

# **Federal Charter School Program**

**Grant Application Information and Forms**

## **Missouri Department of Elementary and Secondary Education**

Kelly Kempker  
Supervisor, Federal Programs Unit  
P.O. Box 480  
205 Jefferson Street  
Jefferson City, Missouri 65102-0480

email: [webreplyfgm@dese.mo.gov](mailto:webreplyfgm@dese.mo.gov)

Phone: 573-751-3468  
Fax: 573-526-6698

<http://dese.mo.gov/quality-schools/charter-schools>

### **Postmark Deadlines**

**July 31, 2014 (Grant activities end June 30, 2015)**

**or**

**October 31, 2014 (Grant activities end June 30, 2015)**

# TABLE OF CONTENTS

FAST FACTS .....	1
2014-2015 CHARTER SCHOOL GRANT PROGRAM GUIDANCE .....	5
EVALUATION CRITERIA.....	13
DEFINITIONS.....	21
INSTRUCTIONS FOR CHARTER SCHOOLS RFP .....	22
FEDERAL CHARTER SCHOOLS RFP .....	24
DESE BUDGET CATEGORIES SUMMARY .....	40
REGISTERING FOR A DUNS NUMBER/ CENTRAL CONTRACTOR REGISTRATION .....	41
MISSOURI REVISED STATUTES - MISSOURI CHARTER SCHOOL LAW .....	43
NCLB ACT OF 2001, TITLE V, PART B—PUBLIC CHARTER SCHOOLS .....	47
END OF YEAR PROGRESS REPORT .....	55

## FAST FACTS

### FEDERAL PUBLIC SCHOOLS CHARTER PROGRAM

**BACKGROUND:** Authorized by Title V, Part B of the Elementary and Secondary Education Act (ESEA) (P.L. 107-110), the Federal Charter Schools Program (CSP) provides funding to SEAs with the purpose to increase national understanding of the charter school model and expand the number of high-quality charter schools available to students across the nation by providing financial assistance for planning, program design and initial implementation of new charter schools; and to evaluate the effects of charter schools, including their effects on students, student academic achievement, staff, and parents.

*NOTE: Missouri received a one-year, no cost extension for 2014-2015. As a recipient in the prior year, your Charter School is eligible to renew your **implementation grant** commitment by completing a shortened application form. Contact Kelly Kempker for more information. The Department will run two competitions in 2014-2015 to allow adequate time for newly chartered schools to apply.*

**AWARD:** Charter schools that intend to serve students in K-8 programs will be eligible for awards of up to \$125,000. Applicants for 9-12 programs will be eligible for awards of up to \$150,000. Each application must devote at least \$20,000 for an activity addressing School Library Media Centers and at least \$20,000 for an activity addressing Technology.

**REQUIREMENT:** All RFPs must be delivered to the Federal Programs Unit of the Missouri Department of Elementary and Secondary Education, 7<sup>th</sup> Floor, Jefferson State Office Building, 205 Jefferson St., Jefferson City, MO 65102-0480 by 12:00 p.m. on Thursday, July 31, 2014 or Friday, October 31, 2014, or must be postmarked on or before those dates. The Missouri Department of Elementary and Secondary Education (the Department) must receive an original and three copies of the entire application package by the time and date specified above. Only one copy of the Charter is necessary. **Faxed or e-mailed applications will not be accepted. Incomplete or late proposals will not be considered.**

**TYPES OF GRANTS AVAILABLE:** (1) Post-Award planning grants—for planning and design of the educational program of a charter school before opening. (2) Implementation grants - will assist the charter school with acquiring necessary equipment, materials, and supplies.

**NUMBER OF GRANTS:** The CSP grant received by the Department is a three year grant which ended June 30, 2013. *Missouri received two, no cost extensions for 2013-2014 and 2014-2015. No funding will be available in future years.*

**ELIGIBILITY:** To submit a grant, the charter school must have a sponsor that has approved their charter application. **The charter school must have declared LEA status from their sponsor and received approval from their sponsor to do business as a LEA.**

Start-Up Grant applicants must also demonstrate they meet the following definition of a new “charter school” in the ESEA (P.L. 107-110, Section 5210(1) in order to be eligible for CSP Grant funds:

- 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 outlines in subsequent paragraphs below;
- 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) Must be newly created or adapted from an existing public school. There is no provision in the law that recognizes conversions of private schools into public charter schools. Newly created public charter schools may not be a continuation of a private school under a different guise. A public charter school must be separate and apart from any private school;
- d) 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;
- e) Provides a program of elementary or secondary education, or both;
- f) Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;
- g) Does not charge tuition;
- h) 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, Title II of the Americans with Disabilities Act of 1990, as amended, and Part B of the Individuals with Disabilities Education Act;

- i) Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodate (The Enrollment Policy of a charter school receiving CSP Grant funds **must** include a lottery (random selection) process if more students apply for admission to the charter school than can be admitted. All eligible applicants for admission must be included in the lottery process (See exceptions below). Once a student has been admitted to the charter school through an appropriate process, he or she may remain in attendance through subsequent grades. Further, enrollment policies must include an open enrollment period that is advertised within the school's community so that all interested students may have an equal opportunity to apply for admission. More detailed information on Lottery and Enrollment Requirements can be found in the April 2011 CSP Nonregulatory Guidance.);
- j) Agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
- k) Meets all applicable Federal, State, and local health and safety requirements;
- l) Operates in accordance with State law; and
- m) Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

To be awarded a grant, the charter school's application must have been approved by the Missouri State Board of Education. **Charter schools who have received CSP grants in previous years (other than 2013-2014 grant recipients) are not eligible to apply unless they are planning/opening a new building.**

**EXCEPTIONS TO THE LOTTERY PROCESS:** If capacity is insufficient to enroll all pupils who submit a timely application, the charter school shall have an admissions process that assures all applicants of an equal chance of gaining admission except that:

- (1) A charter school may establish a geographical area around the school whose residents will receive a preference for enrolling in the school, provided that such preferences do not result in the establishment of racially or socioeconomically isolated schools and provided such preferences conform to policies and guidelines established by the state board of education; and
- (2) A charter school may also give a preference for admission of children whose siblings attend the school or whose parents are employed at the school or in the case of a workplace charter school, a child whose parent is employed in the business district or at the business site of such school as long as the family resides in the district in which the charter school operates.

**EDUCATIONAL SERVICE PROVIDERS:** Schools choosing to engage a for-profit Educational Service Provider (ESP) must demonstrate that they and their governing boards are independent of the provider, and that all fees and agreements are fair and reasonable. The ESP does not qualify as an eligible applicant nor may it hold or manage a CSP Grant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the for-profit ESP, is identified to administer the grant. Contracts between schools and ESPs will be subject to review as a part of the eligibility process.

**APPLICATION FORMAT:**

- All pages must be standard letter size (8.5" X 11")
- Use 12 point Times New Roman, Arial or Calibri font, single line spacing, and 1-inch margins. Tables may be in an 11-point font.
- Part II: Narrative cannot exceed 25 pages
- Number all pages
- Do not use a table of contents page or divider pages.
- Staple the original and each copy of the proposal in the top left corner. Do not use paperclips, binder clips or folders.

**PACKAGE CONTENTS:** The following items must be submitted in triplicate:

- Signed information and assurance's page
- Activities description
- Interim benchmarks
- Charter school federal budget
- 5203 Required Items
- Support letter from sponsor
- Complete copy of the Charter (one copy only)

**REQUIRED ELEMENTS:** Each applicant must convince the grant review team that the proposal will result in a quality, creative educational program. Special focus will be placed on the applicant's soundness of planning and the ability to link the specific activities described in the grant project to the charter school's educational vision and enhanced levels of student academic achievement as measured by the Missouri Assessment Program (MAP).

The CSP grant application is structured to serve as a school's business plan; therefore, schools should ensure that all the required elements accurately reflect the unique attributes of their schools. Any application that has been plagiarized in whole or in part; or lacking in uniqueness/innovation will be denied. Replicating schools need to ensure that this application is unique and are encouraged to pay special attention to justifying the need in the community, and the level of buy-in from the community.

Application elements **must** be submitted in the following sequence:

Part I: Cover Page, with signatures and certifications initialed.  
Letter from sponsor supporting the application for CSP grant.

Part II: Narrative

- A. Executive Summary
- B. Grant Project Goals and Budget Narrative
- C. Research-based Program/Comprehensive Design Aligned with Standards
- D. Accountability and Accreditation
- E. Parent/Community Involvement and Board Governance
- F. Low Income and At-Risk Students
- G. Business Capacity
- H. Facilities
- I. Networking and External Support
- J. Professional Development Plan and Goals
- K. Continued Operation
- L. Technical Assistance

Part III: Appendices

- A. Charter school lottery policy/report
- B. Completed CSP Grant Budget form
- C. Charter school annual budget or last audited financial statement
- D. Technology Plan (if requesting funds for technology)
- E. Library Development Plan (if requesting funds for library)
- F. Professional Development Plan (required of ALL applicants)
- G. Performance Management Plan (required of ALL applicants)
- H. Technical Assistance Proposal form (required of ALL applicants)
- I. Disclosure Information

Because certain contractual arrangements have bearing on what can and cannot be funded with these grant funds, a charter school grant applicant requesting funds for anything that may also be covered in another contract must disclose that information. If there is a contract in place and funds are being requested for an item that may be included in the contract, please attach a copy of the related contract to the grant application.

1. Describe any other agreements or contractual relationships that have been established with individuals, groups, or companies. These would include Educational Management Organizations (EMOs), Charter Management Organizations (CMOs), technology providers, professional development providers, curriculum companies, or educational service providers. Failure to disclose these relationships could result in funds being retracted, even if already disbursed. If an agreement with an education management organization or charter management organization has been or will be executed, please include a copy of the agreement as an attachment to the grant application.
2. Explain any relationship with a service provider (e.g. education management organization/company, technical assistance provider). Describe the key elements of the contract, if applicable. Is the service provider a for-profit or nonprofit organization/company? Describe the process used by developers to choose the service provider. (Was there a competitive bid process? Did research demonstrate that the company was successful with the proposed student population or educational model?)
3. Explain which entity holds the assets of the Charter School and which entity will hold any assets obtained through charter school grant funds. Describe the governing board's composition in relationship to a chosen service provider. Provide information on key individuals working with the service provider.

**DELIVER RFP TO:** Federal Programs Unit  
7<sup>nd</sup> Floor, Jefferson State Office Building  
205 Jefferson Street  
Jefferson City, Missouri

**MAIL RFP TO:** Federal Programs Unit  
P.O. Box 480  
Jefferson City, Missouri 65102-0480

**Questions:**

**Grant Questions:**

Kelly Kempker  
Phone: 573-751-3468  
Fax: 573-526-6698  
Email: [webreplyfgm@dese.mo.gov](mailto:webreplyfgm@dese.mo.gov)

**Program Questions:**

Rusty Rosenkoetter  
Phone: 573-751-2453  
Fax: 573-522-1134  
Email: [webreplyimprcharter@dese.mo.gov](mailto:webreplyimprcharter@dese.mo.gov)

# 2014-2015 Charter Schools Grant Program

## Guidance **CFDA 84.282**

### **FOREWORD**

This program provides financial assistance for the planning, program design, and initial implementation of charter schools, and the dissemination of information charter schools. Grants are available, on a competitive basis, to State Education Agencies (SEA) in states that have charter schools laws. Charter schools provide enhanced parental choice and are exempt from many statutory and regulatory requirements. In exchange for increased flexibility, charter schools are held accountable for improving student academic achievement. The objective is to replace rules-based governance with performance-based accountability, there by stimulating the creativity and commitment of teachers, parents and citizens.

The Department received a Public Charter School grant from the U.S. Department of Education. Funds from the grant will be provided to Charter Schools through a competitive grant process to develop and implement their Charter School plans.

### **GRANT PROPOSALS**

These grants will be available for a one-year period of state funding from the Federal government. The three primary goals are:

- (1) Improve student achievement for educationally disadvantaged students and others (as measured by the Missouri Assessment program, other standardized assessments and other performance measures).
- (2) Improve school accountability by strengthening leadership, board governance and sponsorship practices.
- (3) Increase the number of creative, high quality charter schools operating in the Kansas City and St. Louis City School Districts (and other districts as allowed by the legislature).

These grants support Goal 1 of the State Board of Education and of the Commissioner of Education which states “All Missouri students will graduate college and career ready”. It also supports the mission of the Department to guarantee the superior preparation and performance of every child in school and in life.

The Department is requesting grant proposals from Charter School developers. As part of the grant proposal, the Charter School must include a copy of the charter submitted to the sponsor for review. (We will not screen or review a charter’s proposal for funding until their charter is approved by a sponsor and a proposal will not be awarded until it has been approved by Missouri State Board of Education).

The Department has requested additional funds from the Federal government to be used in the development of Library Media Services and Technology at the charter schools. Each applicant will include an activity for both School Library Media Center and Technology.

### **PROPOSAL COMPONENTS**

**Information and Assurance Page**—To be considered, the Information and Assurance page included as part of this grant packet must be completed and signed by the authorized representative of the Charter School. ESEA Section 5203 contains assurances (A through N). Each application must reference where each of the 5203 assurances can be found in the school’s charter by citing the page number where this assurance is found within the school’s charter in SECTION VII. – SECTION 5203 REQUIRED ITEMS.

**Charter**—The proposal must include a complete copy of the Charter document that was approved by the sponsor. If the charter application is not Missouri State Board approved at the time of the grant awards, the grant will not be funded during the current grant cycle. Any statement made in the context of the Charter which is later found to be misleading, can be grounds for withdrawal of approved funding and may result in return of all grant funds. If the Charter School is expanding, the expansion must be part of the Charter document that has sponsor approval.

**Activities**—The proposal must include the following information for each activity to be considered for funding under this proposal

- (1) A brief description of the activities to be considered must provide the reader with a clear picture of the proposed use of funds.

(2) For each activity you must include a SMART Goal:

For each goal statement that you write, apply this test to make each goal SMART. Goals are not about what you do but about the **result** you wish to achieve.

S= Specific: Easy to understand, specifies desired future **results**, uses concrete action verbs (i.e. increase, solve....), defines the goal by answering: who, what, when, why, how...

