



Ohio

Request for Application

SUBGRANTEE – FEDERAL CHARTER SCHOOLS PROGRAM (CSP) GRANT

Implementation Applicants Only

Ohio Department of Education

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INTRODUCTION

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 state educational agencies (SEAs) for the purpose of increasing national understanding of the charter school model and to expand the number of high-quality charter schools available to students across the nation.

The Ohio Department of Education (the Department) received a competitive, five-year CSP grant from the U.S. Department of Education in October 2015, which continues through Sept. 30, 2020. The purpose of the grant is to financially support the planning, program design and initial implementation of newly opening high-quality community schools (known as "charter schools" in other states). The purpose of Ohio's CSP grant is to increase the number of high-performing community schools and the percentage of community school students enrolled in these schools and to prioritize serving students who are educationally or socioeconomically disadvantaged

The Department received a five-year award for the creation of high-quality charter school planning and implementation subgrants to carry out the following objectives:

1. Provide high-quality educational options to Ohio's most disadvantaged students;
2. Stimulate the creation of high-performing community schools that operate successfully under the CSP program utilizing quality practices; and
3. Increase academic performance of students attending community schools.

The Department will monitor progress toward these goals on an annual basis throughout the duration of the grant.

REGULATIONS AND GUIDANCE

Applicants should be aware of the following relevant provisions and guidance for the CSP: [January 2014 CSP Nonregulatory Guidance](#); [2 CFR Part 180](#), Nonprocurement Debarment and Suspension; [2 CFR Part 200](#), Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards; and Education Department General Administrative Regulations ([EDGAR](#)), 34 CFR Parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, 99.

ELIGIBLE APPLICANTS

To be eligible for a planning or implementation subgrant, applicants must first conform to the federal definition of a public charter school in the Elementary and Secondary Education Act (ESEA) [P.L. 107-110, Section 5210(11)] and must provide evidence that the community school is a public benefit corporation or nonprofit. In Ohio, public charter schools are known as community schools.

The term charter school, or community school, means a public school that:

- a. Is 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 requirements in paragraphs a through l of this definition;
- 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, title II of the Americans with Disabilities Act of 1990, as amended, 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. 20 U.S.C. 7221i(1).

Secondly, the applicant must plan or implement a high-performing, site-based general education school. For the purposes of this subgrant, the Department defines a site-based school as a school where students primarily receive their instruction under the supervision of teachers in physical classroom settings. Additionally, for the purposes of this subgrant, the Department defines general education schools as community schools serving any grades from kindergarten through 12, which also may include schools primarily serving students with disabilities. Currently, CSP grant funding may be used only for site-based community schools with a general education program serving any grades from K-12.

In addition, community schools receiving CSP funds must provide all students in the community with an equal opportunity to attend the charter school [20 U.S.C. 7221-7225g].

Furthermore, under the state's CSP subgrant program, a developer/founder requesting a planning subgrant or a newly established community school applying for an implementation subgrant must implement a community school based on a model with a track record of high-quality academic performance. The following performance measures are used in the identification of a high-performing community school model for the purposes of the Ohio's CSP grant:

1. Demonstrated student academic achievement or growth as operationalized as either -
 - Value-Added grade of A or B on the 2018-2019 Report Card and
 - A Performance Index grade of A, B, or C on the 2018-2019 Report Card or
 - An increase in Performance Index score in each of the last three years; and
 - The school had a higher Performance Index Score for 2020-2021 than the traditional public district in which the school was physically located.
 - Four-Year Graduation Rate grade of A or B on the 2018-2019 Report Card and
 - A Performance Index grade of A, B, or C on the 2018-2019 Report Card or
 - An increase in Performance Index score in each of the last three years; and

- The school had a higher Performance Index Score for 2020-2021 than the traditional public district in which the school was physically located.
 - K-3 Literacy Improvement grade of A or B if no other graded report card measures are available; and
 - The school earned neither an Overall Value-Added Grade nor a Four-Year Graduation Rate Grade on the 2018-2019 Report Card; **and**
 - The school had a higher Performance Index Score for 2020-2021 than the traditional public district in which the school was physically located.
2. In addition to the performance measures mentioned in item 1 above, the community school must meet the following criteria:
- a. The community school must be in good standing with its sponsor; and
 - b. Audits of the community school conducted by the Auditor of State or other independent auditor do not identify any significant compliance issues.

