time that the school is approved through opening. Include your plans to solicit and use parent and community feedback once the school opens.

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3. Describe how you will engage families in the life of the school (including any proposed governance roles described in Act 2015-3). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

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4. Discuss the community resources that will be available to students and families. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments.

[ ]

Educational Program Capacity

1. Identify the key members of the school's leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance, and/or management and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school instructional leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.

[ ]

Describe the team's individual and collective qualifications for successfully implementing the school design, including capacity in areas such as:
- School leadership, administration, and governance.
- Curriculum, instruction, and assessment.
- Performance management.
- Family and community engagement.
- Cultural competence/inclusiveness.
- Special populations.

[ ]

Describe the team's ties to and/or knowledge of the target community.

[ ]

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the school's development.

[ ]

3. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the

proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing public charter school. If the proposed leader has never managed a school, describe any previous leadership roles or leadership training programs that (s)he is currently participating in or has completed. Also provide, as **Attachment 3**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

If no candidate has been identified, provide, as **Attachment 4,** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school instructional leader/administrator.

4. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

Section 2. Operations Plan & Capacity

Governance

Legal Status and Governing Documents

Describe the proposed school's legal status, including 501(c)3 non-profit status and federal tax-exempt status. As **Attachment 6**, provide proof of 501(c)3 non-profit status and federal tax-exempt status (or copies of filings for the preceding items).

Organizational Chart

Submit, as **Attachment 7**, an organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, and any related bodies (such as advisory bodies or parent/educator councils) and any external organizations that will play a role in managing the school. The organizational chart should also document clear lines of authority and reporting within the school.

Governing Board

1. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the governing board's size, current composition, and desired composition; powers; and duties. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that (a) the school will be an educational and operational success; (b) the board will evaluate the success of the school and school leader(s); and (c) there will be active and effective representation of key stakeholders, including parents.

2. List all current and identified board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's governing board. Provide full resumes regarding the expertise and background of the proposed founding governing members. **Include as part of Attachment 5**.

3. If the current applicant entity or interest group does not include the initial governing board, explain how and when the transition to the formal governing board will take place.

   If this application is being submitted by an existing non-profit organization, respond to the following:
   a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?
   b. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
   c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

4. Explain the procedure by which governing board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.

5. Describe how the governing board will provide evidence of its compliance and adherence to the Alabama State Ethics Law, Open Meetings Act, Public Records law, and all other specific state laws referenced in Act 2015-3, if applicable.

6. Identify any existing relationships that could pose actual or perceived conflicts of interest if the application is approved. Discuss specific steps that the governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

7. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added? How will vacancies be filled? What are the priorities for recruitment of additional board members? What types of orientation or training will new board members receive, and what type of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If

there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

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Staffing

Staff Structure

Provide the staffing model for the school and identify the following:
a. Year 1 positions as well as positions to be added in future years.
b. Administrative, instructional, and non-instructional personnel.
c. The number of classroom educators, paraprofessionals, and specialty educators.
d. Operational and support staff.

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Explain how the relationship between the school's leadership/administrative team and the rest of the staff will be managed.

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Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.

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2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing educators.

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3. Describe the proposed school's strategy, plans, and timeline for recruiting and hiring the teaching staff. Explain other key selection criteria and any special considerations relevant to your school design.

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4. Act 2015-3, Section 9. (e)(1).
Provide an assurance that public charter schools shall comply with applicable federal laws, rules, and regulations regarding the qualification of teachers and other instructional staff. In accordance with subsection (a), teachers in public charter schools shall be exempt from state teacher certification requirements.

- Approaches to earning Alabama Educator and/or Leadership Certification for individuals working in conversion public charter schools or start-up public charter schools are the same as those for individuals in the public local education agencies of Alabama.
- After approval of a public charter school, a certification specialist at the Alabama State Department of Education (ALSDE) will be available to help the school's human resource department to provide assistance with certification approaches and/or questions just as they do with local education agencies and registered private schools in Alabama.

5. Outline the school's procedures for hiring and dismissing school personnel.

6. Include a statement acknowledging the school's understanding of the ALSDE, Educator Certification Section, criminal history background check process and, if approved, the school's plan to comply with this process. Information can be found at www.alsde.edu/EdCert (Background Clearance).

Act 2015-3, Section 9(d)(1).
Public charter schools shall be subject to the same civil rights, health, and safety requirements, including, but not limited to, state and local public health and building codes, employee fingerprinting, and criminal background checks applicable to other public schools in the state except as otherwise specifically provided in this Act.

7. Explain how the school instructional leader(s)/administrator(s) will be supported, developed, and evaluated each school year.

8. Explain how educators will be supported, developed, and evaluated each school year.

9. Explain how the school intends to handle unsatisfactory instructional leadership, administrator or educator performance, as well as instructional leadership, administrator, and/or educator changes and turnover.

Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.

2. Discuss the components of professional development and how these components will support effective implementation of the educational program as informed by data. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and describe how such time will typically be used.

Performance Management

1. Describe the school's mission-specific SMART educational goals and targets. State goals clearly in terms of the measures or assessments the school plans to use.

2. Describe any mission-specific SMART <u>organizational goals</u> and internal and external measures and assessments the school plans to use. State goals clearly in terms of the measures or assessments the school plans to use.

3. In addition to all applicable mandatory state assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and applicable state standards.

4. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

5. Identify who will be responsible for managing the data, interpreting it for classroom educators, and leading or coordinating professional development to improve student achievement.

6. Explain the training and support that school leadership and educators will receive in analyzing, interpreting, and using performance data to improve student learning.