M=Measurable: Describe how each goal(result) will be measured, can the goal be measured using numbers (is it "quantitative"), decide what measure will indicate "**success**"

A=Achievable: Does the Charter School have the necessary tools or resources to accomplish the goal, is this goal within the charter school's control and influence

R=Relevant: Is the goal in **alignment** with the mission, vision, and guiding principles of the charter school,

T=Time-framed: What is the specific time frame to achieve this goal (beginning and end date), is the time frame reasonable, include interim steps and a plan to monitor progress.

Suggested Format: *WHO WILL DO WHAT, HOW WELL, HOW MEASURED, and WHEN?*

Example: Students in grades 4-8 will increase reading performance, as measured by district STAR assessment by 5% for each year of the project (May 2011 and May 2012)

Example: 70% of teachers will develop two lesson plans that successfully integrate technology (NETS, other standards) by April1 of each year of the project

- (3) Must include an evaluation method, measurement tool. The evaluation method and measurement tool must be directly related to the requested federally funded activities. The results of the evaluation method will be used for continued funding consideration. Each activity must have a specified measurement tool and must be measurable by the last month of the process so that results may be used to determine eligibility for continued support.
- (4) A timeline reflecting when the activity will be started, significant dates when benchmarks will occur and the expected date when the activity will be completed.

Federal Charter School's Program Budget—The Charter School must develop a budget for the use of the requested federal funds which meet the intent of the Charter and is compliant with the authorized activities (listed below) of the federal program. Three budget details are required:

- a. **SECTION I – TOTAL BUDGET, GRANT INFORMATION, and SUPPORTING DATA** details all proposed expenditures and reflects the budget as it will be entered into electronic Plan and electronic Grants System (ePeGS).
- b. **SECTION V - CHARTER SCHOOL FEDERAL BUDGET** details the proposed programmatic budget in the budget categories. This budget document provides a narrative description of the proposed expenditures in sufficient detail to ensure that the proposed expenditures are compliant with the authorized uses.
- c. **SECTION VI. – ADMINISTRATIVE COST BUDGET** details the proposed administrative cost budget in the budget categories. This budget document provides a narrative description of the proposed expenditures in sufficient detail to ensure that the proposed expenditures are compliant with the authorized uses.

## LETTER OF SUPPORT

The following item(s) must be included:

- (1) Letter from sponsor supporting the application for CSP grant.

## PRIORITIES

Priority will be given to:

- (1) charter schools oriented to high-risk students;
- (2) charter schools oriented to the re-entry of dropouts into the school system;
- (3) charter schools that will serve any of grades 7-12 in their first three years of operation.

## AWARDS

From the funds received, it is estimated that the Department will be able to award grants up to \$125,000 to charter schools that intend to serve students in K-8 programs. It is estimated that the Department will be able to award grants up to \$150,000 to charter schools that intend to serve students in 9-12 programs.

The Department reserves the right to increase the award amounts, based on available Federal funds and the number of applicants that demonstrate the promise to operate high quality charter schools.

In each application, the grant must devote at least \$20,000 for an activity addressing School Library Media Centers and at least \$20,000 for an activity addressing Technology.

## AUTHORIZED ACTIVITIES

Activities funded with the federal CSP Funds are limited to one or more of the following:

- Post-award planning and design of the educational program, which may include—
  - refinement of the desired educational results and of the methods for measuring progress toward achieving those results; and
  - research based professional development for teachers and other staff who will work in the Charter School.
- Initial implementation of the Charter School, which may include—
  - informing the community about the school;
  - acquiring necessary equipment and educational materials and supplies;
  - acquiring or developing curriculum materials;
  - other initial operating costs that cannot be met from state or local sources;
  - costs associated with creating and implementing office functions, such as accounting systems, attendance and registration systems, and human resources policies;
  - costs associated with the installation of computers, data systems, networks, and telephones;
  - personnel expenses incurred either before or after the school's opening, provided that these expenses are associated with initial implementation activities (i.e., as opposed to ongoing operations), such as program and curriculum development and integration, and teacher and staff recruiting. (\*Note: If personnel split their time between ongoing operational activities and initial implementation activities, only that portion of the time associated with initial implementation of the Charter School is allowable as an initial operational cost. The Charter School must maintain accurate time and effort records to document the amount of time each employee works on tasks related to the initial implementation of the Charter School.); and
  - rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.

All of the expenses described are allowable under the CSP only to the extent that they are related to the initial implementation of the Charter School and cannot be met from State or local sources. A Charter School that has received State or local funds would have to demonstrate that the State or local funds are unavailable to cover the expense at issue. If the Charter School can show that the State or local funds it has received are necessary to meet expenses other than the one at issue, then the Charter School has met its burden of showing that the "other initial operational cost" cannot be met from State or local sources and, therefore, is allowable under the CSP grant. 20 U.S.C. 7221c (f)(3)(B)(iv).

Funded activities must support and be consistent with the stated intent of the approved school charter.

## NON-FUNDED ITEMS

The following items **cannot** be funded and should therefore not be requested:

- Capital expenses, such as remodeling, technology leases, elevators, water main valves, vans, tractors, bobcats, permanent fixture of equipment/furniture (rental or occupancy costs will be considered for a reasonable period of time before the school opens)
- Installation of playground and/or fitness equipment, unless demonstrated as necessary to the school's vision/goals (subject to pre-approval)
- Professional dues or memberships
- ADA compliance work
- Costs for student expeditions (travel, etc.)
- Employee hiring/recruitment expenses such as a placement firm or travel for prospective employees. (Small amounts for advertising are fine.)

- Student recruitment expenses beyond \$10,000 in Start-up (year 1) and \$5,000 in year 2 (none allowed in year 3)
- Non-educational/non-informative promotional/novelty items for advertising, events, or recruiting
- Financial audit fees
- Grant oversight expenses
- Gift certificates, alcoholic beverages, school apparel for staff or students, fines and penalties, lobbying
- Program expenses outside of the school's charter; i.e., before/after school programs and preschool
- Out-of-state travel unless it can be demonstrated that the goal of the travel cannot be accomplished in-state (no out-of-country travel is permitted)
- Bus passes

Each charter school may apply for up to eight activities. Two activities must focus on the School Library Media Center and Technology each year.

Allowable expenditures for the School Library Media Center activity must support the ***Standards for Missouri School Library Media Centers*** (which is available for viewing at [http://www.dese.mo.gov/sites/default/files/library\\_standards\\_08.pdf](http://www.dese.mo.gov/sites/default/files/library_standards_08.pdf) and may include:

- Purchase of print and non-print materials including electronic databases
- Cataloging systems and computer equipment to implement the cataloging system
- Software licenses
- Library furnishings
- Acquiring or developing library curriculum materials
- Professional development of library media staff and teachers that will focus on the effective operation and instructional use of the library.

Expenditures are not allowable for more than five copies of an individual printed title or establishing a computer lab as part of the Library Media Center and must be catalogued.

Allowable expenditures for the Technology activity must support Missouri's ***Educational Technology Strategic Plan; 2002-2006*** (which is available for viewing at [http://www.dese.mo.gov/sites/default/files/2007-11\\_METSP\\_Updated\\_Fall\\_2010.pdf](http://www.dese.mo.gov/sites/default/files/2007-11_METSP_Updated_Fall_2010.pdf) and may include:

- Hardware
- Software
- Networking
- Professional development of school staff and teachers that will focus on the effective operation and instructional use of technology.

## FISCAL PROCEDURES

**No funds may be obligated prior to the substantial approval date of the grant.** Separate accounting of the grant funds is required. Records of both encumbrances and expenditures are to be kept separately by expenditure code. If stipends are paid with grant funds, there must be documentation of time and attendance. All grant records must be maintained for three years following submission of the final report.

For purposes of these grants, obligations are considered to have been incurred as follows: for materials and supplies, when the purchase order is issued; for personal services, when the services are performed; and for travel, when the travel is taken. All agreements for purchased services must be documented in writing.

Applicants are directed to Education Department General Administrative Regulations (EDGAR), Title 34 Code of Federal Regulations, December 2008 edition. *Part 75.525(a) & (b) Conflict of Interest: Participation in a project* lists regulations on conflict of interest. *Part 75.701 The grantee administers or supervises the project* states that a grantee shall directly administer or supervise the administration of the project. *Part 80.36 Procurement* lists regulations on bidding requirements and conflict of interest. EDGAR can be found at this address <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.pdf>.

All equipment purchased under this grant must be inventoried. The inventory must include a description of the property; a serial number or other identification number; the source of the property; who holds title; the acquisition date; cost of the property; percentage of Federal participation in the cost of the property; the location, use and condition of the property; and any ultimate disposition data, including the date of disposal and sale price of the property. **If equipment is purchased, a disposition policy should be included in the appendix to ensure that the policy is in place.**

Each charter awarded a grant must provide the Department, as part of its independent audit, an audit schedule of the grant showing receipts and expenditures. The audit must be performed in accordance with the Department's general policy on audits. Program funds may not be used to pay for or be applied to audit costs.

The CFDA number for this grant is 84.282 and the state revenue code is 5497.

## INVENTORY CONTROL

All capital outlay costing \$1,000 or more per unit/set is subject to specific inventory management and control requirements as follows:

1. Items acquired using federal monies shall be physically marked by source of funding and acquisition date.
2. Inventory must be current and available for review and audit. The following information must be included to be in compliance:
  - a description of the property, including manufacturer's model number, if any
  - manufacturer's serial number or other identification number
  - identification of the funding source under which the property was acquired
  - acquisition date and unit cost
  - source of property (company name)
  - percentage of federal funds used in the purchase of the property
  - present location, use, condition of the property, and date the information was reported
  - all pertinent information on the ultimate transfer, replacement, or disposition of the equipment
3. Inventory must be updated as items are purged or new purchases are made.
4. Adequate safeguards must be in effect to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated and fully documented. The Charter School is responsible for replacing or repairing lost, damaged, destroyed, or stolen property. If stolen property is not recovered, the Charter School should submit copies of the investigative report and insurance claim to DESE. Replaced equipment is automatically considered Federal Charter School equipment and should be inventoried accordingly.
5. Adequate maintenance procedures must be implemented.
6. A physical inventory of items must be taken and the results reconciled with the inventory records every year.

## RETURN OF EQUIPMENT PURCHASED WITH FEDERAL FUNDS

The following is taken from **Education Department General Administrative Regulations (EDGAR), Title 34 Code of Federal Regulations Parts 74-86 and 97-99, December 2008 edition**. These administrative regulations guide the Department and subgrants awarded to Charter Schools in regard to the return of equipment purchased with federal funds in the event that a Charter School is closed.

### § 80.32 Equipment.

(a) *Title*. Subject to the obligations and conditions set forth in this section, title to equipment acquired under a grant or subgrant will vest upon acquisition in the grantee or subgrantee respectively.

(b) *States*. A State will use, manage, and dispose of equipment acquired under a grant by the State in accordance with State laws and procedures. Other grantees and subgrantees will follow paragraphs (c) through (e) of this section.

(c) *Use*.

(1) Equipment shall be used by the grantee or subgrantee in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.

(2) The grantee or subgrantee shall also make equipment available for use on other projects or programs currently or previously supported by the Federal Government, providing such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use shall be given to other programs or projects supported by the awarding agency. User fees should be considered if appropriate.

(3) Notwithstanding the encouragement in §80.25(a) to earn program income, the grantee or subgrantee must not use equipment acquired with grant funds to provide services for a fee to compete unfairly with private companies that provide equivalent services, unless specifically permitted or contemplated by Federal statute.

(4) When acquiring replacement equipment, the grantee or subgrantee may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property, subject to the approval of the awarding agency.

(d) *Management requirements*. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, as a minimum, meet the following requirements:

(1) Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

(2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

(3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated.

(4) Adequate maintenance procedures must be developed to keep the property in good condition.

(5) If the grantee or subgrantee is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

(e) *Disposition*. When original or replacement equipment acquired under a grant or subgrant is no longer needed for the original project or program or for other activities currently or previously supported by a Federal agency, disposition of the equipment will be made as follows:

(1) Items of equipment with a current per-unit fair market value of less than \$5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.

(2) Items of equipment with a current per unit fair market value in excess of \$5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.

(3) In cases where a grantee or subgrantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or subgrantee to take excess and disposition actions.

(f) *Federal equipment*. In the event a grantee or subgrantee is provided federally-owned equipment:

(1) Title will remain vested in the Federal Government.

(2) Grantees or subgrantees will manage the equipment in accordance with Federal agency rules and procedures, and submit an annual inventory listing.

(3) When the equipment is no longer needed, the grantee or subgrantee will request disposition instructions from the Federal agency.

(g) *Right to transfer title*. The Federal awarding agency may reserve the right to transfer title to the Federal Government or a third part named by the awarding agency when such a third party is otherwise eligible under existing statutes. Such transfers shall be subject to the following standards:

(1) The property shall be identified in the grant or otherwise made known to the grantee in writing.

(2) The Federal awarding agency shall issue disposition instruction within 120 calendar days after the end of the Federal support of the project for which it was acquired. If the Federal awarding agency fails to issue disposition instructions within the 120 calendar-day period the grantee shall follow §80.32(e).

(3) When title to equipment is transferred, the grantee shall be paid an amount calculated by applying the percentage of participation in the purchase to the current fair market value of the property.

(h) The provisions of paragraphs (c), (d), (e), and (g) of this section do not apply to disaster assistance under 20 U.S.C. 241–1(b)–(c) and the construction provisions of the Impact Aid Program, 20 U.S.C. 631–647.

(Approved by the Office of Management and Budget under control number 1880–0517)

(Authority: 20 U.S.C. 3474; OMB Circular A–102)

[53 FR 8071 and 8087, Mar. 11, 1988, as amended at 53 FR 8072, Mar. 11, 1988; 53 FR 49143, Dec. 6, 1988]

### **§ 80.33 Supplies.**

(a) *Title.* Title to supplies acquired under a grant or subgrant will vest, upon acquisition, in the grantee or subgrantee respectively.