Applicants must implement a community school based on a high-performing educational model as an eligibility requirement for the CSP grant. As such, applicants must identify the proven educational model that is either on the Department's [high-performing community school list for the purposes of the CSP grant](#) or identify the educational model from another state where the existing school implementing the model earned grades for achievement and growth measures on the school's state report card that are equivalent to Ohio's report card system and Ohio's definition of high-performing (see pages 5-6). If identifying an out-of-state proven educational model, as described above, the applicant must provide the supporting state report card(s) demonstrating the school implementing the model earned grades equivalent to Ohio's report card system and high-performing community school definition. The Department will not consider an application if a community school contracting with a CMO/EMO identifies a high-performing educational model operated by a different CMO/EMO.

Sponsor Eligibility

Eligible community school applicants are under contract with a sponsor that meets the following criteria:

- Rated Overall Effective or better for three most recent years & scored a 3 or 4 on standards D.02 Enrollment and Financial Reviews, D.03 On-site Visits, D.4 Site Visit Reports, D.05 Performance Monitoring, D.07 Annual Performance Reports, E.01 Renewal Application and E.02 Renewal and Non-Renewal Decisions or submission of a corrective action plan to Department staff to meet the 3-point expectation for the current Sponsor Evaluation or
- Rated Overall Effective for most recent evaluation, receive a 3 or 4 on the majority of Absolute Priority standards: D.02 Enrollment and Financial Reviews, D.03 On-site Visits, D.4 Site Visit Reports, D.05 Performance Monitoring, D.07 Annual Performance Reports, E.01 Renewal Application and E.02 Renewal and Non-Renewal. Or submission of a corrective action plan to meet the 3-point expectation for the current Sponsor Evaluation for **three** or less of the Absolute Priority standards

Based upon the criteria listed above, the sponsors listed below are eligible for CSP without submission of a corrective action plan:

| IRN | Sponsor Name |
|--------|-----------------------------------|
| 000862 | Buckeye Community Hope Foundation |
| 062893 | Bowling Green |
| 016998 | Ohio Council of Community Schools |
| 012931 | ODE Office of School Sponsorship |

The following sponsors on the following page meet the criteria for submission of a corrective action plan(s) (CAP) and have received approval from the Department

| IRN | Sponsor Name | Standards engaged in CAP Process |
|--------|-----------------------------|----------------------------------|
| 043786 | Cleveland Municipal | D.03 and D.04 |
| 083249 | St Aloysius Orphanage | D.05 and D.07 |
| 000821 | Thomas B Fordham Foundation | D.02 |
| 048199 | ESC of Lake Erie West | E.02 |
| 123257 | North Central Ohio ESC | D.04, D.05, D.07, E.01, and E.02 |

Additional eligibility requirements for Ohio's CSP subgrantees include:

- A community school developer/founder applying for a planning grant must hold a preliminary agreement describing the intention of an eligible sponsor and the developer to pursue, in good faith, the execution of a community school contract; and
- The applying community school must be sponsored by an eligible sponsor and meet the following criteria:
 - Be entering its first year of operation (opening for the first time in the fall of 2022) if applying for an implementation subgrant;
 - Be in its second year of operation (open for the first time in the fall of 2021) at the time of the CSP subgrant application submission (note: applicants meeting this criterion will only be eligible for one year or 12 months of implementation subgrant funds); or
 - Hold a preliminary agreement between the sponsor and the governing authority, adopted prior to March 15, 2022, with an intention to open for the first time in the fall of 2022 (opening for the first time in the fall of 2023 if applying for a planning grant).