7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the schoolwide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

<u>Facilities</u>

If the school is seeking to utilize an existing public school facility made available by the charter authorizer, complete Part A <u>and</u> Part B. If the school intends to identify and operate in an independent facility, complete only Part B.

25

Part A. Existing Public Facilities (if available)

1. Describe the basic facilities requirements for accommodating the school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

2. List anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following:

Type of Anticipated Specialty Classrooms	Number	Number of Students to be Accommodated at One Time
a. Science lab		
b. Art room (with or without kiln)		
c. Computer lab		
d. Library/media center		
e. Performance/dance room		
f. Auditorium		
g. Other (please list) _____		

3. List anticipated administrative/support space needs, including the anticipated number of the following:

Anticipated Administrative/Support Space Needs	Number
a. Main office	
b. Satellite office	
c. Work room/copy room	
d. Supplies/storage rooms	
e. Educator work rooms	
f. Other (please list) _____	

4. List which, if any, of the following are essential to fulfillment of the school's athletic program:

Type	Check if Essential
a. Gymnasium	

b. Locker rooms	
c. Weight rooms	
d. Field(s) (football, soccer, multi-purpose)	
e. Baseball/softball field	
f. Other (please list) _____	

5. Identify any other significant facilities needs not already specified, including:

a. Playground
b. Large common space for assemblies and other large-group meetings
c. Other special considerations (identify and explain)

6. Does the applicant have specific desired location(s) different from those being made available by the authorizer?   Yes _____   No _____
If Yes, and the applicant has a specific facility under consideration, identify by current school name and/or neighborhood (you may add rows to the table as needed).

Desired Location(s):	

7. Is the applicant willing to share a facility with another school?   Yes ____ No ____
If so, identify by school name and/or neighborhood (you may add rows to the table as needed)

Desired School Name and/or Neighborhood:	

8. Please identify funding sources to be used for facility upgrades and/or new construction.

Funding Source(s) for Facility Upgrades and/or	

New Construction:	

9. Discuss contingency plans in the event you do not receive a facility from the authorizer.

Part B. Independent Facilities

If you intend to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, and financing. If you currently hold a facility or have a Memorandum of Understanding or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 8**. Briefly describe the facility including location, size, and amenities. Provide, as **Attachment 9**, supporting documents providing details about the facility, as needed. Public charter school facilities must comply with applicable state, local and authorizer health and safety requirements. In addition, applicants must be prepared to follow applicable city planning review procedures. **NOTE:** Public charter school facilities shall comply with Act 2015-3, Section 11. (a), regarding access to Alabama Public School and College Authority (PSCA) funds.

Start-Up & Ongoing Operations

1. Provide, as **Attachment 10**, a detailed start-up plan for the new school/expansion/replication/conversion, specifying tasks, timelines, and responsible individuals.

2. Provide, as **Attachment 11,** the school's plan for all transportation (including field trips, extra-curricular and co-curricular activities, food services, and all other significant operational and auxiliary services).

3. Provide the school's plan for safety and security for students, staff, facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

Operations Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
   - Human Resources Management.
   - Professional development.
   - Performance management.
   - General operations.
   - Facilities management.

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Section 3. Financial Plan & Capacity

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

2. Describe the roles and responsibilities of the school's administration and governing board for the school finances and distinguish between each party.

3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

4. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit, annual financial report, monthly check register, and monthly financial reports.

5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

6. Describe the school's plans for obtaining liability insurance to indemnify the school, its board, staff, and educators against tort claims.

7. **Operational Budget Narrative**: As **Attachment 12**, present a detailed description of assumptions and revenue and expense estimates, including, but not limited to, the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).

   a. Per-Student State Revenue. Use current state revenue in developing your budget assumptions.
   b. Anticipated Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's operation depends.
   c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
   d. Year 1 cash flow contingency in the event that revenue projections are not met in advance of opening.
   e. Start-up and five-year budgets with clearly stated assumptions.
   f. Plan for continued sustainability after the grant period for any planned expenses included in the CSP budget as part of the executive summary.

Financial Management Capacity

Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- Financial management.
- Fundraising and development.
- Accounting and internal controls.

AL CSP GRANT SCORING RUBRIC

SCHOOL/ORGANIZATION NAME: _____

SECTION 1. EDUCATIONAL PROGRAM – 107 points for HS; 103 points for non-HS

Educational Program Overview			
Weak **1**	**Fair** **2**	**Very Good** **3**	**Excellent** **4**
There is little or no information regarding the essential design elements of the school model or its alignment to the federal definition. Little to no research base and little to no mention of the instructional methods and assessment strategies.	The essential design elements of the school model and alignment to the federal definition lack clarity. The applicant has demonstrated a limited understanding of the research- based and/or other evidence that promises success for this program with the anticipated student population. The applicant minimally mentions the instructional methods and/or does not describe in sufficient detail the impact of the culturally responsive instructional aspects of the program on the proposed student population.	The applicant has provided the essential design elements of the school model, and its alignment to the federal definition of a charter school. Evidence that the educational program or essential design elements of the program are based on proven methods and provided evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population. The applicant has described the culturally responsive instructional aspects of the educational program.	The applicant has convincingly and comprehensively summarized the essential design elements of the school model, and its alignment to the federal definition of a charter school. Strong and convincing evidence of research base. The applicant has clearly and comprehensively described the culturally responsive[1] instructional aspects of the program and provided strong evidence of impact within the anticipated student population.