(b) *Disposition.* If there is a residual inventory of unused supplies exceeding \$5,000 in total aggregate fair market value upon termination or completion of the award, and if the supplies are not needed for any other federally sponsored programs or projects, the grantee or subgrantee shall compensate the awarding agency for its share. (Authority: 20 U.S.C. 3474; OMB Circular A–102)

### **DISPOSITION OF CAPITAL OUTLAY**

Equipment with an acquisition cost of less than \$1,000 which is at least five years old and no longer effective may be purged or transferred to the Charter School at no cost upon Department approval. Records of transferred equipment must be retained for three years from date of transfer. A disposition policy should be written and should be included in the grant proposal. The information that will be collected as part of the disposition policy includes:

- item
- date of acquisition
- original cost
- reason for purge or transfer
- anticipated use

### **PAYMENT**

Starting with Fiscal Year 2009, each eligible recipient serving as a fiscal agent will be responsible for submitting payment requests to DESE through ePeGS. Districts may request a user name and password here:

<https://k12apps.dese.mo.gov/webLogin/login.aspx>

Payment request guidance can be found here:

<http://www.dese.mo.gov/financial-admin-services/federal-financial-management/payment-requests-and-fers>

### **SCHEDULE**

The grant proposal schedule is intended to: 1) identify those who wish to participate in the charter schools grant program, 2) provide timely information and assistance in applying for Federal Charter School funds, and 3) request and accept grants which indicate an interest in and an ability to complete the long-term goals of the proposal. **All grants must be delivered to the Federal Programs Unit of the Missouri Department of Elementary and Secondary Education or postmarked no later than 12:00 p.m., July 31, 2014 or October 31, 2014.**

Awards are made for a period not to exceed one year. Awardees may request a starting date (but not prior to the approval date) which best fits their needs. Renewals for 2<sup>nd</sup> year grants will be awarded based on the availability of funds and documented evidence that the chartered school met measurable benchmarks described by the Charter School as part of this grant and finally approved by the Department. Annual progress and financial status reports will be required.

**TIMELINE 2014-2015 GRANT YEAR**

	<b>July Cycle</b>	<b>October Cycle</b>
Applications Available	May 1, 2014	May 1, 2014
PDF of application (fillable) will be posted	May 1, 2014	May 1, 2014
Application Deadline	July 31, 2014	October 31, 2014
Grant screening and review	First two weeks of September	First two weeks of November
Grant award notification/negotiation	September 20, 2014	November 30, 2014
Budget meeting for all grant recipients in Jefferson City	First week of October 2014 (required)	First week of December 2014 (required)
Grant award approval/grant activities may begin after	Substantial approval date	Substantial approval date
Grant activities end	June 30, 2015	June 30, 2015
Project Evaluation and Final Expenditure Report (FER) due	September 30, 2015	September 30, 2015

**EVALUATION CRITERIA**

**Review Process** -- An expert review panel will evaluate eligible proposals for required application components and the established criteria. The review panel will review each eligible application and make recommendations to the Department in the areas of program, budget, and efficacy. The review panel's scores and recommendations will be the primary determinant of successful proposals and will form the basis for negotiation and final selection.

The Charter Schools Program Grant proposal will be worth 80% of the grand total points. The Department's Goals Rubric will be worth 20% of the Grand Total of points. The Department will give preference to applicants with a lower Priority Level Status and greater implementation of strategies that align with the Department's Goals.

Using the example above, the Grand Total of points would be figured as follows:

	Points Earned/ Points Possible					Grand total points earned	
CSP Rubric	100/115	=	.87	x	.80	= 70	70
Department Goals	20/40	=	.50	x	.20	= <u>+10</u>	10
						80	80/115

Following the review, selected applicants will be contacted by Department staff to discuss any modifications of the application that may be required. The Department will seek to fund the proposal(s) that shows the most promise for meeting the three primary goals of the program.

**Evaluation After Award**—As a condition of this federal grant, the Department is responsible for evaluating sub-grantees to ensure that they adhere to Federal rules and regulations and accomplish their performance goals. This monitoring system reviews charter schools three times over three years.

**Year 1** - An onsite review is conducted at the end of Year 1 to ensure that there is a signed contract on file, Technical Assistance plans are completed, grant award spending is timely, and a Final Expenditure Report (FER) has been submitted.

**Year 2** - An onsite visit is conducted by grant program staff to review a list of indicators to identify progress toward grant objectives, spending according to budget, educational programming, enrollment procedures, receipt of other federal funds and compliance to various other requirements, a review of a checklist of certifications, as well as submission of the FER.

**Year 3** - An onsite visit is conducted as an examination of the charter school to further evaluate and monitor for quality. This comprehensive review looks at academic performance, learning environment, organizational effectiveness, and quality leadership through a variety of lenses. The school is provided with a final written report that includes suggestions for both short- and long-term school improvements.

School Name \_\_\_\_\_  
 Sponsor \_\_\_\_\_  
 Reviewer Initials \_\_\_\_\_  
 Review Date \_\_\_\_\_

**Missouri  
 Charter School Program (CSP) Start-Up Grant Selection Criteria and Evaluation Rubric**

**Quality Measures**-Most of the items listed below are to have been addressed in the Charter and in accordance with state law and the federal charter program. Additional items marked with an asterisk (\*) must be addressed separately on the form provided.

A. **Contribution to Education**- Briefly introduce the reader to your school. Give the reader a vision of your school. What does this school want to accomplish, and why is that important to the community you intend to serve? How will your Grant Project Goals support your school's start-up?

Required Criteria	Not Addressed or Met No Criteria	Met one or more criteria	Met all Criteria
1) Proposal clearly explains why this school should open at this time and in this community including: <ul style="list-style-type: none"> <li>• The contribution that the CSP will make in assisting educationally disadvantaged and other students to achieve state content standards, state student performance standards, and in general, the state's education improvement plan.</li> <li>• Explain your vision for this school and how it will meet the needs of the community.</li> <li>• Identify the Grant Project Goals and explain briefly how they support the vision.</li> </ul>	0	2	4
2) Description of key founders includes: <ul style="list-style-type: none"> <li>• Identification of the role(s) each founder is playing in the start of the school.</li> <li>• Brief description of the previous life and work experience that makes each member ready to play their role in starting this school.</li> </ul>	0	1	4
3) Assessing this entire section as a whole: <ul style="list-style-type: none"> <li>• There is a strong connection between the main ideas throughout this section and the stated mission, vision and Grant Project Goals for this school.</li> <li>• Main ideas throughout this section are supported, explained and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	0	1	3
Reviewer Comments:			
<b>TOTAL POINTS</b>			<b>/11</b>

B. <b>Grant Project Goals and Budget Narrative-</b> Identify 3-5 Grant Project Goals, and justify each goal in terms of its value in supporting the start up of your proposed school. <b>All grant spending, including future revisions to your budget, must fit clearly within one of your state Project Goals.</b>			
Required Criteria	Not Addressed or Met No Criteria	Met One or More Criteria	Met All Criteria
1) Each Grant Project Goal is a quality goal and the set of goals fulfill minimum content requirements, including: <ul style="list-style-type: none"> <li>At least one Grant Project Goal addresses Missouri Assessment Program (MAP) performance, including both proficiency and growth.</li> <li>Clear measures.</li> <li>Goals and Objectives that are creative, ambitious and of high quality.</li> <li>The strategies to meet these goals and objectives to improve educational results for all charter students that are of high quality.</li> </ul>	0	3	6
2) There is a clear alignment among Grant Project Goals, specific expenditures, and the vision and goals of the school. <ul style="list-style-type: none"> <li>Each Grant Project Goal aligns with the vision for the school (academic program and description of culture)</li> <li>Each Grant Project Goal supports the school in reaching their school performance goals (those identified in charter)</li> <li>Each line in the Budget Narrative fits within an identified Grant Project Goal. If seeking related funds, Technology Plan and Library Plan are included.</li> </ul>	0	3	6
3) The budget narrative is realistic and compliant with the Federal Non-Regulatory Guidance for this grant program. <ul style="list-style-type: none"> <li>Costs provided for budgeted line items are specific (including cost per unit and number of units), not vague or estimated.</li> <li>Costs provided for budgeted line items are realistic, concise, understandable and directly supportive of the purposes of the Charter School and of the stated uses of these federal funds.</li> <li>Budget does not include construction or extended salaries (more than 2 people for more than 3 months).</li> <li>Budget does not include recurring costs beyond the second year.</li> <li>Budget describes how the applicant Charter School will ensure management and finances will remain separate from other grants.</li> <li>Budget does not include any supplanting issues.</li> </ul>	0	3	6
4) Assessing this entire section as a whole: <ul style="list-style-type: none"> <li>Main ideas throughout this section are supported, explained and justifies with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	0	1	3
Reviewer Comments:			
<b>TOTAL POINTS</b>			<b>/21</b>

C. **Academic Program Design Aligned with Standards-** Fully describe and justify the design of the academic program in terms of the research base, alignment to the Missouri State Standards, and why this program is a good fit for the community you plan to serve by addressing the following criteria:

Required Criteria	Not Addressed or Met No Criteria	Met one or more criteria	Met All Criteria
1) Justify the core academic curriculum. For each core content area, (communication arts, math science and social studies): <ul style="list-style-type: none"> <li>• Identify the key curriculum materials or approach to curriculum development.</li> <li>• Justify the choice through the use of published research or data-based anecdotal information about previous implementation.</li> <li>• Justify the choice by explaining how you know that the plan for each content area meets or exceeds the Missouri State Standards.</li> <li>• Justify the choice by explaining how it is a match for your anticipated demographic.</li> </ul>	0	2	8
2) Explain key aspects of the instructional approach. <ul style="list-style-type: none"> <li>• Identify key instructional methods or approaches in your design.</li> <li>• Explain how these practices compliment your curriculum decisions and design.</li> </ul>	0	2	6
3) Explain how teachers will use a range of data and varied strategies to support individual learners. <ul style="list-style-type: none"> <li>• Explain how you will use classroom and/or standardized assessments to determine the ongoing needs of individual students.</li> <li>• Identify the range of differentiation and intervention structures, tools and approaches in your design, and explain how teachers will use these systems to respond to the needs of individual students.</li> <li>• Describe the professional development offered to staff to help them use student performance data and varied strategies to support individual learners.</li> </ul>	0	2	6
4) Assessing this entire section as a whole: <ul style="list-style-type: none"> <li>• There is a strong connection between the main ideas throughout this section and the stated mission, vision and Grant Project Goals for this school.</li> <li>• Main ideas throughout this section are supported, explained and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	0	2	6

Reviewer Comments:

**TOTAL POINTS**

**/26**

<p>D. <b>Implementation, Operation and Accountability-</b> As an independently governed public school, charters need to ensure plans, systems and tools for strong oversight in the areas of academic performance, finance, governance, and operations. In this section persuade the reader that your school will have adequate oversight to ensure quality implementation, operation and accountability.</p>			
Required Criteria	Not Addressed or Met No Criteria	Met One or More Criteria	Met All Criteria
<p>1) Performance Indicators:</p> <ul style="list-style-type: none"> <li>• The quality of the proposed curriculum and instructional practices.</li> <li>• The quality of the strategy for assessing achievement of the charter objectives.</li> <li>• * Activity evaluations and related measurements described by the respondent provide clear, measurable indicators to demonstrate that the Charter School is being implemented in a timely, organized and effective manner.</li> <li>• * Measurement tools are valid, of high quality, and measured gains are indicators of a successful project.</li> </ul>	0	1	3
<p>2) Explain the rationale for the performance goals and measures in your charter application or contract.</p> <ul style="list-style-type: none"> <li>• Clearly state each performance goal related to MAP proficiency, growth, other standardized measures of proficiency or growth, and any other school performance measures identified in your charter application or contract.</li> <li>• Identify other performance goals and measures of importance to the school, based on your design (if applicable).</li> <li>• Explain why these goals are appropriately rigorous given the performance in the area in which you plan to open.</li> </ul>	0	1	3
<p>3) Create a broad and thorough plan for monitoring and reporting progress toward performance goals to the governing board and community.</p> <ul style="list-style-type: none"> <li>• Identify what data or information each group will receive.</li> <li>• Describe how each group will use the data and information they receive to monitor school performance in the following areas: academic performance, discipline, safety, attendance, student/parent satisfaction, staff satisfaction, and financial accountability.</li> </ul>	0	1	3
<p>4) Assessing this entire section as a whole:</p> <ul style="list-style-type: none"> <li>• There is a strong connection between the main ideas throughout this section and the stated mission, vision and Grant Project Goals for this school.</li> <li>• Main ideas throughout this section are supported, explained and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	0	1	3
<p>Reviewer Comments:</p>			
<p><b>TOTAL POINTS</b></p>			<p><b>/12</b></p>

E. <b>Governance, Parents, Professional Educators, Community and Board-</b> The extent and nature of parental, professional educator, community and Board involvement in the governance and operation of the Charter School.			
Required Criteria	Not Addressed or Met No Criteria	Met One or More Criteria	Met all Criteria
1) Demonstrate significant planning and effort to engage prospective families and community members. <ul style="list-style-type: none"> <li>Use waitlist information (enrollment lottery), volunteer hours, or other relevant information to describe the current level of parent engagement.</li> <li>Describe your enrollment lottery process.</li> <li>Document interest and engagement of community members.</li> <li>Describe the roles parents and community members may plan in the life of the school.</li> </ul>	0	1	3
2) The quality of the charter school's policy for securing personnel services. <ul style="list-style-type: none"> <li>The quality of professional educators.</li> <li>The quality of the charter school's professional development plan.</li> </ul>	0	1	3
3) Justify the composition and selection process for the governing board. <ul style="list-style-type: none"> <li>Explain how the composition ensures input from stakeholders.</li> <li>Explain how the composition and selection process ensures adequate expertise to perform board responsibilities.</li> </ul>	0	1	3
4) Clearly articulate the purpose and expectations of the governing board.	0	1	3
5) Provide evidence of strong board preparation and practice <ul style="list-style-type: none"> <li>Detail the training the board has already received.</li> <li>Detail the training the board still needs, as well as, when and how they will receive that training.</li> <li>Describe evidence of current strong board practice.</li> <li>Describe board's financial and transparency processes (sunshine law compliance).</li> </ul>	0	1	3
6) Assessing this entire section as a whole: <ul style="list-style-type: none"> <li>There is a strong connection between the main ideas throughout this section and the stated mission, vision and Grant Project Goals for this school.</li> <li>Main ideas throughout this section are supported, explained and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	0	1	3
Reviewer Comments:			
<b>TOTAL POINTS</b>			<b>/18</b>

F. <b>Business Capacity/Financial Management</b> - As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial viability. In this section explain your school's plan to be compliant, strategic and responsible with finances and business services.			
Required Criteria	Not Addressed or Met No Criteria	Met One or More Criteria	Met All Criteria
1) Ensure that finance policies and procedures are in place. <ul style="list-style-type: none"> <li>Identify the office practices and policies already in place.</li> <li>Identify those policies and practices that still need to be developed.</li> <li>Describe the plan for completing annual independent audits.</li> </ul>	0	1	3
2) Ensure financial viability. <ul style="list-style-type: none"> <li>Describe the role the board plays in financial oversight.</li> <li>Provide a thorough description of organization, management and financial plan that demonstrates both fiscal viability and autonomy.</li> <li>Provide a feasible and sound Charter School three-year financial plan.</li> </ul>	0	1	3
3) The budget for the use of federal funds requested under this RFP is concise, understandable, reasonable and directly supportive of the purposes of the charter school and of the stated uses of the federal funds.	0	1	3
4) Assessing this entire section as a whole: <ul style="list-style-type: none"> <li>Main ideas throughout this section are supported, explained and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	0	1	3
Reviewer Comments:			
<b>TOTAL POINTS</b>			<b>/12</b>

**Total Possible Points      100 points**

Impact Potential Awards (15 points)

- An additional award is made for proposals from charter schools oriented to high-risk students.
- An additional award is made for proposals from charter schools oriented to the re-entry of dropouts into the school system.
- An additional award is made for proposals from charter schools that will serve any of grades 7-12 in their first three years of operation.