INELIGIBLE APPLICANTS

Ineligible community school applicants meet any of the following criteria:

- Dropout prevention and recovery community schools, as defined in Ohio statute ORC 3314.35 (A)(4)(a)
- E-schools, as defined in Ohio statute ORC 3314.02 (A)(7)
- Community schools that received CSP grants directly from the U.S. Department of Education or Ohio subgrants for the same activities prior to 2015
- Community schools that are in their third year of operation or more at the time this request for application is issued
- Community schools with designated feeder patterns because their enrollment policies do not align with the federal definition of a community school

- Community schools identifying a high-performing educational model not operated by its contracted CMO/EMO
- Community schools unable to demonstrate an “arms-length” relationship with its contracted CMO/EMO

Sponsor Ineligibility

Ineligible community school applicants for the 2022-2023 CSP subgrant competition are under contract with a sponsor that did not meet the criteria outlined in the "Sponsor Eligibility" section of the Request for Application, and the sponsor does not appear on the list of eligible sponsors above.

MULTIPLE COMMUNITY SCHOOLS

A community school may not receive more than one grant for planning and implementation activities; therefore, the Department shall not award a CSP planning or implementation subgrant to multiple community schools established under a single charter contract and IRN where the community schools are merely extensions of each other (e.g., one community school with multiple campuses). This also is true for community schools established under separate charters if, in fact, they are operated as one community school. However, the Department may award CSP planning or implementation subgrants to multiple community schools established under a single charter, or to multiple community schools holding separate charters operating under a single governing board, if each of the community schools meets the federal definition of "charter school" and the schools truly are **separate and distinct from each other**.

Pursuant to the federal CSP Nonregulatory Guidance [Section C-1], key factors to be considered when determining whether multiple community schools created under a single charter or multiple charters held under a single CMO are considered to be separate and distinct include:

- a) The terms of the charter;
- b) Whether the charter schools were established and are recognized as separate schools under the state's charter school law;
- c) Whether the charter schools have separate performance agreements with their authorized public chartering agencies;
- d) Whether each school separately reports its academic performance for ESEA reporting purposes;
- e) Whether the schools have separate facilities;
- f) Whether the charter schools have separate staffs; and
- g) Whether the charter schools' day-to-day operations are carried out by different administrators.

EDUCATIONAL SERVICE PROVIDERS

Schools choosing to engage a Charter Management Organization (CMO) or an Education Management Organization (EMO) must demonstrate that they and their governing authorities are independent of the provider and that all fees and agreements are fair and reasonable as outlined in statute. **The CMO or EMO does not qualify as an eligible applicant, nor may it hold or manage a CSP subgrant awarded to a school. CSP subgrant awards for implementation or planning are awarded to the school. The governing authority of the school must maintain oversight of the CSP grant.**

Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the CMO or EMO, is identified to administer the subgrant [34 CFR 75.700-75.702 and 76.701]. The Department will require an assurance that the involvement of any Educational Service Provider (ESP), whether for-profit or non-profit, remains at "arms-length" and has no involvement with the administration of the subgrant.

An applicant for the planning or implementation subgrant program will be required to submit a copy of the contract between their governing board and the CMO or EMO, as part of Appendix 10: Disclosure Information and Appendix 12: Charter/Education Management (CMO/EMO) Questionnaire, to verify the "arms-length" agreement between the two entities, as required by federal guidance. The contract between the community school governing authority and the CMO/EMO must include a provision allowing the governing authority to terminate the contract for cause prior to the end of the term. The contractual fees must be reasonable. If an applicant holds a contract with a CMO/EMO, the applicant must provide a detailed explanation and breakdown of services included and how the contractual fees are reasonable.

In determining whether a community school subgrant recipient is independent from the CMO or EMO hired to manage the day-to-day operations of the community school, the Department will consider the following factors outlined in the federal CSP Nonregulatory Guidance dated January 2014:

- a. Whether the community school's governing board is selected by, or includes members who are employees of, the CMO or EMO;
- b. Whether the community school has an independent attorney, accountant, and audit firm that works for the community school and not for the CMO or EMO;
- c. Whether the contract between the community school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifies reasonable and feasible terms under which either party may terminate the contract (e.g., the community school does not lose the right to use facilities);
- d. Whether the fee paid by the community school to the CMO or EMO is reasonable for the type of management services provided; and
- e. Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated [Section B-13, Nonregulatory Guidance].