Curriculum & Instructional Design			
Weak **0**	**Fair** **5**	**Very Good** **15**	**Excellent** **20**
Little or no description of the basic learning environment, little or no description of the curricula aligned to state standards. Applicant provides little to no description of curricular choices and rationale behind those choices– or – the applicant has chosen one or more core curricula that receive a "Does Not Meet" rating on EdReports.org on any indicator within those reports. If the applicant plans to develop a curriculum, little	The description of the basic learning environment is limited and/or only includes some of the required information or is not aligned to the school mission and vision. The applicant has identified curricular choices that do not receive any "Does Not Meet" ratings on EdReports.org, but receive mostly "Almost Meets	The description of the basic learning environment is clear, includes class size and structure, is aligned to the school's mission and vision, and describes evidence that the learning environment is culturally responsive. The applicant has identified curricular choices that do not receive any "Does Not Meet" ratings on EdReports.org,	The description of the basic learning environment is clear, comprehensive and includes class size and structure, is well aligned to the school's mission and vision, and demonstrates a sophisticated understanding of cultural responsiveness. The applicant has identified curricular choices that receive mostly "Meets

| or no description of how. Little to no description of instructional strategies. | Expectations" ratings, or has provided limited research to support the effectiveness of their chosen curriculum and rationale for why the curricula were chosen and how they support the vision. For internally developed curricula, there is a limited or incomplete description regarding how the curriculum will be developed. | but receive mostly "Almost Meets Expectations" ratings, or has provided adequate research to support the effectiveness of their chosen curriculum and a strong rationale for why the curricula were chosen and how they support the vision. A sample scope and sequence for one subject in one grade of each division (elementary, middle and high) is provided. Applicant describes the curriculum and summarizes the curricular choices and the rationale for each. For internally developed curricula, the applicant provides a detailed description regarding how the curriculum will be developed, including who will be responsible and when key stages will be completed. The applicant has provided a description of the primary instructional strategies, along with a rationale. | Expectations" ratings on EdReports.org or has provided significant research to support the effectiveness of their chosen curriculum and strong rationale for why the curricula were chosen and how they support the vision. Applicant comprehensively describes the curriculum and its alignment to the goals, summarizes the curricular choices and the rationale for each -or- provides a detailed, comprehensive, and well-articulated description regarding how the curriculum will be developed. There is a detailed, sophisticated, and comprehensive description of the primary instructional strategies along with compelling research, or experience- based rationale. |

Student Performance Standards

Weak 1	Fair 2	Very Good 3	Excellent 4
There is little or no description of the student performance standards for the school as a whole. The applicant has insufficiently or not addressed policies, standards, and/or expectations for promoting students. The applicant has provided little to no description of the school's exit standards for graduating students.	There is a description of the student performance standards for the school as a whole, though, the description does not address all grades and is limited in detail. The applicant has mentioned the policies, standards, and expectations for promoting students from one grade to the next and that they are based on research and/or best practices. The applicant has provided the school's exit standards for graduating students, though it is not clear what students in the last grade served will know and be able to do to meet or exceed all state grade level expectations	There is a description of the student performance standards for the school as a whole and they are aligned with state standards. The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices and there is a culturally responsive plan for clearly communicating these criteria to staff, students, and families. The applicant has provided the school's exit standards for graduating students which clearly set forth what students in the last grade served will know and be able to do.	There is a comprehensive description of the student performance standards for the school as a whole. The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices, demonstrate high standards for students and are well aligned to the school's education program, mission and vision. The applicant has provided a strong, culturally responsive plan for clearly communicating these criteria. The applicant has provided the school's exit standards for graduating students which clearly set forth what students in the last grade served will know and be able to do.

HS Graduation Requirements (HS Only)

Weak 1	Fair 2	Very Good 3	Excellent 4
There is little or no description of how the school will meet the requirements described and/or little or no explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is not an explanation of the additional requirements. There is little or no	There is a limited description with insufficient detail on how the school will meet the requirements described, along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered; and if graduation	There is a description of how the school will meet the requirements described, along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will	There is a clear and comprehensive description of how the school will meet the requirements described, along with a strong explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation

explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities. There is little or no explanation of the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.	requirements for the school will exceed state standards, an explanation of the additional requirements is minimally described. The explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities lacks clarity and sufficient detail. There is a limited or insufficient explanation of the systems and structures the school will implement for serving students at risk of dropping out.	exceed state standards, there is an explanation of the additional requirements. There is an explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities. There is a clear description of the systems and structures the school will implement for serving students at risk of dropping out and/or not meeting the proposed graduation requirements.	requirements for the school will exceed state standards, there is an explanation of the additional requirements. There is a clear and convincing description of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities. There is a thorough and sophisticated description of the systems and structures used for students at risk of dropping out.

School Calendar and Schedule

Weak 1	Fair 2	Very Good 3	Excellent 4
There is little or no description of the annual academic schedule for the school, or how the calendar reflects the needs of the educational program and meets Alabama Standards. The school's proposed calendar for the first year of operation does not include the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant has provided little or no evidence regarding the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects, and/or there is little or no explanation on how the school's daily and weekly schedule will be optimal for student learning.	There is a description of the annual academic schedule for the school, though it does not clearly explain and/or demonstrate how the calendar reflects the needs of the educational program and meets Alabama's Standards. The school's proposed calendar for the first year of operation lacks sufficient detail regarding the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant has provided limited and insufficient detail regarding the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, and social studies, the start and dismissal times. There is a minimal explanation why the school's daily and weekly schedule will be optimal for student learning.	There is a clear description of the annual academic schedule for the school that explains and demonstrates how the calendar reflects the needs of the educational program and meets Alabama's Standards. The school's proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant describes the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times. There is an explanation why the school's daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a sample daily and weekly schedule for each division of the school.	There is a clear and compelling description of the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets or exceeds Alabama's Standards. The school's proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant has comprehensively described the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times. There is a strong and sophisticated explanation as to why the school's daily and weekly schedule will be optimal for student learning and faculty/staff development needs.