Expansion Potential Deduction (-20 points)

- Existing Charter Schools that wish to use grant funds to assist an expansion must demonstrate academic performance at least equal to the resident district in two of three areas (attendance/graduation rate, Communication Arts and Mathematics state assessment). If the Charter School does not equal or exceed the resident district in two of three areas, 20 points will be deducted from the TOTAL POSSIBLE POINTS.

**TOTAL MAXIMUM POINTS      115 Points**

**DEPARTMENT'S GOALS ALIGNMENT RUBRIC FOR COMPETITIVE GRANTS**

**SECTION I. PROJECT PARTICIPANT PRIORITY LEVEL STATUS**

**Directions: Select only one Priority Level Status per application.** Only one building within a Local Education Agency (LEA), consortium or service area needs to be classified in the lowest level to generate the lowest possible level ranking for the district or consortium. The proposal must address an area or areas of needed improvement in the building or district that earned the designation to be awarded maximum points in this section. **The status of a building or LEA will be determined by the Department's annual final accountability reports.**

	Points Earned	Priority Level Description
<b>Priority Level 1 Status</b> (20 points possible)		<b>Persistently Low-Achieving:</b> LEAs that qualify for Priority Level 1 Status have one or more buildings designated as a <b>Title I, Part A, Section 1003 (g) School Improvement Grant</b> Tier I or Tier II building and/or their two most recent Annual Performance Reports (APR) are at an unaccredited or provisionally accredited status.
<b>Priority Level 2 Status</b> (10 points possible)		<b>Struggling With Consistency:</b> K-12 LEAs that qualify for Priority Level 2 Status have one or more buildings designated as a <b>Title I, Part A, Section 1003 (g) School Improvement Grant</b> Tier III building and/or met fewer than 12 Standards on their two most recent Annual Performance Reports (APRs). K-8 LEAs that qualify for Priority Level 2 Status have one or more buildings designated as a <b>Title I, Part A, Section 1003 (g) School Improvement Grant</b> Tier III building and/or met fewer than 6 Standards on their two most recent Annual Performance Reports (APRs).
<b>Priority Level 3 Status</b> (0 points possible)		<b>Performing:</b> K-12 LEAs that qualify for Priority Level 3 Status have no designated <b>Title I, Part A, Section 1003 (g) School Improvement Grant</b> Tier I, II, or III buildings and met greater than 11 Standards on their two most recent Annual Performance Reports (APRs). K-8 LEAs that qualify for Priority Level 3 Status have no designated <b>Title I, Part A, Section 1003 (g) School Improvement Grant</b> Tier I, II, or III buildings and met greater than 5 Standards on their two most recent Annual Performance Reports (APRs).
<b>Section I. Total Points Earned (20 points possible)</b>		<b><i>Transfer total to SECTION III.</i></b>

**SECTION II. PROJECT ALIGNMENT TO THE DEPARTMENT’S GOALS**

**Directions:** Within the narrative of the proposal, applicants are anticipated to demonstrate alignment with the Department’s Goals through one or more planned LEA actions. The reviewer must note the specific location of the LEA action for all scored items. If the reviewer finds multiple LEA actions which qualify for an awarded point, note the location of the first reference. Each LEA action can only receive a maximum of five points. The reviewer is not responsible in this section to determine the anticipated effectiveness or quality of the proposed LEA action, only to identify its inclusion in the application. A “No” designation scores zero points for that LEA action.

Application Location of LEA Action	Demonstrated Alignment	Points Earned	Goal
<b>Yes = 5 points</b>			
	<input type="checkbox"/> Yes <input type="checkbox"/> No		All Missouri students will graduate college and career ready.
	<input type="checkbox"/> Yes <input type="checkbox"/> No	N/A	All Missouri children will enter kindergarten prepared to be successful in school.
	<input type="checkbox"/> Yes <input type="checkbox"/> No		Missouri will prepare, develop, and support effective educators.
	<input type="checkbox"/> Yes <input type="checkbox"/> No	N/A	The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.

**SECTION III. POINT TOTALS**

<b>Section I. Total Points Earned</b> <b>(20 points possible)</b>	
<b>Section II. Total Points Earned</b> <b>(10 points possible)</b>	
<b>GRAND TOTAL POINTS EARNED</b> <b>(30 points possible)</b>	

**DEFINITIONS**—For purposes of this federally funded grant, the following definitions apply:

**Charter Authorized Representative** -- a member of the charter school's board of directors (board member must reside within the boundaries of the school district in which the charter is located) or a designee of the board of directors. The board designee shall not be an employee of the management company providing management services for the school.

**Charter School**—a public school that:

- in accordance with an enabling state statute, is exempted from certain state or local rules that inhibit the flexible operation and management of public schools;
- 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;
- 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;
- provides a program of elementary or secondary education, or both;
- is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- does not charge tuition;
- complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- agrees to comply with the same federal and state audit requirements as do other elementary and secondary schools in the state unless the requirements are specifically waived for the purposes of the Charter program; and
- operates in accordance with state law.

**Developer**—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.

**Dropout**— A dropout for the school year being reported is an individual who:

- was enrolled at the end of the previous school year, did not return to school after summer vacation and was not enrolled at any time during the school year, or
- was enrolled during the regular school term and was not enrolled on the last day of that same school term; and
- has not graduated from high school;
- does not meet any of the following exclusionary conditions:
  - transferred to another public school, nonpublic school, home school; or
  - temporary absence due to suspension or verified illness; or
  - death; or
  - re-enrolled on or before the enrollment count date of the following September.

**Eligible applicant**—an authorized public chartering agency participating in a partnership with a developer to establish a Charter School in accordance with this program.

**Equipment**—tangible, nonexpendable, personal property having a useful life of more than one year and an acquisition cost of \$1000 or more per unit.

**High-risk student**—a student who is at least one year behind in satisfactory completion of course work or obtaining credits for graduation, pregnant or a parent, economically deprived using measures such as free and reduced lunch, homeless or has been homeless sometime within the preceding six months, has limited English proficiency, has been suspended from school three or more times, or has been referred by the school district for enrollment in an alternative program.

## INSTRUCTIONS FOR CHARTER SCHOOLS GRANT

Please complete the entire grant on the form provided.

**SECTION I— TOTAL 2014 BUDGET, GRANT INFORMATION, & SUPPORTING DATA:** This section is a summary of your Section V-- Federal Charter School Budget subtotal and total and Section VI. – Administrative Cost Budget subtotal and total. Simply duplicate the subtotal and total numbers from each of the Section V and VI budget classes (6100, 6150, 6200, 6300, 6400, 6500 and Total). The codes on the left side of the budget grid are function codes. Function code descriptions mean the action or purpose for which a person or thing is used or exists. Function includes the activities or actions which are performed to accomplish the objective of the school district. For further information on function codes, consult the School Finances' Missouri Financial Accounting Manual. <http://www.dese.mo.gov/sites/default/files/sf-CompleteAccountingManual2013.pdf>. This budget will be entered into the iePeGS system upon approval of the proposal.

Indicate which grant type and year you are applying for by checking the proper box.

Indicate the positions funded by the Charter School, with Federal Charter School subgrant monies and the required certification (if any) for those positions. All federally-funded positions, whether certified or non-certified, are to be reported. All positions are to be reported according to what the staff person is actually doing. Reported positions should not be different from what would be observed on site during a review or monitoring. For more information on federal programs' positions coding, please refer to Exhibit 15 of the Core Data manual. This section should reflect the information submitted on screens 18 and 20 of core data. Information on Core Data can be found on DESE's website at: <http://www.dese.mo.gov/data-system-management/manuals>.

**SECTION II—CHARTER SCHOOL AND SPONSOR INFORMATION:** Indicate the contact information for the Fiscal Agent / Charter School, and Charter Sponsor. Prior to award, successful applicants must provide the Department with Federal Tax Identification, DUNS, and CCR Registration Numbers. Information to guide the applicant in obtaining their DUNS and CCR numbers may be found in the *Registering for a DUNS Number/Central Contractor Registration* section found on page 32 in this RFP. The Charter School must have declared LEA status from their sponsor and received approval from their sponsor to do business as an LEA prior to award of this grant.

For the Project Participant Priority Level Status select only one Priority Level Status per application. Only one building within a district, consortium or service area needs to be classified in the lowest level to generate the lowest possible level ranking for the district or consortium. The proposal must address an area or areas of needed improvement in the building or district that earned the designation to be awarded maximum points in this section. The status of a building or district will be determined by the Department's annual final accountability reports.

**SECTION III—ASSURANCES AND CERTIFICATION:** An authorized representative of the Charter School must agree to and sign the assurances. ESEA Section 5203 contains assurances (A through N). Each application must reference where each of the 5203 assurances can be found in the school's charter by citing the page number where this assurance is found within the school's charter.

**SECTION IV—ACTIVITIES:** Complete an activity section for each grant activity for each year of the grant that you are applying for. Check one of the following boxes to indicate the year the activity will be implemented: Post-Award Planning First Year, Implementation First Year, or Implementation Second Year. Additional pages may be copied. Each activity must list the total amount of grant funds that will be expended, as listed in the budget, to accomplish the activity. The description should be detailed enough to ensure a knowledgeable reader that the funds are to be spent for an allowable activity. Excessive descriptions are not awarded additional points. The activities related to Library Media Services and Technology must be completed as indicated. Seven (7) additional activities can be implemented. Each activity must have a concise description and must explain both the evaluation method of the activity, measurement tool and the time span for the activity. For each activity you should include a SMART Goal. SMART Goals are detailed on Page 5 of this document. The evaluation method for each activity may be process or objective in nature. Each activity must have a specified measurement tool and must be measurable by the last month of the process so that results may be used to determine eligibility for continued support. Each of the benchmarks must be related to the activity for which funding is requested. Measurement tools must directly measure the described benchmark and the anticipated results should indicate a level of accomplishment, which is honestly attainable. It is not recommended that Charters use end-of-year test scores since the results may not be available in time. The typed narrative must be confined to space provided. No additional activities are permitted. Activities must be submitted for each year you are applying for a grant.

**SECTION V—CHARTER SCHOOL FEDERAL BUDGET:** This section describes the use of funds within the budget categories used by the Missouri Public School Accounting System. A description of each category is provided in the material. A brief budget description (for example, under 6100 Salaries: supplemental pay for attendance at professional development activities outside normal operating hours) and the total funds to be expended within each category are required.

**SECTION VI. – ADMINISTRATIVE COST BUDGET:** This section describes the program's administrative costs incurred by the Fiscal Agent. Administrative costs cannot exceed 5 percent of the district's total proposed budget. Provide a brief itemization of the line item and its cost. Each cost area must be subtotaled and then a grand total given.

**SECTION VII. – SECTION 5203 REQUIRED ITEMS:** This section provides each applicant the space to declare where the Section 5203 required items are located in their State Board of Education approved charter that is submitted with the grant application. Identify by page number and/or section number where the item is located in the attached charter.



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
OFFICE OF QUALITY SCHOOLS - FEDERAL PROGRAMS UNIT

**FEDERAL CHARTER SCHOOLS GRANT**  
**Project Year: 2014-2015**

**DIRECTIONS**

Mail an original and three copies of the completed application postmarked by **July 31, 2014 or October 31, 2014** to: Federal Programs Unit, Department of Elementary and Secondary Education, 205 Jefferson Street, PO Box 480, Jefferson City, MO 65102-0480. Questions, contact Federal Programs Unit: Ph: (573) 522-6182; or email [webreplyfgm@dese.mo.gov](mailto:webreplyfgm@dese.mo.gov).

**SECTION I – TOTAL 2014 BUDGET, GRANT INFORMATION, and SUPPORTING DATA**

CHARTER SCHOOLS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
<b>1100</b> Regular Instruction								
<b>2200</b> Professional Development								
<b>2400</b> Support Services - School Administration								
<b>2500</b> Transportation and Maintenance								
<b>2600</b> Planning and Evaluation								
<b>Program Costs Subtotal</b>								
<b>Indirect Costs</b>								
<b>Administrative Costs</b>								
<b>ADMINISTRATIVE COSTS SUBTOTAL</b>								
<b>GRAND TOTAL</b>								

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6<sup>th</sup> Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).