As a general matter, subgrantees must avoid direct or indirect conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal CSP Nonregulatory Guidance [2 CFR 200.317-326, Procurement Standards; Appendix II to Part 200, Contract Provisions for Non-Federal Entity Contracts Under Federal Awards].

LOTTERY AND ENROLLMENT REQUIREMENTS

The enrollment policy of a community school receiving CSP grant funds must include a lottery (random selection) process if more students apply for admission to the community school than can be admitted [20 USC 7221i(1)(H)]. Applicants are required to submit the community school's board-adopted enrollment policy and procedures as Appendix 1 of the application package. The policy and/or procedures should clearly describe how the lottery will be administered, how families will be informed of the opportunity to submit an application to the lottery and how families will be informed about the outcomes of the lottery.

All eligible applicants for admission must be included in the lottery process (see exemptions below). Once a student has been admitted to the community school through an appropriate process, he or she may remain in attendance through subsequent grades. More detailed information on Lottery and Enrollment Requirements can be found in Section E of the federal CSP Nonregulatory Guidance.

NOTE: Community schools with designated feeder patterns do not meet the federal definition of a community school and will be ineligible for the purposes of the CSP subgrant competition.

Exemptions

While all eligible applicants for admission to the school generally must be included in the lottery, a school may exempt certain categories of applicants from their lottery within its enrollment policy per the federal CSP Nonregulatory Guidance dated January 2014:

- Students who are enrolled in a public school at the time it is converted into a community school;
- Students who are eligible to attend, and are living in the attendance area of, a public school at the time it is converted into a community school;
- Siblings of students already admitted to or attending the same community school;
- Children of a community school's founders, teachers and staff (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment per ORC 3314.06(H)); and
- Children of employees in a work-site community school (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

NOTE: Although ORC section 3314.06 allows for other exemptions, these exemptions are not allowed for schools receiving CSP subgrants [20 USC 7221i(1)(H)].

CSP subgrantees' lottery and enrollment policies shall not include preference for students in other community schools operated by the CMO/EMO.

Enrollment Policy

The following elements must be addressed in the community school's enrollment policy submitted as an attachment to the subgrant application:

- How the community was/will be notified of the community school's opening;
- The date of the first, and thereafter annual, lottery;
- The community school's definition of "founding family" and the percentage of students to be enrolled as children of founding families;
- The community school's definition of "staff" and the percentage of students to be enrolled as children of staff members; and
- The processes and procedures that will guide how the lottery will be conducted, including the procedures for students placed on a waiting list.

Weighted Lotteries

The use of weighted lotteries is not permitted by community schools receiving CSP funds.

The Department strongly encourages community schools to use targeted marketing strategies related to outreach, recruitment and retention for all students, including educationally disadvantaged student populations that the school is seeking to enroll [Section E-3, E-3a of the CSP Nonregulatory Guidance dated January 2014].

FUNDING INFORMATION

Application Deadline and Period of Availability

The CSP application window opens Monday, May 2, 2022 and closes Friday, June 3, 2022. CSP grant funds will be available to the successful applicants from the date of award notification but no sooner than July , 2022, through June 30, 2023. Applications and additional information are submitted through the Department's e-grant applicant system, the Comprehensive Continuous Improvement Plan (CCIP). Please see Duration and Types of Subgrants below for additional information on funding.

Total Funding Amount

Funding is dependent on availability of funds. If Ohio's CSP grant funding is decreased or eliminated, the CSP subgrantee's funding may be decreased or eliminated.

Local education agencies or districts receiving a designation of academic distress are subject to an academic distress commission. Per ORC section 3302.10(D), the academic distress commission, in consultation with the state superintendent and the chief executive officer, shall be responsible for expanding high-quality school choice options in the district. As part of the CSP subgrant competition, the Department created a CSP reserve fund, which designates a portion of the grant funding for community school applicants located in school districts designated in academic distress. Eligible community school applicants whose facilities are located in the identified areas will be evaluated on the same criteria and in the same manner as all other eligible applicants but successful applicants will only compete with proposals submitted from that territory to receive a portion of the CSP reserve fund.