School Culture

Weak 0	Fair 5	Very Good 15	Excellent 20
There is little or no description of the culture of the proposed school or an explanation of how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development. There is little or no description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day	The description of the culture of the proposed school lacks sufficient detail as to how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development. There is a limited explanation of how the school will establish and maintain the school culture for students,	There is a description of the culture of the proposed school, explaining how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development. There is a description for how the school will establish and maintain the school culture for students, teachers,	There is a compelling description of the culture of the proposed school, explaining how it will build, promote, and sustain a positive and culturally inclusive academic environment and reinforce student intellectual and social development. The applicant's description demonstrates a solid understanding and strong capacity

of school, and/or there is little or no description of a plan for enculturating students who enter the school mid-year.	teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year; demonstrates a limited or incomplete understanding of how to create and implement a positive school culture.	administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.	to practice cultural inclusiveness. There is a well-articulated, comprehensive and compelling description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.

Supplemental Programming

Weak 1	Fair 2	Very Good 3	Excellent 4
There is little or no description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded. And/or there is no description of how the school will pay for student participation in district sponsored interscholastic programs. There is little or no description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.	The description of culturally responsive extra-curricular or co-curricular activity offerings and how they will be delivered and funded is limited in scope and/or does not provide sufficient detail to determine sufficient resources and/or program viability. And/or the applicant minimally addresses how the school will pay for student participation in district sponsored interscholastic programs. The description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population is limited in scope and/or does not provide sufficient detail.	There is a clear description of culturally responsive extra-curricular or co- curricular activity offerings and how they will be delivered and funded, including the schedule, length, and anticipated participants. There is a description of how the school will pay for student participation in district sponsored interscholastic programs. There is a clear description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the programs will be funded and how those programs will meet the unique needs of the student population.	There is a clearly and convincingly articulated and comprehensive description of culturally responsive extra-curricular or co-curricular activity offerings and how they will be delivered and funded, including the schedule, length, and anticipated participants, and how the school will pay for student participation in district sponsored interscholastic programs. There is a clearly articulated and compelling description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the programs will be funded and how those programs will meet the unique needs of the student population.

Special Populations and At-Risk Students

Weak 0	Fair 5	Very Good 10	Excellent 15
The applicant has provided little to no description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out is limited and lacks sufficient detail. The plan minimally or does not address how the school will meet students' needs in the least restrictive environment.	The overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out, is limited and lacks sufficient detail. The plan minimally addresses how the school will meet students' needs in the least restrictive environment.	There is a description of the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan addresses how the school will meet students' needs in the least restrictive environment.	There is a clear and comprehensive description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan thoroughly addresses how the school will meet students' needs in the least restrictive environment and the school calendar and schedule is supportive of the needs.

Student Recruitment & Enrollment

Weak 1	Fair 2	Very Good 3	Excellent 4
There is little or no description of the culturally inclusive student marketing and recruitment plan and how it will provide	There is a limited and incomplete description of the culturally inclusive student marketing and	There is a description of the culturally inclusive student marketing and recruitment plan	There is a comprehensive and compelling description of the culturally inclusive student

| equal access to all interested students and families and/or the applicant has minimally or not described the school's plan for outreach to at-risk students. | recruitment plan and how it will provide equal access to all interested students and families, and/or the applicant has minimally described the school's plan for outreach to at-risk students. | and how it will provide equal access to all interested students and families. The applicant has specifically described the school's plan for outreach to at-risk students. | marketing and recruitment plan and how it will provide equal access to all interested students and families. The applicant has specifically and completely described the school's plan for outreach to at-risk students, including evidence of targeted outreach plans to specific neighborhoods or zip codes, identified based on the proposed student population and the mission of the school. |

Student Discipline Policy & Plan

Weak 1	Fair 2	Very Good 3	Excellent 4
The applicant has provided little or no description of the proposed discipline plan, with little or no detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, and/or little or no demonstration of compliance with applicable state laws and authorizer policies.	The applicant has provided a limited and insufficient description of the proposed discipline plan, with insufficient detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no demonstration or explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, or in compliance with applicable state laws and authorizer policies.	The applicant has provided a detailed description of the proposed discipline plan, along with a detailed explanation of how the plan is based on some combination of research, theory, experience, and best practices, and a clear demonstration and explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, and has demonstrated compliance with applicable state laws and authorizer policies.	The applicant has provided a convincing, comprehensive and thorough description of the proposed discipline plan, with detail on how the plan is based on some combination of research, theory, experience, and best practices, and a clear and sophisticated demonstration and explanation on how the expectations and discipline policy will be culturally responsive and effective for the anticipated student population, and has comprehensively demonstrated compliance with applicable state laws, authorizer policies, and due process requirements. The applicant demonstrates the capacity to successfully implement the discipline plan schoolwide.