**SECTION I – TOTAL 2014 BUDGET, GRANT INFORMATION, and SUPPORTING DATA (CONTINUED)**

SUPPORTING DATA	FTEs				
	Teachers (60)	Principal (20)	Supervisor (30)	Media Personnel (40)	Administration (10)
<b>Fiscal Agent Staff</b>					
Superintendent/Director					
Building Principal					
Curriculum Coordinator/Director					
Library Media					
Teacher					
<b>TOTAL</b>					

GRANT TYPE SELECT ONE BOX BELOW FOR THE 2015 YEAR OF FUNDING	FUNDS REQUESTED BY YEAR TOTAL OF SECTIONS V AND VI BY YEAR
<input type="checkbox"/> FIRST YEAR POST-AWARD PLANNING	\$
<input type="checkbox"/> FIRST YEAR IMPLEMENTATION	\$
<input type="checkbox"/> SECOND YEAR IMPLEMENTATION	\$

GRADES SERVED BY GRANT SELECT ALL GRADES SERVED BELOW
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

EXPANSION OF AN EXISTING CHARTER SCHOOL WILL THE PROPOSED ACTIVITIES SUPPORT AN EXPANSION OF AN EXISTING CHARTER SCHOOL?	GRADES SERVED BY EXISTING CHARTER SCHOOL LIST GRADES BELOW
<input type="checkbox"/> YES <input type="checkbox"/> NO	

EXPANSION CRITERIA SELECT ALL BOXES THAT APPLY BELOW
<input type="checkbox"/> THE EXPANSION WILL ADD A LEVEL OF INSTRUCTION (MULTIPLE GRADES) (MIDDLE SCHOOL, HIGH SCHOOL, UPPER ELEMENTARY)
<input type="checkbox"/> THE EXPANSION WILL INCLUDE A SEPARATE ADMINISTRATIVE TEAM INCLUDING A PRINCIPAL/DIRECTOR
<input type="checkbox"/> THE EXPANSION WILL REQUIRE A SEPARATE LOTTERY FOR STUDENTS
<input type="checkbox"/> THE EXPANSION WILL REQUIRE SEPARATE CORE DATA REPORTING
<input type="checkbox"/> THE EXPANSION WILL BE HOUSED IN A DISTINCT FACILITY (CAN BE ON THE SAME CAMPUS)

**SECTION II - CHARTER SCHOOL AND SPONSOR INFORMATION**

CHARTER SCHOOL NAME	TELEPHONE NUMBER
ADDRESS	FAX NUMBER
NAME OF CHARTER SCHOOL CONTACT	EMAIL ADDRESS
FEDERAL TAX IDENTIFICATION NUMBER	DUNS NUMBER
CCR REGISTRATION NUMBER	LEA STATUS BY SPONSOR <input type="checkbox"/> YES <input type="checkbox"/> NO
CHARTER SPONSOR INSTITUTION	ADDRESS
NAME OF SPONSOR CONTACT	TELEPHONE NUMBER
EMAIL ADDRESS	FAX NUMBER

### **SECTION III. - ASSURANCES AND CERTIFICATION**

#### **ASSURED ALIGNMENT WITH THE PRIORITIES OF THE DEPARTMENT OF EDUCATION**

The Commissioner of Education has established four primary goals for Missouri's system of education, and recipients of funds through this grant shall ensure that funded activities shall be in support of these goals, or in those circumstances when one or more of the goals may not be applicable to the funded project or program, the recipient assures that no action or activity will conflict with the goal(s).

The Department's four goals are:

1. All Missouri students will graduate college and career ready.
2. All Missouri students will enter kindergarten prepared to be successful in school.
3. Missouri will prepare, develop, and support effective educators.
4. The Department will improve departmental efficiency and operational effectiveness.

Final determination of applicability of these goals to the funded project or program, and the degree in which activity is aligned with one or more goals shall rest with the Commissioner of Education.

The Charter School assures the Department that it shall:

1. receive and expend the funds in a manner that is consistent with the intent of the approved proposal.
2. keep such records for a period of three years and provide such information as may be necessary for fiscal and program auditing and for program evaluation, and provide the Department any information that it may need to carry out its responsibilities under the program.
3. adhere to the requirements of applicable federal statutes and regulations, state laws and rules governing the program, and all other applicable statutes, including the Age Discrimination Act of 1975; Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1972; and Part B of the Individuals with Disabilities Act and certifies that any personnel benefiting from these funds have not been suspended nor debarred.
4. achieve federal nonprofit status on/or by \_\_\_\_\_ (date).

**SECTION III. - ASSURANCES AND CERTIFICATION (CONTINUED)**

**SECTION 5203 ASSURANCES**

- “(3) contain assurances that the State educational agency will require each eligible applicant desiring to receive a sub-grant to submit an application to the State educational agency containing—
  - “(A) a description of the educational program to be implemented by the proposed charter school, including—
    - “(i) how the program will enable all students to meet challenging State student academic achievement standards;
    - “(ii) the grade levels or ages of children to be served; and
    - “(iii) the curriculum and instructional practices to be used;
  - “(B) a description of how the charter school will be managed;
  - “(C) a description of—
    - “(i) the objectives of the charter school; and
    - “(ii) the methods by which the charter school will determine its progress toward achieving those objectives;
  - “(D) a description of the administrative relationship between the charter school and the authorized public chartering agency;
  - “(E) a description of how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;
  - “(F) a description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in subparagraph (C)(i);
  - “(G) a request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school;
  - “(H) a description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary;
  - “(I) a description of how students in the community will be—
    - “(i) informed about the charter school; and
    - “(ii) given an equal opportunity to attend the charter school;
  - “(J) an assurance that the eligible applicant will annually provide the Secretary and the State educational agency such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);
  - “(K) an assurance that the eligible applicant will cooperate with the Secretary and the State educational agency in evaluating the program assisted under this subpart;
  - “(L) a description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
  - “(M) if the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and
  - “(N) such other information and assurances as the Secretary and the State educational agency may require.

The charter authorized representative fully understands the assurances and the responsibility for compliance placed upon the applicant by the assurances. The applicant will refund directly to the Department the amount of any funds made available to the applicant which may be determined by the Department or an auditor representing the Department to have been misspent or otherwise misapplied.

SIGNATURE OF CHARTER AUTHORIZED REPRESENTATIVE	DATE
--	------

PRINT NAME OF CHARTER AUTHORIZED REPRESENTATIVE
---

**FOR DEPARTMENT USE ONLY**

SIGNATURE OF AUTHORIZED DEPARTMENT OFFICIAL	DATE
---	------

PRINT NAME OF AUTHORIZED DEPARTMENT OFFICIAL
--

**SECTION IV. – ACTIVITIES**

ACTIVITY #1

**LIBRARY MEDIA CENTER (REQUIRED)**

FUNDS BUDGETED FOR THIS ACTIVITY

\$

DESCRIPTION OF ACTIVITY:

SMART GOAL:

EVALUATION METHOD:

TIMELINE:

**SECTION IV. – ACTIVITIES (CONTINUED)**

ACTIVITY #2  
**TECHNOLOGY (REQUIRED)**

FUNDS BUDGETED FOR THIS ACTIVITY  
\$

DESCRIPTION OF ACTIVITY:

SMART GOAL:

EVALUATION METHOD:

TIMELINE:

**SECTION IV. – ACTIVITIES (CONTINUED)**

ACTIVITY #3

FUNDS BUDGETED FOR THIS ACTIVITY

\$

DESCRIPTION OF ACTIVITY:

SMART GOAL:

EVALUATION METHOD:

TIMELINE:

**SECTION IV. – ACTIVITIES (CONTINUED)**

ACTIVITY #4

FUNDS BUDGETED FOR THIS ACTIVITY

\$

DESCRIPTION OF ACTIVITY:

SMART GOAL:

EVALUATION METHOD:

TIMELINE:

**SECTION IV. – ACTIVITIES (CONTINUED)**

ACTIVITY #5

FUNDS BUDGETED FOR THIS ACTIVITY

\$

DESCRIPTION OF ACTIVITY:

SMART GOAL:

EVALUATION METHOD:

TIMELINE:

**SECTION IV. – ACTIVITIES (CONTINUED)**

ACTIVITY #6

FUNDS BUDGETED FOR THIS ACTIVITY

\$

DESCRIPTION OF ACTIVITY:

SMART GOAL:

EVALUATION METHOD:

TIMELINE:

**SECTION IV. – ACTIVITIES (CONTINUED)**

ACTIVITY #7

FUNDS BUDGETED FOR THIS ACTIVITY

\$

DESCRIPTION OF ACTIVITY:

SMART GOAL:

EVALUATION METHOD:

TIMELINE:

**SECTION IV. – ACTIVITIES (CONTINUED)**

ACTIVITY #8

FUNDS BUDGETED FOR THIS ACTIVITY

\$

DESCRIPTION OF ACTIVITY:

SMART GOAL:

EVALUATION METHOD:

TIMELINE:

**SECTION V - CHARTER SCHOOL FEDERAL BUDGET**

POST-AWARD PLANNING <input type="checkbox"/> FIRST YEAR	IMPLEMENTATION <input type="checkbox"/> FIRST YEAR <input type="checkbox"/> SECOND YEAR	GRANT FUNDS
<b>6100: Certificated Salaries</b>		
<b>Subtotal</b>		
<b>6150: Noncertificated Salaries</b>		
<b>Subtotal</b>		
<b>6200: Employee Benefits</b>  FICA Insurance Teacher retirement Non-teacher retirement Other		
<b>Subtotal</b>		
<b>6300: Purchased Services</b>		
<b>Subtotal</b>		
<b>6400: Materials/Supplies</b>		
<b>Subtotal</b>		
<b>6500: Capital Outlay</b>		
<b>Subtotal</b>		
<b>TOTAL</b>		

**SECTION VI. – ADMINISTRATIVE COST BUDGET**

POST-AWARD PLANNING <input type="checkbox"/> FIRST YEAR	IMPLEMENTATION <input type="checkbox"/> FIRST YEAR <input type="checkbox"/> SECOND YEAR	GRANT FUNDS
<b>6100:</b> Certificated Salaries		
<b>Subtotal</b>		
<b>6150:</b> Noncertificated Salaries		
<b>Subtotal</b>		
<b>6200:</b> Employee Benefits ( <i>optional categories</i> ) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits		
<b>Subtotal</b>		
<b>6300:</b> Purchased Services		
<b>Subtotal</b>		
<b>6400:</b> Materials/Supplies		
<b>Subtotal</b>		
<b>6500:</b> Capital Outlay		
<b>Subtotal</b>		
<b>TOTAL</b>		

## SECTION VII. – SECTION 5203 REQUIRED ITEMS

Directions: Each applicant must submit a charter that contains the following required items. Please identify by page number and/or section number where the item is located in the attached charter.

REQUIRED ITEMS	LOCATION IN CHARTER
<p>“(A) a description of the educational program to be implemented by the proposed Charter School, including—</p> <ul style="list-style-type: none"> <li>“(i) how the program will enable all students to meet challenging State student academic achievement standards;</li> <li>“(ii) the grade levels or ages of children to be served; and</li> <li>“(iii) the curriculum and instructional practices to be used;</li> </ul>	
<p>“(B) a description of how the Charter School will be managed;</p>	
<p>“(C) a description of—</p> <ul style="list-style-type: none"> <li>“(i) the objectives of the Charter School; and</li> <li>“(ii) the methods by which the Charter School will determine its progress toward achieving those objectives;</li> </ul>	
<p>“(D) a description of the administrative relationship between the Charter School and the authorized public chartering agency;</p>	
<p>“(E) a description of how parents and other members of the community will be involved in the planning, program design, and implementation of the Charter School;</p>	
<p>“(F) a description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in subparagraph (C)(i);</p>	
<p>“(G) a request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the Charter School, and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school;</p>	
<p>“(H) a description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary;</p>	
<p>“(I) a description of how students in the community will be—</p> <ul style="list-style-type: none"> <li>“(i) informed about the Charter School; and</li> <li>“(ii) given an equal opportunity to attend the Charter School;</li> </ul>	
<p>“(J) an assurance that the eligible applicant will annually provide the Secretary and the SEA such information as may be required to determine if the Charter School is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);</p>	
<p>“(K) an assurance that the eligible applicant will cooperate with the Secretary and the SEA in evaluating the program assisted under this subpart;</p>	
<p>“(L) a description of how a charter school that is considered a LEA under State law, or a LEA in which a Charter School is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;</p>	
<p>“(M) if the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve Charter Schools and other public schools, LEAs, developers, and potential developers; and</p>	
<p>“(N) such other information and assurances as the Secretary and the SEA may require.</p>	

## DESE BUDGET CATEGORIES SUMMARY

<u>CLASS</u>	<u>DESCRIPTION</u>
6100	<i>Certificated Salaries</i> - Amounts paid for full- and part-time employees of the LEA, including: <ul style="list-style-type: none"><li>• full- and part-time certificated teachers</li><li>• substitute teachers</li><li>• supplemental pay (extra-curricular for certificated personnel)</li></ul>
6150	<i>Noncertificated Salaries</i> - Amounts paid for full- and part-time employees of the LEA, including: <ul style="list-style-type: none"><li>• full- and part-time non-certificated employee pay</li><li>• unused sick or severance pay for non-certificated employees</li></ul>
6200	<i>Employee Benefits</i> - Amounts paid by the LEA on behalf of employees over and above the gross salary; not paid directly to employee. Benefits include: <ul style="list-style-type: none"><li>• teacher and non-teacher retirement</li><li>• Old Age, Survivors and Disability Insurance (OASDI) and Medicare</li><li>• employee insurance (e.g., dental, life)</li><li>• Worker's Compensation</li><li>• Unemployment Compensation</li><li>• Other employee-provided services</li></ul>
6300	<i>Purchased Services</i> - Amounts paid for personnel not on the LEA's payroll, and for services required by the LEA. Such services may be purchased from another school district. The following may fall under this category: <ul style="list-style-type: none"><li>• professional and technical services (e.g., architectural, legal, dental)</li><li>• instructional (e.g., tuition paid to other districts, curriculum consultants)</li><li>• pupil and staff services</li><li>• data processing, and like services</li><li>• property services (e.g., cleaning, repairs, maintenance)</li><li>• transportation (contracted and non-contracted)</li><li>• staff travel</li><li>• insurance (other than employee benefits)</li><li>• communication (e.g., advertising, printing)</li><li>• other (e.g., contracted food services)</li></ul>
6400	<i>Materials and Supplies</i> - Amounts paid for expendable items which are consumed, worn out, or which become part of more complex units or substances. These include: <ul style="list-style-type: none"><li>• general supplies, including freight and cartage</li><li>• free and regular textbooks (print or electronic)</li><li>• library books, periodicals, resource materials</li><li>• food (items usually claimed on the School Food Service Reimbursement form)</li><li>• energy (electric, gas, oil)</li><li>• other supplies and materials</li></ul>
6500	<i>Capital Outlay</i> - Expenditures for fixed assets or additions to fixed assets. Capital outlay is considered to be an object that is purchased. It covers: <ul style="list-style-type: none"><li>• minor remodeling</li><li>• instructional equipment</li><li>• vehicles</li><li>• other capital outlay</li></ul>

**NOTE:** Detailed expenditure object code descriptions may be found in the Missouri Financial Accounting Manual, PROCEDURE NO: CDE-407, Revised July 1997. The bulleted example items may include expenditures that are not allowable in the Federal CSP.