CSP Reserve Fund territories:

1. A school district subject to an academic distress commission under Ohio Revised Code 3302.10; or

2. A municipal school district, as defined in Ohio Revised Code 3311.71(A)(1).

Duration and Types of Subgrants

Successful applicants will receive a one-year planning, a one-year implementation year 1 or a one-year implementation year 2 subgrant. Recipients of planning subgrants will be given the opportunity to receive year 1 and year 2 implementation subgrants (contingent on availability of funds). The criteria for gauging a planning grantee's readiness to receive an implementation year 1 grant (this will be a separate, streamlined process from the application process) will include, but is not limited to:

- Quality and feasibility of the school's academic plan;
- School's performance measure targets for student attainment and student achievement;
- Quality and feasibility of the school's plan for recruiting, admitting, enrolling, serving and retaining educationally disadvantaged students;
- Quality of stakeholder and community outreach conducted during the planning process;
- Location similarity; and
- Quality and feasibility of the school's financial plan.

Similarly, recipients of implementation year 1 subgrants will be given the opportunity to receive year 2 implementation subgrants. Quality and operational criteria will be specified that must be met to receive a year 2 implementation subgrant (this again will be a separate, streamlined process from the application process). These criteria will reflect the school's year 1 implementation experience in multiple areas – enrollment/retention; staffing and academic program implementation; student academic performance, including performance of educationally disadvantaged students; operational management; financial management; and stakeholder/community engagement.

Recipients of implementation year 2 subgrants are not eligible to receive any additional funding and cannot exceed a 12-month grant period.

Following are three examples of average base award amounts and allocations by phase that are available during the 2022-2023 school year.

Example 1: Planning/Implementation Award (not to exceed 36 months)

If the community school has not yet opened for students, the subgrant period is broken down into two phases: 1) the planning phase, not to exceed 12 months; and 2) the implementation phase, not to exceed 24 consecutive months. New school developers/founders that apply during the planning year may be eligible for a total estimated award up to \$700,000, which includes the following funding amounts:

- Planning phase: \$100,000
- Implementation phase 1: \$350,000
- Implementation phase 2: \$250,000

It should be noted that the total duration of the subgrant period cannot exceed 36 months (12 months for planning and 24 months for implementation). If awarded a planning grant, a community school applicant must complete a renewal application each fiscal year while also meeting all established criteria to maintain the CSP grant funds over the allotted grant period.

Example 2: Year 1 Implementation Award (not to exceed 24 months)

If the community school is ready to open for the first year of operation during the 2022-2023 school year, the school, if awarded CSP funds, will immediately enter the implementation phase, not to exceed 24 consecutive months. New schools that apply that are about to enter their first year of operation or during their first year of operation may be eligible for a total estimated award up to \$600,000, which includes the following funding amounts:

- Implementation phase 1: \$350,000
- Implementation phase 2: \$250,000

If awarded an implementation grant, a community school applicant must complete a renewal application each fiscal year while also meeting all established criteria to maintain the CSP grant funds over the allotted grant period.

Example 3: Year 2 Implementation Award (not to exceed 12 months)

If the community school is operational when the subgrant application is submitted and the school's first year of operation was during the 2021-2022 school year (i.e., the school is in its second year of operation), the subgrant, if awarded, immediately enters the implementation phase. Schools opened during the 2021-2022 school year are eligible for a total estimated award up to \$250,000, which includes the funding for the second year of operation.