Family & Community Involvement

Weak 1	Fair 2	Very Good 3	Excellent 4
The applicant has provided little or no description and/or evidence of the specific role to date of the families/guardians and community members involved in developing the proposed school and/or any other evidence of family/guardian and community support for the proposed charter school. The applicant has provided little or no evidence that the school has assessed and built family/guardian and community demand for the proposed school and/or little to no description how the school will engage families and community members from the time that the school is approved through opening.	The applicant has described and provided evidence on the role to date of the families/guardians and community members involved in developing the proposed school and has mentioned other evidence of family/guardian and community support for the proposed school, though the information is limited and lacking in sufficient detail to determine engagement. The applicant has demonstrated some assessment of family/guardian and community demand for the proposed school, though its description of how the school will engage families and community members from the time that the school is approved through opening has limited outreach strategies, and the	The applicant has described and provided evidence on the specific role to date of the families/guardians and community members involved in developing the proposed school and has included any other evidence of family/guardian and community support for the proposed charter school. The applicant demonstrates that the school has assessed and built family/guardian and community demand for the proposed school and describes how the school will engage families and community members from the time that the school is approved through opening.	The applicant has articulately described, in detail, and provided evidence on the specific role to date of the families/guardians and community members involved in developing the proposed school and has included any other evidence of family/guardian and community support for the proposed charter school. The applicant convincingly demonstrates that the school has assessed and built strong family/guardian and community demand for the proposed school and comprehensively describes how the school will engage families and community members from the time that the school is approved through opening with realistic and diverse outreach strategies

	nature of family and community engagement is unclear.		designed to reach a broad audience and ensure genuine community and family engagement.

Educational Program Capacity

Weak 0	Fair 5	Very Good 15	Excellent 20
The applicant has not provided the key members of the organization's leadership team and who will be responsible for development and opening of the school. There is *little or no description* of the team's individual and collective qualifications for implementing the school design successfully, and/or no team capacity in: o Organizational leadership; o Curriculum, instruction, and assessment; o Performance management; o Cultural competence/inclusiveness; o Family and community engagement; o Special populations.	The applicant has provided key members of the organization's leadership team who will be responsible for developing and opening of the school, though it is unclear if all members have been identified. The applicant has provided limited or insufficient detail on some or all of the following descriptions of the team's individual and collective qualifications for implementing the school design successfully, which includes team capacity in: o Organizational leadership; o Curriculum, instruction, and assessment; o Performance management; o Cultural competence/inclusiveness; o Family and community engagement; o Special populations.	Key members of the organization's leadership team who will be responsible for developing and opening of the school have been identified. There is a description of the team's individual and collective qualifications for implementing the school design successfully, which includes team capacity in areas such as: o Organizational leadership; o Curriculum, instruction, and assessment; o Performance management; o Cultural competence/inclusiveness; o Family and community engagement; o Special populations.	Key members of the organization's leadership team who will be responsible for developing and opening of the school have been identified and are actively involved in school development. The applicant has comprehensively and convincingly demonstrated strong individual and collective team qualifications for implementing the school design successfully, and addressed team capacity in areas such as: o Organizational leadership; o Curriculum, instruction, and assessment; o Performance management; o Cultural competence/inclusiveness; o Family and community engagement; o Special populations.

SECTION 2. OPERATIONS PLAN - 74 points

Organization Structure & Partnerships

Weak 0	Fair 3	Very Good 5	Excellent 7
The applicant has failed to submit organizational charts, or the organization charts do not delineate the roles and responsibilities of, and lines of authority and reporting among the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.	The applicant has partially submitted organizational charts. Organizational charts *partially* include the roles and responsibilities of the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organizational charts document lines of authority and reporting within the school.	The applicant has submitted organizational charts. The organization charts include roles and responsibilities including delineation of authority of the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school.	The applicant has submitted organizational charts. Organizational charts clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. Evidence is provided that partnerships with such external organizations are in place.

Governing Board

Weak 0	Fair 5	Very Good 10	Excellent 15
The applicant has provided little or no description of the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant fails to identify key skills, areas of expertise, and constituencies that will be represented on the governing board.	The applicant has described the governance structure of the proposed school, including the primary roles of the governing board, how it will interact with the principal/head of school and any advisory bodies, the size, current and desired composition, powers, and duties of the governing board, the key skills, areas of expertise, and constituencies that will be represented on the governing board, though it has done so in a limited and non-specific manner.	The applicant has described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant identifies key skills, areas of expertise, and constituencies that will be represented on the governing board.	The applicant has clearly outlined and described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant clearly describes the size, current and desired composition, powers, and duties of the governing board. The applicant clearly identifies and outlines key skills, areas of expertise, and constituencies that will be represented on the governing board. Individuals who will serve key roles on the board have been identified and are committed.

Staffing Plans

Weak 1	Fair 2	Very Good 3	Excellent 4
The applicant has provided little or no information on the staffing plan for the school (Commission template) with little or no notes or roster to identify the following: o Year one positions, as well as positions to be added during the five (5) year charter contract; o Administrative, instructional, and non-instructional personnel; o The number of classroom teachers, paraprofessionals, and specialty teachers; o Operational and support staff.	The applicant has provided a limited and/or incomplete staffing plan for the school with insufficient notes and/or a roster to identify the following: o Year one positions, as well as positions to be added during the five (5) year charter contract; o Administrative, instructional, and non-instructional personnel; o The number of classroom teachers, paraprofessionals, and specialty teachers; o Operational and support staff.	The applicant has provided a completed staffing plan for the school with accompanying notes or roster to identify the following: o Year one positions, as well as positions to be added during the five (5) year charter contract; o Administrative, instructional, and non-instructional personnel; o The number of classroom teachers, paraprofessionals, and specialty teachers; o Operational and support staff.	The applicant has provided a comprehensive and complete staffing plan for the school with thorough notes and connection to the needs of the student population. The roster identifies, minimally, the following: o Year one positions, as well as positions to be added during the five (5) year charter contract; o Administrative, instructional, and non-instructional personnel; o The number of classroom teachers, paraprofessionals, and specialty teachers; o Operational and support staff.