## Registering for a DUNS Number/Central Contractor Registration

The **American Recovery and Reinvestment Act of 2009 (ARRA)** requires that all primary grant awardees and their first tier grant awardees create and/or validate existing **Central Contractor Registration (CCR)** and **Data Universal Numbering System (DUNS)** registration data to be eligible for ARRA funds. All primary grant awardees must be registered, and ensure that their first tier awardees register ***immediately***, following the guidance outlined below.

### **A. Registering for a DUNS Number**

1. To verify or register for a DUNS number, go to the Dun & Bradstreet website at: <http://fedgov.dnb.com/webform/displayHomePage.do>.
2. The following information will be needed to obtain a DUNS number:
  - a. Name of organization
  - b. Organization address
  - c. Name of CEO/organization owner
  - d. Legal structure of the organization (corporation, partnership, proprietorship)
  - e. Year the organization started
  - f. Primary type of business
  - g. Total number of employees (full and part time)

### **B. Registering in CCR**

1. To register with CCR, you can apply by phone (1-888-227-2423) or register online at <http://www.ccr.gov>.
2. If your organization is already registered, take note of who is listed as your E-Business Point of Contact (E-Biz POC). For applications being submitted through Grants.gov, this person will be responsible for authorizing who within your organization has the responsibility to submit applications.
3. The following information will be needed to register in CCR:
  - a. DUNS number
  - b. Tax Identification Number (TIN) and Taxpayer name used in federal tax matters
  - c. Statistical information about your organization
  - d. Electronic Funds Transfer (EFT) information for payment of invoices

### **C. Frequently Asked Questions**

#### **1. What is a DUNS number and why is obtaining a DUNS number necessary to receive ARRA funds?**

The DUNS number is a unique nine-character number that identifies your organization. The Federal government has adopted the use of DUNS numbers to track how Federal grant money Registering for a DUNS Number/Central Contractor Registration is allocated. An organization's DUNS number will be used to identify how ARRA funds are being spent. Most large organizations, libraries, colleges and research universities already have DUNS numbers.

#### **2. How long will it take to receive a DUNS number?**

You usually receive a DUNS number within the same day.

#### **3. What is the CCR and why is registration in CCR necessary to receive ARRA funds?**

The CCR is a web-enabled government wide application that collects, validates, stores, and disseminates business information about the Federal government's trading partners in support of the contract award, grants, and the electronic payment processes. Registering with the CCR is required for primary and first tier awardees receiving ARRA funds and for organizations submitting applications through Grants.gov.

When your organization registers with CCR, you must designate an E-Business Point of Contact (E-Biz POC). The E-Biz POC uses the MPIN (Marketing Personal Identification Number) given by the CCR to login to Grants.gov and to designate which staff members from your organization are allowed to submit applications electronically through Grants.gov. Please refer to the CCR handbook at <http://www.ccr.gov/Handbook.aspx> for assistance. CCR requires that organizations renew their CCR registration annually. Your CCR E-Biz POC should check your renewal status annually at <https://www.bpn.gov/CCRSearch/Search.aspx>.

If you have further questions about creating, updating or renewing your CCR registration, please visit the CCR Frequently Asked page at <http://www.ccr.gov/FAQ.aspx> or contact the CCR Help Desk at 888-227-2423.

#### **4. How long will it take for my information to activate in CCR?**

CCR takes one to three days to gather the internal organization information and prepare the application. If your organization already has an Employer Identification Number (EIN) or Taxpayer Identification Number (TIN), then you should allow a minimum of 48 hours to complete the entire CCR registration.

If your organization does not have an EIN or TIN, then you should allow two weeks for obtaining the information from IRS when requesting the EIN or TIN via phone or Internet. The reason for the one-to three-day delay is due to security information that needs to be mailed to the organization.

**For More Information on the DUNS and CCR registration process, visit [www.Grants.gov](http://www.Grants.gov)**

<b>SB 576</b>	Modifies provisions relating to charter schools
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<b>Sponsor:</b>	<a href="#">Stouffer</a>	
<b>LR Number:</b>	4705S.08P	<a href="#">Fiscal Note available</a>
<b>Committee:</b>	<a href="#">Education</a>	
<b>Last Action:</b>	5/2/2012 - Referred to Rules Committee pursuant to Rule 25(32)(f)	<b>Journal Page:</b>
<b>Title:</b>	SS SCS SB 576	<b>Calendar Position:</b>
<b>Effective Date:</b>	August 28, 2012	
<b>House Handler:</b>	<a href="#">Richardson</a>	

[Full Bill Text](#) | [All Actions](#) | [Available Summaries](#) | [Senate Home Page](#) | [List of 2012 Senate Bills](#)

### Current Bill Summary

SS/SCS/SB 576 – This act modifies the laws governing charter schools.

SECTION 29.205 – The State Auditor may audit any Charter School in the same manner as any agency of the state.

SECTION 160.400 – In addition to the St. Louis City and Kansas City School Districts, charter schools may be operated in unaccredited districts. Charter schools may be operated in districts accredited without provisions if sponsored by the local school board except that a local school board with an enrollment of 1550 students or greater cannot enroll more than thirty-five percent of its enrollment in charter schools it sponsors, as described in the act. Charter schools may be operated in a provisionally accredited district after three full school years of provisional accreditation and APR scores consistent with a classification of provisionally accredited or unaccredited beginning in the 2012-2013 school year. In addition, if the provisional accreditation is related to financial stress or hardship, the State Board of Education must vote to decide whether charters may operate. The sponsor is limited to the local school board or a sponsor that has met accountability standards, as described in the act.

This act modifies sponsorship. If the State Board of Education appoints a special administrative board for Kansas City, the special administrative board may sponsor charter schools. This act removes the restriction that a sponsoring public four-year college or university have its primary campus in the school district or in a county adjacent to the county in which the district is located. In addition, a community college whose service area encompasses some portion of the district may be a sponsor. Currently, any private four-year college or university located in St. Louis City with an enrollment of one thousand students and an approved teacher preparation program may be a sponsor. This act eliminates the requirement that the institution be located in St. Louis City but requires that its primary campus be located in Missouri. Additional sponsors include the special administrative board of the St. Louis City School District, any two-year private vocational or technical school, as described in the act, and the Missouri Charter Public School Commission.

In an unaccredited or provisionally accredited district where a Charter School is sponsored by an entity other than the local school board, when the district becomes classified as accredited, a Charter School may continue to be sponsored by the entity sponsoring it prior to the classification of accreditation. Such a school will not be limited to the local school board as a sponsor. Charter schools in Kansas City and St. Louis may be sponsored by any eligible entity, regardless of the districts' accreditation classification. A Charter School whose charter provides for the addition of grade levels may add grade levels until the planned expansion is complete.

The mayor of St. Louis City may request a two-year private vocational or technical school or the Missouri Charter Public School Commission to sponsor a workplace Charter School.

When a Charter School chooses to affiliate with a four-year college or university, the college or university will no longer be required to be located within the county in which school district lies or in an adjacent county.

A school district or the State Board of Education, when acting as a sponsor, may have expenses associated with sponsorship be defrayed by having the Department of Elementary and Secondary Education withhold up to 1.5% of the charter school's state and local funding. A sponsor that receives 1.5% funding to defray expenses associated with sponsorship must submit annual reports to the Joint Committee on Education demonstrating compliance with requirements.

A Charter School sponsor must develop policies and procedures for the following: the review of a Charter School proposal; the granting of a charter; the performance framework of a charter; the renewal, revocation, and nonrenewal processes; additional criteria for oversight of the charter; and procedures to be used when a school closes. The Department of Elementary and Secondary Education is required to provide guidance to sponsors in developing these procedures and policies.

Currently, the State Board may suspend a sponsor's ability to sponsor a school for a period of one year. This act modifies the State Board's existing monitoring and suspension authority and instead requires the State Board to evaluate sponsors, as described in the act, to determine compliance with sponsorship standards every three years. If the Department of Elementary and Secondary Education determines that a sponsor is in material noncompliance with sponsorship duties, it must be notified and given remediation time. If compliance does not improve, the Commissioner of Education must conduct a public hearing and recommend corrective action to the State Board of Education. The State Board will have final determination over corrective action. If the State Board removes sponsorship authority for any currently operating Charter School, the Missouri Charter Public School Commission will become the school's sponsor.

SECTION 160.403 – The Department of Elementary and Secondary Education must establish an annual application and approval process for all entities eligible to sponsor Charter Schools. All information and guidelines for eligible sponsors must be made available by November 1, 2012.

This act identifies the information that must be included in an eligible sponsor's application.

By April 1 annually, the Department must grant or deny a sponsoring authority to a sponsor applicant. Within thirty days of the Department's decision, it must execute a renewable sponsoring contract with each approved sponsoring entity. The term will be six years in length and may be renewed.

SECTION 160.405 – This act modifies the framework of a Charter School's charter. The charter will be a legally binding performance contract that describes the obligations and responsibilities of the school and the sponsor.

The term of a charter will be for five years, instead of the current provision that allows charters to be not less than five but not greater than ten years. This act identifies additional items that must be contained in a charter. Charter Schools operating on August 27, 2012 will have until August 28, 2015 to meet the new requirements for items that must be in a charter.

A charter must be submitted to the sponsor and follow the sponsor's policies and procedures for review and granting. The charter must be consistent with the sponsor's charter sponsorship goals and capacity. In addition, the charter must be approved by the State Board of Education by December 1 prior to the proposed opening date of the Charter School.

This act modifies the definition of "high risk" student.

This act eliminates judicial review for the disapproval of a charter.

Charter schools must conduct a background check of education personnel, including through the employee criminal history background check and the Family Care Safety Registry.

Charter schools with LEA status must comply with all federal audit requirements for such charters.

Currently, charter schools must collect baseline data during at least the first three years to determine performance. This act requires charter schools to establish baseline student performance during the first year of operation and collect student performance data, as described in the act, throughout the duration of the charter to annually monitor student academic performance, based upon grade levels offered by the school.

The performance standards for alternative and special purpose charter schools that target high-risk students must be based on measures defined in the school's performance contract with its sponsors.

Charter schools are required to comply with all applicable federal and state special education laws including IDEA and Section 504 of the Rehabilitation Act of 1973.

This act allows proposed or existing high risk or alternative charter schools to include alternative arrangements for students to obtain credits for satisfying graduation requirements in the charter application and charter. Alternative

arrangements may include credit for off-campus instruction, embedded credit, work experience, independent studies, and performance-based credit options. Upon approval of the charter by the State Board of Education, any alternative arrangements will be approved at the same time.

The Department of Elementary and Secondary Education must conduct a study of any such Charter School granted alternative arrangements for students to obtain credit to assess student performance, graduation rates, educational outcomes, and entry into the workforce or higher education.

The sponsor, governing board, and Charter School staff must jointly review the school's performance, management, and operations during the first year of operation and then every other year after the most recent review, instead of the current requirement of at least once every two years.

This act removes the requirement that a Charter School become a LEA for the sole purpose of direct access to federal grants and allows the School to become an agency if the sponsor and the governing board reach a written agreement to become an agency.

Sponsors must annually review the charter school's compliance with statutory standards including statewide assessment participation, completion of the annual report card, data collection, a method to measure pupil progress, and publication of the Charter School's annual performance report. Sponsors must have intervention policies to give schools notice of contract violations or performance deficiencies, as described in the act. A sponsor must have a policy to revoke a charter if there is evidence of underperformance or a violation of the law or the public trust that imperils students or public funds, as described in the act.

This act limits the length of probationary status for a Charter School to no more than twelve months, provided that no more than one designation of probationary status is allowed for the duration of the charter contract.

This act removes judicial review of a sponsor's final decision to revoke a charter. Instead, the decision to revoke a charter will be subject to an appeal to the State Board of Education, which must then determine whether the charter will be revoked.

Sponsors must conduct a renewal process of Charter Schools based on objective evidence, as described in the act, including annual performance report results. Beginning August 1 during the year in which a charter is up for renewal, a sponsor must demonstrate to the State Board of Education that the Charter School is in compliance with federal and state law and the School's performance contract, including academic performance requirements. The sponsor must also submit a revised charter application to the State Board of Education, which must determine if the sponsor has demonstrated compliance. If compliance is demonstrated, the State Board must renew the charter.

SECTION 160.410 – This act requires charter schools whose mission includes student drop-out prevention or recovery to enroll nonresident pupils from the same or an adjacent county who reside in residential care facilities, transitional living group homes, or independent living programs whose last school of enrollment is in the school district where the Charter School is established, who submit a timely application. Charter alternative and special purpose schools may also give a preference for admission to high-risk students, as defined, when the school targets these students through its proposed mission, curriculum, teaching methods, and services.

Charter schools may limit admission based on gender if the school is a single-gender school.

Students of a Charter School who are present for the January membership count in Section 163.011 will be counted in the performance of the Charter School on the statewide assessments in that calendar year, unless otherwise exempted as English language learners.