Continuation of Awards

Planning/Implementation subgrant recipients that are in good standing will receive an offer to renew following their first year in the subgrant program with instructions for continuing their subgrant. The continuation funding is not competitive but is subject to the availability of federal funds, contingent upon performance, compliance, financial and operational obligations, as evaluated by Department staff, on the basis of the following 12 criteria:

- Subgrantee has made substantial progress in achieving the goals and objectives of its current CSP grant.
- Subgrantee has expended funds in a manner that is consistent with its approved application and budget.
- Subgrantee uses financial controls to successfully manage its grant.
- If the school chooses to engage a charter management organization (CMO) or educational management organization (EMO), the school and its governing authority are independent of the provider, and all fees and agreements are fair and reasonable.
- Subgrantee has adopted and implements conflict of interest policies that prevent real or apparent conflicts of interest.
- Subgrantee is in compliance with the charter contract between its authorized sponsor and the governing authority.
- Subgrantee is operating in compliance with the assurances in its approved application, including those applicable to federal civil rights laws that prohibit discrimination in programs or activities receiving federal financial assistance from the Department.
- Subgrantee does not have litigation that impacts the ability of the governing authority to meet the objectives within the CSP grant application. Adding this additional language will allow the Department to review the merits of any pending litigation and determine the potential impact on the CSP grant. If the circumstances of the case were to change and the litigation would impact the ability of the governing authority to meet the objectives within the CSP grant application, the Department would suspend all CSP related activities and place the school on a Corrective Action Plan. Subgrantee has submitted all required reports fully complete and on time or under an approved extension to the Department or its independent monitor.
- Subgrantee informs students and parents in the community about the school.
- Subgrantee involves parents and other members of the community in the planning, design and implementation of the school.
- If the subgrantee received a corrective action plan as part of its fall desk review or spring site-visit, the subgrantee successfully implemented all requirements in the corrective action plan, including within the timeframes specified.

Continuation of funding may be terminated if substantial progress is not being made to accomplish the subgrant project goals or if the community school fails to make satisfactory student academic progress according to EDGAR, Section 75.253.

A community school awarded an implementation subgrant that reports fewer than 25 FTE (ORC section 3314.03(A)11(a)) in the sponsor assurances and/or the October EMIS reporting is subject to subgrant termination.

USE OF FUNDS

The Department created an [Allowable Costs Guide](#) for CSP subgrantees. To access the guide, click [here](#). All funded activities must support and be consistent with the stated intent of the approved community school. Under the allowable activities described in the Elementary and Secondary Education Act, Title V, Part B, Section 5204(f)(3), Planning/Implementation subgrant funds are restricted to the following:

Planning and Program Design (see [Allowable Costs Guide](#))

The following are examples and not an exhaustive list:

- Post-award planning and design of the educational program, including refinement of the desired educational results and of the methods for measuring progress toward achieving those results;
- Development and implementation of plans and systems to increase student academic proficiency rates, close achievement gaps and increase high school graduation rates;
- Professional development of teachers and other staff who will work in the community school.

Initial Implementation of the Community School (see [Allowable Costs Guide](#))

The following are examples and not an exhaustive list:

- Informing the community about the school;
- Acquiring necessary equipment and educational materials and supplies;
- Acquiring or developing curriculum materials; and
- Minor renovations or repairs related to the implementation activity of the school (i.e. expanding existing power sources to the new space to be used for expansion activities);
- Costs related to initial implementation of remote learning
- Other initial operational costs that cannot be met from state or local sources, which may include, but are not necessarily limited to, the following:
 - a. Costs associated with creating and implementing office functions, such as accounting systems, attendance and registration systems, and human resources policies;
 - b. Costs associated with the installation of computers, data systems, networks and telephones;
 - c. 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 community school is allowable as an initial operational cost. The community 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 community school); and
 - d. Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.

All the expenses described in (a)-(d) are allowable under the CSP only to the extent that they are related to the initial implementation of the community school and cannot be met from state or local sources, cannot be ongoing in nature and is not an expense referenced in the unauthorized activities section. A CSP subgrantee must demonstrate that state or local funds are unavailable to cover the expense at issue. If the community 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 community school has met its burden of showing that the “other initial operational costs” 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)].