Professional Development

Weak 0	Fair 3	Very Good 5	Excellent 7
There is little or no description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be	The applicant has provided a limited description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance	There is a detailed description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff, building staff capacity in the collection, analysis and use of performance data to improve	There is a detailed and thorough description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of

conducted internally or externally and will be individualized or uniform.	data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	student learning; and the extent to which professional development will be conducted internally or externally. There is a clear understanding of the capacity required to effectively deliver professional development training.	performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will allow for flexibility to meet individualized staff needs as well as align with collective schoolwide goals. There is a clear understanding of the capacity required to effectively deliver professional development training.

Performance Management

Weak 0	Fair 3	Very Good 5	Excellent 7
There is little or no description of mission-specific academic goals and targets are unclear in terms of the measures or assessments the school plans to use, and/or overall are not specific, measurable, action oriented, realistic, relevant, and time-bound. There is little to no description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.	Some of the mission-specific academic goals and targets are clear in terms of the measures or assessments the school plans to use, and/or some are specific, measurable, action oriented, realistic, relevant, and time-bound. The description of how the school will measure and evaluate school mission- specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract, is lacking in sufficient detail to determine the potential for implementation.	The applicant has provided 3-5 mission-specific academic and organizational goals and targets. Goals are clearly stated in terms of the measures or assessments the school plans to use, are Specific, Measurable, Action-oriented, Realistic, and Time-bound (SMART). There is a detailed description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.	The applicant has provided 3-5 mission- specific academic and organizational goals and targets. All goals are clearly and completely stated in terms of the measures or assessments the school plans to use, are Specific, Measurable, Action-oriented, Realistic, and Time-bound (SMART). There is a compelling and convincing description of how the school will measure and evaluate school mission- specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. There is a plan for corrective action a school will take if it falls short of goals at the schoolwide, classroom, or individual student level.

Facilities

Weak 0	Fair 5	Very Good 10	Excellent 15
There is little or no description of the steps already taken to identify prospective facilities, as well as the process for identifying and securing a facility.	There is a description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc. It is unclear if these steps are sufficient.	The applicant has identified prospective facilities as well as the process for securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.	The applicant has secured an adequate and suitable facility or can show a contingent facility agreement.

Startup & Ongoing Operations

Weak 0	Fair 5	Very Good 10	Excellent 15
The applicant has provided little or no information or a description of its start- up plan for the school. The proposed CSP budget is not clearly aligned to stated goals.	The applicant has provided some or part of the start-up plan for the school, though is missing tasks and lacks details in some or all of the	The applicant has provided a detailed start-up plan for the school, specifying tasks, timelines, and responsible individual(s). Said	The applicant has provided a clear, compelling, and detailed start-up plan for the school specifying tasks, timelines, and responsible

| The applicant has provided little or no information or a description of the school transportation plan. The applicant has provided little or no information or a description of the plans for food service, safety/security, and other significant operational or ancillary services. | required plans. The proposed CSP budget is partially aligned to stated goals. The applicant has provided a limited description or insufficient detail for one, some, or all of the school transportation plan. The applicant has provided a limited description or insufficient detail for the plans for food service, safety/security, and other significant operational or ancillary services. | plan is in alignment with the proposed CSP budget. The applicant has provided a school transportation plan with arrangements for prospective students, daily transportation needs, and a description of how the school plans to meet transportation needs for field trips and athletic events. The applicant has outlined the plans for food service, safety/security, and other significant operational or ancillary services. | individuals, and is in alignment with the proposed CSP budget. The applicant has provided a comprehensive school transportation plan with arrangements for prospective students, daily transportation needs, and a description of how the school plans to meet transportation needs for field trips and athletic events and has strong and demonstrated capacity for its plan and for its plan. The applicant has a comprehensive plan for food service, safety/security, and other significant operational or ancillary services. |

Operations Capacity

Weak 1	Fair 2	Very Good 3	Excellent 4
There is little or no description of the team's individual and collective qualifications for implementing the Operations Plan successfully, and/or little to no capacity in: ■ Human Resources Management ■ Professional development ■ Performance management ■ General operations ■ Facilities management	The applicant has described some of the team's individual and collective qualifications for implementing the Operations Plan successfully, and/or demonstrated limited capacity in some of the following: ■ Human Resources Management ■ Professional development ■ Performance management ■ General operations ■ Facilities management	The applicant has described the team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as: ■ Human Resources Management ■ Professional development ■ Performance management ■ General operations ■ Facilities management	The applicant has provided a comprehensive and compelling description of the team's individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in areas such as: ■ Human Resources Management ■ Professional development ■ Performance management ■ General operations ■ Facilities management