If a Charter School is operated by a management company, a copy of the contract must be made available for public inspection.

If a student attending a Charter School moves so that he or she no longer lives in the school district where Charter Schools may operate, he or she may complete the current semester at the Charter School and will be considered a resident student. The parent or legal guardian will be responsible for the student's transportation.

If a change in school district boundary lines occurs so that a student no longer lives in a school district, or if action by the State Board of Education occurs under Section 162.081, where Charter Schools may operate, the student may complete

the current academic year at the Charter School. The parent or legal guardian will be responsible for the student's transportation.

The Foster Care Bill of Rights (Sections 167.018 and 167.019) will apply to Charter Schools.

SECTION 160.415 – This act contains requirements to be included in a request for proposals if a proposed Charter School intends to contract with an education services provider for substantial educational services, management services, or both.

The Department of Elementary and Secondary Education may withhold funding at an adequate level during a Charter School's last year of operation until the Department determines that school records, liabilities, and reporting requirements, including a full audit, are satisfied.

SECTION 160.417 – By October 1, 2012, and each October 1 thereafter, the Department of Elementary and Secondary Education must identify charter schools experiencing financial stress using information from the report required by Section 162.821. A list of charter schools experiencing financial stress will be provided to the Governor, Speaker of the House of Representatives, and President Pro Tem of the Senate.

Parameters for financial stress are defined in the act.

By November 1, the sponsor must notify the governing board of a Charter School if it is identified as experiencing financial stress. The governing board must develop and approve a budget and education plan, which must be submitted to the sponsor within forty-five days. Requirements for what must be included in the plan are described in the act. The sponsor may make suggestions to improve the plan.

The Department may withhold any payment of financial aid until such time as the Charter School is in compliance with these requirements.

SECTION 160.420 - In addition to existing criminal background check requirements, Charter Schools must ensure that a Family Care Safety Registry check is conducted for employees.

Multiple provisions are repealed because they are identical to provisions contained in Section 160.415.

SECTION 160.425 – This act creates the Missouri Charter Public School Commission. It will have nine members, all appointed by the Governor with the advice and consent of the Senate. Members will serve a term of four years, except for the initial appointees, whose terms are staggered. Commission members will be: one member selected from a slate of three candidates recommended by the Commissioner of Education; one member selected from a slate of three candidates recommended by the Commissioner of Higher Education; one member selected from a slate of three recommended by the President Pro Tempore of the Senate; a member selected from a slate of three recommended by the Speaker of the House of Representatives; and five additional members appointed by the Governor, one of which must be selected from a slate of three submitted from the Missouri School Boards Association. Operating procedures for the Commission are included.

The Commission may approve proposed charters for its sponsorship, as described in the act. The Department of Elementary and Secondary Education must provide start-up funding for the Commission to operate, which will be reimbursed from funds the Commission receives as sponsor of any charter schools under Section 160.400.

This act is similar to HCS/HB 1228 (2012), HCS/HB 473 (2011), SCS/SBs 291, 184 & 294 (2011) and contains provisions similar to SB 838 (2010), SB 835 (2010), HB 2200 (2010), SB 317 (2009), SB 1027 (2008) and SB 64 (2009).

MICHAEL RUFF

# No Child Left Behind Act of 2001

## TITLE V—PROMOTING INFORMED PARENTAL CHOICE AND INNOVATIVE PROGRAMS

### “PART B—PUBLIC CHARTER SCHOOLS

#### “Subpart 1—Charter School Programs 42

##### “SEC. 5201. PURPOSE.

“It is the purpose of this subpart to increase national understanding of the charter schools model by—

- “(1) providing financial assistance for the planning, program design, and initial implementation of charter schools;
- “(2) evaluating the effects of such schools, including the effects on students, student academic achievement, staff, and parents;
- “(3) expanding the number of high-quality charter schools available to students across the Nation; and
- “(4) encouraging the States to provide support to charter schools for facilities financing in an amount more nearly commensurate to the amount the States have typically provided for traditional public schools.

##### “SEC. 5202. PROGRAM AUTHORIZED.

“(a) IN GENERAL.—The Secretary may award grants to SEAs having applications approved pursuant to section 5203 to enable such agencies to conduct a Charter School Grant Program in accordance with this subpart.

“(b) SPECIAL RULE.—If a SEA elects not to participate in the program authorized by this subpart or does not have an application approved under section 5203, the Secretary may award a grant to an eligible applicant that serves such State and has an application approved pursuant to section 5203(c).

“(c) PROGRAM PERIODS.—

“(1) GRANTS TO STATES.—Grants awarded to SEAs under this subpart shall be for a period of not more than 3 years.

“(2) GRANTS TO ELIGIBLE APPLICANTS.—Grants awarded by the Secretary to eligible applicants or sub-grants awarded by SEA to eligible applicants under this subpart shall be for a period of not more than 3 years, of which the eligible applicant may use—

“(A) not more than 18 months for planning and program design;

“(B) not more than 2 years for the initial implementation of a Charter School; and

“(C) not more than 2 years to carry out dissemination activities described in section 5204(f)(6)(B).

“(d) LIMITATION.—A Charter School may not receive—

“(1) more than 1 grant for activities described in subparagraphs (A) and (B) of subsection (c)(2); or

“(2) more than 1 grant for activities under subparagraph (C) of subsection (c)(2).

“(e) PRIORITY TREATMENT.—

“(1) IN GENERAL.—In awarding grants under this subpart for fiscal year 2002 or any succeeding fiscal year from any funds appropriated under section 5211 (other than funds reserved to carry out section 5205(b)), the Secretary shall give priority to States to the extent that the States meet the criteria described in paragraph (2) and 1 or more of the criteria described in subparagraph (A), (B), or (C) of paragraph (3).

“(2) REVIEW AND EVALUATION PRIORITY CRITERIA.—

The criteria referred to in paragraph (1) are that the State provides for periodic review and evaluation by the authorized public chartering agency of each Charter School, at least once every 5 years unless required more frequently by State law, to determine whether the Charter School is meeting the terms of the School’s charter, and is meeting or exceeding the student academic achievement requirements and goals for Charter Schools as set forth under State law or the school’s charter.

“(3) PRIORITY CRITERIA.—The criteria referred to in paragraph (1) are the following:

“(A) The State has demonstrated progress, in increasing the number of high-quality Charter Schools that are held accountable in the terms of the Schools’ charters for meeting clear and measurable objectives for the educational progress of the students attending the schools, in the period prior to the period for which a SEA or eligible applicant applies for a grant under this subpart.

“(B) The State—

“(i) provides for 1 authorized public chartering agency that is not a LEA, such as a State chartering board, for each individual or entity seeking to operate a Charter School pursuant to such State law; or

“(ii) in the case of a State in which LEAs are the only authorized public chartering agencies, allows for an appeals process for the denial of an application for a Charter School.

“(C) The State ensures that each Charter School has a high degree of autonomy over the Charter School’s budgets and expenditures.

“(f) AMOUNT CRITERIA.—In determining the amount of a grant to be awarded under this subpart to a SEA, the Secretary shall take into consideration the number of Charter Schools that are operating, or are approved to open, in the State.

#### “SEC. 5203. APPLICATIONS.

“(a) APPLICATIONS FROM STATE AGENCIES.—Each SEA desiring a grant from the Secretary under this subpart shall submit to the Secretary an application at such time, in such manner, and containing or accompanied by such information as the Secretary may require.

“(b) CONTENTS OF A SEA APPLICATION.—Each application submitted pursuant to subsection (a) shall—

“(1) describe the objectives of the SEAs Charter School Grant Program and a description of how such objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA’s Charter School Grant Program; and

“(2) describe how the SEA—

“(A) will inform each Charter School in the State regarding—

“(i) Federal funds that the Charter School is eligible to receive; and

“(ii) Federal programs in which the Charter School may participate;

“(B) will ensure that each Charter School in the

State receives the Charter School’s commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the Charter School; and

“(C) will disseminate best or promising practices of charter schools to each LEA in the State; and

“(3) contain assurances that the SEA will require each eligible applicant desiring to receive a sub-grant to submit an application to the SEA containing—

“(A) a description of the educational program to be implemented by the proposed Charter School, including—

“(i) how the program will enable all students to meet challenging State student academic achievement standards;

“(ii) the grade levels or ages of children to be served; and

“(iii) the curriculum and instructional practices to be used;

“(B) a description of how the Charter School will be managed;

“(C) a description of—

“(i) the objectives of the Charter School; and

“(ii) the methods by which the Charter School

will determine its progress toward achieving those objectives;

“(D) a description of the administrative relationship between the Charter School and the authorized public chartering agency;

“(E) a description of how parents and other members of the community will be involved in the planning, program design, and implementation of the Charter School;

“(F) a description of how the authorized public chartering agency will provide for continued operation of the School once the Federal grant has expired, if such agency determines that the school has met the objectives described in subparagraph (C)(i);

“(G) a request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the Charter School, and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school;

“(H) a description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary;

“(I) a description of how students in the community will be—

“(i) informed about the Charter School; and

“(ii) given an equal opportunity to attend the Charter School;

“(J) an assurance that the eligible applicant will

annually provide the Secretary and the SEA such information as may be required to determine if the Charter School is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);

“(K) an assurance that the eligible applicant will cooperate with the Secretary and the SEA in evaluating the program assisted under this subpart;

“(L) a description of how a Charter School that is considered a LEA under State law, or a LEA in which a Charter School is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;

“(M) if the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve Charter Schools and other public schools, LEAs, developers, and potential developers; and

“(N) such other information and assurances as the Secretary and the SEA may require.

“(c) ELIGIBLE APPLICANT APPLICATION.—Each eligible applicant desiring a grant pursuant to section 5202(b) shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

“(d) CONTENTS OF ELIGIBLE APPLICANT APPLICATION.— Each application submitted pursuant to subsection (c) shall contain—

“(1) the information and assurances described in sub- paragraphs (A) through (N) of subsection (b)(3), except that for purposes of this subsection subparagraphs (J), (K), and (N) of such subsection shall be applied by striking ‘and the SEA’ each place such term appears;

“(2) assurances that the SEA—

“(A) will grant, or will obtain, waivers of State statutory or regulatory requirements; and

“(B) will assist each subgrantee in the State in receiving a waiver under section 5204(e); and

“(3) assurances that the eligible applicant has provided its authorized public chartering authority timely notice, and a copy, of the application, except that the SEA (or the Secretary, in the case of an application submitted to the Secretary) may waive the requirement of this paragraph in the case of an application for a precharter planning grant or subgrant if the authorized public chartering authority to which a Charter School proposal will be submitted has not been determined at the time the grant or subgrant application is submitted.

#### “SEC. 5204. ADMINISTRATION.

“(a) SELECTION CRITERIA FOR SEAs—The Secretary shall award grants to SEAs under this subpart on the basis of the quality of the applications submitted under section 5203(b), after taking into consideration such factors as—

“(1) the contribution that the charter schools grant program will make to assisting educationally disadvantaged and other students in meeting State academic content standards and State student academic achievement standards;

“(2) the degree of flexibility afforded by the SEA to Charter Schools under the State’s charter schools law;

“(3) the ambitiousness of the objectives for the State Charter School grant program;

“(4) the quality of the strategy for assessing achievement of those objectives;

“(5) the likelihood that the Charter School grant program will meet those objectives and improve educational results for students;

“(6) the number of high-quality Charter Schools created under this subpart in the State; and

“(7) in the case of SEAs that

propose to use grant funds to support dissemination activities under subsection (f)(6)(B), the quality of those activities and the likelihood that those activities will improve student academic achievement.

“(b) SELECTION CRITERIA FOR ELIGIBLE APPLICANTS.—

The Secretary shall award grants to eligible applicants under this subpart on the basis of the quality of the applications submitted under section 5203(c), after taking into consideration such factors as—

- “(1) the quality of the proposed curriculum and instructional practices;
- “(2) the degree of flexibility afforded by the SEA and, if applicable, the LEA to the Charter School;
- “(3) the extent of community support for the application;
- “(4) the ambitiousness of the objectives for the Charter School;
- “(5) the quality of the strategy for assessing achievement of those objectives;
- “(6) the likelihood that the Charter School will meet those objectives and improve educational results for students; and
- “(7) in the case of an eligible applicant that proposes to use grant funds to support dissemination activities under subsection (f)(6)(B), the quality of those activities and the likelihood that those activities will improve student achievement.

“(c) PEER REVIEW.—The Secretary, and each SEA receiving a grant under this subpart, shall use a peer review process to review applications for assistance under this subpart.

“(d) DIVERSITY OF PROJECTS.—The Secretary and each SEA receiving a grant under this subpart, shall award grants and subgrants under this subpart in a manner that, to the extent possible, ensures that such grants and subgrants—

- “(1) are distributed throughout different areas of the Nation and each State, including urban and rural areas; and
- “(2) will assist Charter Schools representing a variety of educational approaches, such as approaches designed to reduce school size.

“(e) WAIVERS.—The Secretary may waive any statutory or regulatory requirement over which the Secretary exercises administrative authority except any such requirement relating to the elements of a Charter School described in section 5210(1), if—

- “(1) the waiver is requested in an approved application under this subpart; and
- “(2) the Secretary determines that granting such a waiver will promote the purpose of this subpart.

“(f) USE OF FUNDS.—

“(1) SEAs.—Each SEA receiving a grant under this subpart shall use such grant funds to award subgrants to 1 or more eligible applicants in the State to enable such applicant to plan and implement a Charter School in accordance with this subpart, except that the SEA may reserve not more than 10 percent of the grant funds to support dissemination activities described in paragraph (6).

“(2) ELIGIBLE APPLICANTS.—Each eligible applicant receiving funds from the Secretary or a SEA shall use such funds to plan and implement a Charter School, or to disseminate information about the Charter School and successful practices in the Charter School, in accordance with this subpart.

“(3) ALLOWABLE ACTIVITIES.—An eligible applicant receiving a grant or subgrant under this subpart may use the grant or subgrant funds only for—

- (A) post-award planning and design of the educational program, which may include—
  - “(i) refinement of the desired educational results and of the methods for measuring progress toward achieving those results; and
  - “(ii) professional development of teachers and other staff who will work in the Charter School; and
- “(B) initial implementation of the Charter School, which may include—
  - “(i) informing the community about the School;
  - “(ii) acquiring necessary equipment and educational materials and supplies;
  - “(iii) acquiring or developing curriculum materials; and
  - “(iv) other initial operational costs that cannot be met from State or local sources.

“(4) ADMINISTRATIVE EXPENSES.—

“(A) SEA ADMINISTRATIVE EXPENSES.—Each SEA receiving a grant pursuant to this subpart may reserve not more than 5 percent of such grant funds for administrative expenses associated with the Charter School grant program assisted under this subpart.

“(B) LOCAL ADMINISTRATIVE EXPENSES.—A LEA may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the

relevant LEA. Absent such approval, the LEA shall distribute all such subgrant funds to the eligible applicant without delay.

“(5) REVOLVING LOAN FUNDS.—Each SEA receiving a grant pursuant to this subpart may reserve not more than 10 percent of the grant funds for the establishment of a revolving loan fund. Such fund may be used to make loans to eligible applicants that have received a subgrant under this subpart, under such terms as may be determined by the SEA, for the initial operation of the Charter School grant program of the eligible applicant until such time as the recipient begins receiving ongoing operational support from State or local financing sources.

“(6) DISSEMINATION.—

“(A) IN GENERAL.—A Charter School may apply for funds under this subpart, whether or not the Charter School has applied for or received funds under this subpart for planning, program design, or implementation, to carry out the activities described in subparagraph (B) if the Charter School has been in operation for at least 3 consecutive years and has demonstrated overall success, including—

“(i) substantial progress in improving student academic achievement;

“(ii) high levels of parent satisfaction; and

“(iii) the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable Charter School.

“(B) ACTIVITIES.—A Charter School described in subparagraph (A) may use funds reserved under paragraph (1) to assist other schools in adapting the Charter School’s program (or certain aspects of the CSP), or to disseminate information about the Charter School, through such activities as—

“(i) assisting other individuals with the planning and start-up of 1 or more new public schools, including Charter Schools, that are independent of the assisting Charter School and the assisting Charter School’s developers, and that agree to be held to at least as high a level of accountability as the assisting Charter School;

“(ii) developing partnerships with other public schools, including Charter Schools, designed to improve student academic achievement in each of the schools participating in the partnership;

“(iii) developing curriculum materials, assessments, and other materials that promote increased student achievement and are based on successful practices within the assisting Charter School; and

“(iv) conducting evaluations and developing materials that document the successful practices of the assisting Charter School and that are designed to improve student performance in other schools.

“(g) TRIBALLY CONTROLLED SCHOOLS.—Each State that receives a grant under this subpart and designates a tribally controlled school as a Charter School shall not consider payments to a school under the Tribally Controlled Schools Act of 1988 (25 U.S.C. 2507) in determining—

“(1) the eligibility of the school to receive any other Federal, State, or local aid; or

“(2) the amount of such aid.

#### “SEC. 5205. NATIONAL ACTIVITIES.

“(a) IN GENERAL.—The Secretary shall reserve for each fiscal year the greater of 5 percent or \$5,000,000 of the amount appropriated to carry out this subpart, except that in no fiscal year shall the total amount so reserved exceed \$8,000,000, to carry out the following activities:

“(1) To provide Charter Schools, either directly or through SEAs, with—

“(A) information regarding—

“(i) Federal funds that Charter Schools are eligible to receive; and

“(ii) other Federal programs in which Charter Schools may participate; and

“(B) assistance in applying for Federal education

funds that are allocated by formula, including assistance with filing deadlines and submission of applications.

“(2) To provide for other evaluations or studies that include the evaluation of the impact of Charter Schools on student academic achievement, including information regarding—

“(A) students attending Charter Schools reported on the basis of race, age, disability, gender, limited English proficiency, and previous enrollment in public school; and

“(B) the professional qualifications of teachers within a Charter School and the turnover of the teaching force.

“(3) To provide—

“(A) information to applicants for assistance under this subpart;

“(B) assistance to applicants for assistance under this subpart with the preparation of applications under section 5203;

“(C) assistance in the planning and startup of Charter Schools;

“(D) training and technical assistance to existing Charter Schools; and

“(E) for the dissemination to other public schools of best or promising practices in Charter Schools.

“(4) To provide (including through the use of 1 or more contracts that use a competitive bidding process) for the collection of information regarding the financial resources available to Charter Schools, including access to private capital, and to widely disseminate to Charter Schools any such relevant information and model descriptions of successful programs.

“(5) To carry out evaluations of, technical assistance for, and information dissemination regarding, the per-pupil facilities aid programs. In carrying out the evaluations, the Secretary may carry out 1 or more evaluations of State programs assisted under this subsection, which shall, at a minimum, address—

“(A) how, and the extent to which, the programs promote educational equity and excellence; and

“(B) the extent to which Charter Schools supported through the programs are—

“(i) held accountable to the public;

“(ii) effective in improving public education; and

“(iii) open and accessible to all students.

“(b) PER-PUPIL FACILITIES AID PROGRAMS.—

“(1) DEFINITION OF PER-PUPIL FACILITIES AID PROGRAM.—In this subsection, the term ‘per-pupil facilities aid program’ means a program in which a State makes payments, on a per-pupil basis, to Charter Schools to provide the schools with financing—

“(A) that is dedicated solely for funding Charter School facilities; or

“(B) a portion of which is dedicated for funding Charter School facilities.

“(2) GRANTS.—

“(A) IN GENERAL.—From the amount made available to carry out this subsection under paragraphs (2) and (3)(B) of section 5211(b) for any fiscal year, the Secretary shall make grants, on a competitive basis, to States to pay for the Federal share of the cost of establishing or enhancing, and administering per-pupil facilities aid programs.

“(B) PERIOD.—The Secretary shall award grants under this subsection for periods of not more than 5 years.

“(C) FEDERAL SHARE.—The Federal share of the cost described in subparagraph (A) for a per-pupil facilities aid program shall be not more than—

“(i) 90 percent of the cost, for the first fiscal year for which the program receives assistance under this subsection;

“(ii) 80 percent in the second such year;

“(iii) 60 percent in the third such year;

“(iv) 40 percent in the fourth such year; and

“(v) 20 percent in the fifth such year.

“(3) USE OF FUNDS.—

“(A) IN GENERAL.—A State that receives a grant under this subsection shall use the funds made available through the grant to establish or enhance, and administer, a per-pupil facilities aid program for Charter Schools in the State.

“(B) EVALUATIONS; TECHNICAL ASSISTANCE; DISSEMINATION.—From the amount made available to a State through a grant under this subsection for a fiscal year, the State may reserve not more than 5 percent to carry out evaluations, to provide technical assistance, and to disseminate information.

“(C) SUPPLEMENT, NOT SUPPLANT.—Funds made available under this subsection shall be used to supplement, and not supplant, State and local public funds expended to provide per pupil facilities aid programs, operations financing programs, or other programs, for charter schools.

“(4) REQUIREMENTS.—

“(A) VOLUNTARY PARTICIPATION.—No State may be required to participate in a program carried out under this subsection.

“(B) STATE LAW.—To be eligible to receive a grant under this subsection, a State shall establish or enhance, and administer, a per-pupil facilities aid program for charter schools in the State, that—

“(i) is specified in State law; and

“(ii) provides annual financing, on a per-pupil basis, for Charter School facilities.

“(5) APPLICATIONS.—To be eligible to receive a grant

under this subsection, a State shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

“(6) PRIORITIES.—In making grants under this subsection, the Secretary shall give priority to States that meet the criteria described in paragraph (2), and subparagraphs (A), (B), and (C) of paragraph (3), of section 5202(e).

“(c) RULE OF CONSTRUCTION.—Nothing in this section shall be construed to require charter schools to collect any data described in subsection (a).

#### **“SEC. 5206. FEDERAL FORMULA ALLOCATION DURING FIRST YEAR AND FOR SUCCESSIVE ENROLLMENT EXPANSIONS.**

“(a) IN GENERAL.—For purposes of the allocation to schools by the States or their agencies of funds under part A of title I, and any other Federal funds which the Secretary allocates to States on a formula basis, the Secretary and each SEA shall take such measures as are necessary to ensure that every Charter School receives the Federal funding for which the Charter School is eligible not later than 5 months after the Charter School first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in that Charter School are not fully and completely determined until that Charter School actually opens. The measures similarly shall ensure that every Charter School expanding its enrollment in any subsequent year of operation receives the Federal funding for which the Charter School is eligible not later than 5 months after such expansion.

“(b) ADJUSTMENT AND LATE OPENINGS.—

“(1) IN GENERAL.—The measures described in subsection (a) shall include provision for appropriate adjustments, through recovery of funds or reduction of payments for the succeeding year, in cases where payments made to a Charter School on the basis of estimated or projected enrollment data exceed the amounts that the school is eligible to receive on the basis of actual or final enrollment data.

“(2) RULE.—For Charter Schools that first open after November 1 of any academic year, the State, in accordance with guidance provided by the Secretary and applicable Federal statutes and regulations, shall ensure that such Charter Schools that are eligible for the funds described in subsection (a) for such academic year have a full and fair opportunity to receive those funds during the Charter Schools’ first year of operation.

#### **“SEC. 5207. SOLICITATION OF INPUT FROM CHARTER SCHOOL OPERATORS.**

“To the extent practicable, the Secretary shall ensure that administrators, teachers, and other individuals directly involved in the operation of Charter Schools are consulted in the development of any rules or regulations required to implement this subpart, as well as in the development of any rules or regulations relevant to Charter Schools that are required to implement part A of title I, the Individuals with Disabilities Education Act, or any other program administered by the Secretary that provides education funds to Charter Schools or regulates the activities of Charter Schools.

#### **“SEC. 5208. RECORDS TRANSFER.**

“SEAs and LEAs, to the extent practicable, shall ensure that a student’s records and, if applicable, a student’s individualized education program as defined in section 602(11) of the Individuals with Disabilities Education Act, are transferred to a Charter School upon the transfer of the student to the Charter School, and to another public school upon the transfer of the student from a Charter School to another public school, in accordance with applicable State law.

#### **“SEC. 5209. PAPERWORK REDUCTION.**

“To the extent practicable, the Secretary and each authorized public chartering agency shall ensure that implementation of this subpart results in a minimum of paperwork for any eligible applicant or Charter School.

#### **“SEC. 5210. DEFINITIONS.**

“In this subpart:

“(1) CHARTER SCHOOL.—The term ‘charter school’ means a public school that—

“(A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;

“(B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

“(C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;

“(D) provides a program of elementary or secondary education, or both;

“(E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;

“(F) does not charge tuition;

“(G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;

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

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

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

“(K) operates in accordance with State law; and

“(L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the Charter School.

“(2) DEVELOPER.—The term ‘developer’ means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a Charter School project will be carried out.

“(3) ELIGIBLE APPLICANT.—The term ‘eligible applicant’ means a developer that has—

“(A) applied to an authorized public chartering authority to operate a Charter School;

and “(B) provided adequate and timely notice to that authority under section 5203(d)(3).

“(4) AUTHORIZED PUBLIC CHARTERING AGENCY.— The term ‘authorized public chartering agency’ means a SEA, LEA, or other public entity that has the authority pursuant to State law and approved by the Secretary to authorize or approve a Charter School.

## “SEC. 5211. AUTHORIZATION OF APPROPRIATIONS.

“(a) IN GENERAL.—There are authorized to be appropriated to carry out this subpart \$300,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.

“(b) RESERVATION.—From the amount appropriated under subsection (a) for each fiscal year, the Secretary shall reserve—

“(1) \$200,000,000 to carry out this subpart, other than section 5205(b); and

“(2) any funds in excess of \$200,000,000, that do not exceed \$300,000,000, to carry out section 5205(b); and

“(3)(A) 50 percent of any funds in excess of \$300,000,000 to carry out this subpart, other than section 5205(b); and “(B) 50 percent of any funds in excess of \$300,000,000 to carry out section 5205(b).



**END OF YEAR PROGRESS REPORT**  
**Federal Charter School**  
**Due September 30, 2015**

CHARTER SCHOOL NAME
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<b>GRANT TYPE</b>	
POST-AWARD PLANNING <input type="checkbox"/> FIRST YEAR	IMPLEMENTATION <input type="checkbox"/> FIRST YEAR <input type="checkbox"/> SECOND YEAR

IMPACTED BY THIS PROJECT		
STAFF	STUDENTS	GRADES

**SECTION I – PROJECT ACTIVITIES**

SUMMARIZE THE PRIMARY BENEFITS OF THIS GRANT PROJECT IN THE SPACE PROVIDED.

DESCRIBE ANY PROBLEMS ENCOUNTERED DURING THE IMPLEMENTATION OF THIS GRANT PROJECT.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6<sup>th</sup> Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).

**SECTION II - ACTIVITIES**

**Activity 1 - LIBRARY MEDIA SERVICES**

Evaluation Method, Measurement Tool, and SMART Goal:

Results:

**Activity 2 - TECHNOLOGY**

Evaluation Method, Measurement Tool, and SMART Goal:

Results:

**Activity 3**

Evaluation Method, Measurement Tool, and SMART Goal:

Results:

**SECTION II – ACTIVITIES (CONTINUED)**

**Activity 4**

Evaluation Method, Measurement Tool, and SMART Goal:

Results:

**Activity 5**

Evaluation Method, Measurement Tool, and SMART Goal:

Results:

**Activity 6**

Evaluation Method, Measurement Tool, and SMART Goal:

Results:

**SECTION II – ACTIVITES (CONTINUED)**

**Activity 7**

Evaluation Method, Measurement Tool, and SMART Goal:

Results:

**Activity 8**

Evaluation Method, Measurement Tool, and SMART Goal:

Results:

**SECTION III - CHARTER SCHOOL SIGNATURE**

I, the undersigned, as official representative designated by the Board of Directors, certify the Charter School to be in compliance with the assurances signed in the application.

SIGNATURE OF CHARTER AUTHORIZED REPRESENTATIVE

DATE

PRINT NAME OF CHARTER AUTHORIZED REPRESENTATIVE

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