SECTION 3. FINANCIAL PLAN – 20 points

Financial Plan & Financial Management Capacity

Not Included 0	Weak 5	Fair 15	Excellent 20
The applicant did not provide an operating budget. The applicant has provided little or no detail in the budget narrative. It minimally or did not address: o Realistic student enrollment projections o Anticipated funding sources o The school's contingency plan to meet financial needs o Year one cash flow contingency. o Sustainability after the grant period o Financial Personnel Capacity	There is an operating budget, though it is vague, missing information or lacks sustainability. The applicant has provided a budget narrative description, though it lacks sufficient detail to determine its viability and/or the applicant has insufficiently addressed: o Realistic student enrollment projections o Anticipated funding sources o The school's contingency plan to meet financial needs o Year one cash flow contingency. o Sustainability after the grant period o Financial Personnel Capacity	There is a sustainable operating budget, which uses the per-pupil revenue guidance provided by the Commission. The applicant has provided a detailed budget narrative, which includes an evidence-based description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels and expenditures, and the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The applicant has sufficiently addressed: o Realistic student enrollment projections o Anticipated funding sources	There is a sustainable operating budget, which uses the per-pupil revenue guidance provided by the Commission and demonstrates a sophisticated understanding of the school's finances. The applicant has provided a detailed and comprehensive line item budget narrative, which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The description aligns to the educational program and clearly addresses:

		o The school's contingency plan to meet financial needs o Year one cash flow contingency. o Sustainability after the grant period o Financial Personnel Capacity	o Realistic student enrollment projections o Anticipated funding sources o The school's contingency plan to meet financial needs o Year one cash flow contingency. o Sustainability after the grant period o Financial Personnel Capacity

SECTION 4. OVERALL ALIGNMENT AND VIABILITY – 15 points

Overall Alignment & Viability			
Insufficient **0**	**Weak** **5**	**Fair** **10**	**Excellent** **15**
The CSP grant goals and school's educational and operational programs are fully aligned to the proposed use of CSP funds. There are no concerns about the financial viability of the school or the capacity of the leadership team to effectively operate a high-quality charter school. The leadership team identified has a track record of success.	The CSP grant goals and school's educational and operational programs are mostly aligned to the proposed use of CSP funds. There are no significant concerns about the financial viability of the school or the capacity of the leadership team to effectively operate a high-quality charter school. In the event that a leadership team has not been identified, the plan to identify an effective leadership team is sound and convincing.	The CSP grant goals and school's educational and operational programs are tangentially aligned to the proposed use of CSP funds. There are some significant concerns about the financial viability of the school and/or the capacity of the leadership team to effectively operate a high-quality charter school. In the event that a leadership team has not been identified, the plan to identify an effective leadership team is insufficient or unconvincing.	The CSP grant goals and school's educational and operational programs do not align to the proposed use of CSP funds. Additionally, there are serious concerns about the financial viability of the school and/or the capacity of the leadership team to effectively operate a high-quality charter school.

Final Scores

High Schools

Section	Points Possible	Points Awarded
Educational Program	107	
Operations Plan	74	
Financial Plan	20	
Additional Considerations	15	
Total	216	

Non-High Schools

Section	Points Possible	Points Awarded
Educational Program	103	
Operations Plan	74	

Financial Plan	20	
Additional Considerations	15	
Total	212	

[1]For purposes of this rubric, New Schools for Alabama uses the definition from the National Center for Culturally Responsive Educational Systems, which holds that cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. The committee will consider factors such as the applicant group's connectedness with the intended student population and the applicant group's ability to provide programming that will serve the needs and interests of the likely student population.

General Assurances:

The applicant LEA assures that

1. The sub grantee school certifies that it meets the federal definition of Charter School or "developer." ESSA § 4310 (5)- The term ''developer'' means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators, and other school staff, parents, or other members of the local community in which a charter school project will be carried out. Furthermore, the school meets the definition as provided for in Title V, Part B of the ESSA, Charter Schools Program Non-Regulatory Guidance.
2. The charter school serving a program of elementary, secondary education, or both that has an approved charter contract for a new school or an expansion/replication or evidence of submission of an application to the charter authorization for the current application cycle.
3. The sub grantee is certified as a non-profit entity.
4. The sub grantee certifies that it operates as a nonsectarian entity.
5. The sub grantee certifies that the school does not and will not charge tuition.
6. The charter school operates as a new open-enrollment charter school, a new district conversion charter school, or an existing charter school that is expanding or replicating.
7. The charter school has provided written notification to its authorizing agency of its intent to apply for a CSP grant.
8. All expenditures are for approved activities outlined in the budget as part of this application and will occur during the specified performance period.
9. The sub grantee will adopt and use proper methods of administering each such program including:

    a.   the enforcement of any obligations imposed by law on agencies, institutions, organizations and recipients responsible for carrying out each program; and

    b.   the correction of deficiencies in program operations that are identified through audits, monitoring or evaluation.

10. The sub grantee will cooperate in carrying out any evaluations of each program conducted by or for the State Educational Agency, the Secretary of Education, or other Federal officials.
11. The sub grantee will:

    a. make reports to New Schools for Alabama, the State educational agency, and the Secretary of Education as may be necessary to enable such agency and the Secretary to perform their duties under each such program;

    b. maintain such records, provide such information, and afford access to the records as New Schools for Alabama, the SEA, or the Secretary may find necessary to carry out New Schools for Alabama's, the SEA's or the Secretary's duties.

12. The charter school will make timely, complete, and accurately documented requests for reimbursement of CSP grant funds according to the most currently approved budget.
13. The charter school will follow the dissemination requirements of the annual state report card under ESSA section 1111(h). This includes but is not limited to sharing the charter school's website information to help parents make informed decisions about the education options available, including:

    a. information on the educational program

    b. student support services

    c. parent contract requirements (as applicable), including any financial obligations or fees

    d. enrollment information

    e. annual performance and enrollment data for each of the subgroups of students, as defined in ESSA section 1111(c)(2), except where the n-size is insufficient to yield statistically reliable results or would reveal personally identifiable information about an individual student

14. The charter school will comply with all local, state, and federal statutes or rules related to Open Meetings and Open Records provisions, including, but not limited to publishing updated agendas, minutes, and financials on the school's website and opening meetings to the public.
15. The charter school will maintain a complete and updated inventory and tracking / tagging system for all CSP funded items and will provide this list and system description when requested during monitoring or evaluation.
16. The charter school will comply with all state and local health and safety requirements.
17. The sub grantee implements a lottery for when a school receives more student applicants than there are seats, and enrollment and lottery policies and processes are compliant with federal and state statutes and rules, as well as with provisions of Title V, Part B of the ESSA, Charter Schools Program Non-Regulatory Guidance.

18. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program.
19. The charter school will not require parents to enter into contract or agreements as a condition of enrollment or re-enrollment.
20. The charter school's governing board will provide oversight of the CSP grant administration by an authorized school administrator or agent or an Educational Service Provider through regular review and approval of grant budgets and expenditures. Furthermore, the governing board will regularly monitor progress towards CSP grant goals. Board minutes will include evidence of oversight activities and will be provided upon request during monitoring and evaluation.
21. The applicant school certifies that a high degree of autonomy is built into its charter contract, consistent with the requirements of ESEA § 4310 (2) and ESEA § 4303 (f)(2)(A), including the school's autonomy over budget, operations, and personnel decisions, and that they have sought, or will seek, all the appropriate automatic and non-automatic state waivers, and any necessary district waivers, to support the level of autonomy negotiated in their charter contract.
22. The charter school will remain in good standing with its authorizing agent related to charter objectives and compliance matters and will provide information from the authorizer related to standing and any corrective action.
23. The recipient school shall maintain accounting records and procedures in accordance with state and federal requirements that ensure proper disbursement of and accounting for federal funds, including evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment.
24. The school agrees to submit upon request for audit, review, and inspection its activities, books, documents, papers, and other records relating to the expenditures of CSP subgrant proceeds.
25. Recipient schools will use an independent auditor for annual financial audits that is different from their authorizer's and Education Service Provider's auditor.
26. Recipient schools will be aware of and comply with ESSA, title V, part B [20 USC 7221c. section 5204,(e)(4)(B)], which states, "A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the applicant enters voluntarily into a mutual agreed upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all subgrant funds to the eligible applicant without delay."
27. Recipient schools will ensure that the awarded grant funds will be spent or encumbered by September 30 of each grant year unless extenuating

circumstances warrant an extension request. Recipients understand that any such extension request must be made by the authorizer on their behalf no later than September 1 of the respective grant year, and if an extension request is not approved on the grounds that extenuating circumstances have not been established, the recipient school will be held to the September 30 deadline.

28. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, NSFA, and ALSDE, including on-site and desktop monitoring conducted by NSFA, annual independent audits required by the state that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.

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

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

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

Civil Rights Assurances:
1. All recipients of assistance under these grants made pursuant to the ESSA shall comply with the following Federal and State civil rights statutes and regulations. The applicant LEA ensures that it complies with the following:
2. 42 USC, Sections 1981 and 1983 (acts prohibited on the basis of race);

3. Title VI and VII of the Civil Rights Act of 1964 (acts prohibited on the basis of race, color, religion, sex, or national origin);
4. Title IX of the Education Amendments of 1972, as amended, 20 United States Code 1681 et. Seq. (acts prohibited on the basis of sex);
5. 42 USC, Section 1601 et seq. (acts prohibited on the basis of age);
6. Section 504 of the Rehabilitation Act of 1973, as amended, 20 USC 794 (acts prohibited on the basis of disability);
7. 24 USC, Section 12100 et seq. [The Americans with Disabilities Act] (acts prohibited on the basis of disability);
8. Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (FERPA action of 1974);
9. Part B Individuals with Disabilities Education Act;

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusions:

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirement stated at Section 85.110. The applicant LEA ensures that:

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

_____   _____

Board Chair Signature   Date

_____

Board Chair's Name

The total budget for this project is $1.5 Million over the course of 42 months. The scope and activity of the project is aligned to the activities impacting performance goals.

	Expense Line Item	Calculation Formula	Year One (Planning) <Insert Dates>	Year Two (Planning) <Insert Dates>	Year One (Implementation) <Insert Dates>	Year Two (Implementation) <Insert Dates>	Role in Achieving Grant Outcomes
Personnel							
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
Total Personnel			**$0**	**$0**	**$0**	**$0**	
Fringe Benefits							
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
Total Fringe Benefits			**$0**	**$0**	**$0**	**$0**	
Travel							
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
Total Travel			**$0**	**$0**	**$0**	**$0**	
Equipment							
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
Total Equipment			**$0**	**$0**	**$0**	**$0**	
Supplies							
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
Total Supplies			**$0**	**$0**	**$0**	**$0**	
Contractual							
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
Total Contractual			**$0**	**$0**	**$0**	**$0**	
Other							

	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
	TBD		$0	$0	$0	$0	
Total Other			**$0**	**$0**	**$0**	**$0**	
Total Budget			**$0**	**$0**	**$0**	**$0**	

	Year One (Planning)		Year Two (Planning)		Year One (Implementation)	
Personnel	$	-	$	-	$	-
Fringe Benefits	$	-	$	-	$	-
Travel	$	-	$	-	$	-
Equipment	$	-	$	-	$	-
Supplies	$	-	$	-	$	-
Contractual	$	-	$	-	$	-
Other	$	-	$	-	$	-
Total Expenses	$	-	$	-	$	-

Year Two (Implementation)		Total	
$	-	$	-
$	-	$	-
$	-	$	-
$	-	$	-
$	-	$	-
$	-	$	-
$	-	$	-
$	**-**	**$**	**-**