Unauthorized Activities of the Planning/Implementation Subgrant (see [Allowable Costs Guide](#))

The following items are examples and not an exhaustive list that **cannot** be funded and should not be requested:

- Capital expenses, such as acquisition, renovation or enhancement of a facility, technology leases, elevators, water main valves, permanent fixture of equipment/furniture, including installation of playground and/or fitness equipment (rental or occupancy costs will be considered for a reasonable period of time before the school opens);
- Acquisition of any vehicle;
- Construction and any related construction activities, such as architectural renderings and engineering activities (excluding ADA compliance) See Appendix 13-Renovation and Repair;
- Recurring operational expenses to include administrative and programmatic activities, such as utilities, teaching, administrator salaries (allowable under certain circumstances), professional dues or memberships and transportation of students;
- Indirect costs;
- Costs for student expeditions/field trips, travel, etc.;
- Employee hiring/recruitment expenses, such as a placement firm or travel for prospective employees (small amounts for advertising are fine);
- Non-educational, non-informative promotional/novelty items for advertising, events or recruiting;
- Grant oversight expenses (all grant oversight should be done on-site by an employee of the community school);
- Gift certificates, food or alcoholic beverages, school apparel for staff or students;
- Fines and penalties or lobbying expenses;
- Program expenses outside the school’s charter contract, (i.e., before-/after-school programs);
- Costs associated with the initial licensure or renewal of teacher licensure (including costs of continuing education credits for professional development coursework completed at a college or university);
- 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); and
- Expenditures that are not “allowable, allocable, or reasonable” as defined in the Nonregulatory Guidance Handbook (updated January 2014) and the Uniform Guidance [2 CFR 200].

PARTICIPATION, EVALUATION AND REPORTING

CSP subgrants are awarded to community schools able to demonstrate eligibility; meet or exceed the competitive application threshold; use funds according to federal guidelines; comply with reporting requirements, due dates and all applicable laws and rules; and participate in trainings and meetings associated with the subgrant. Subgrantees are expected to meet evaluation and reporting requirements while participating in technical assistance provided by the Department.

Monitoring

Under all federal programs, the Department is required to annually assess subgrantees and their applications to identify potential fiscal and programmatic risks, which may result in increased reporting, additional training, additional technical assistance, corrective action and/or subgrant suspension or termination. For the purposes of the CSP subgrant, all subgrantees are labeled as “High-Risk” and will receive ongoing monitoring reviews.

The grants administrator in the Office of Community Schools, and other staff, will monitor and provide program oversight, including technical assistance to all subgrant awardees. These professionals will also provide instructions on the reimbursement process for the subgrant.

As a condition of this federal subgrant, the Department is responsible for evaluating and monitoring subgrantees, whom will be evaluated and monitored for adherence to federal rules and regulations and accomplishing performance goals. The monitoring system reviews all CSP subgrant awardees following the issuance of the official award.

Compliance issues may arise during the Department's monitoring activities. Issues uncovered by the Department will be communicated to the sponsor and will result in immediate rectification or a corrective action plan. If a corrective action plan is required, all future monitoring activity will include adherence to the corrective action plan commitments. Community schools awarded a CSP subgrant that have persistent and/or extended non-compliance of the CSP grant activities may lead to termination of the subgrant and/or may lead to termination of the charter contract. The Department and sponsors will closely review community school audits for any findings or compliance issues. These issues will be addressed in the same manner as aforementioned.

The Department CSP grant activities, including all Ohio CSP subgrantees, are subject to an independent monitor. The independent monitor will perform periodic "agreed-upon procedures" (AUPs) that address the major areas of program implementation risk, including monitoring the Department and its subgrantees.

Reporting

The Department is required to track specific information as part of the federal CSP grant. Therefore, subgrantees (and/or sponsor) will be required to:

- Submit to the Department either a copy of the signed preliminary agreement executed on or before March 15 (with the CSP subgrant planning application) or community school contract and performance framework with the sponsor for the operation of the community school executed on or before May 15 (with the CSP subgrant implementation application);
- List current board members, with officers identified, including a résumé for each board member listed (with the CSP subgrant application);
- Notify the Department of any administrator, leadership or board turnover at the community school during the subgrant cycle using the Department's compliance system.
- Should the school's subgrant contact need to change, ensure the Department's Ohio Educational Directory System (OEDS) database is updated;
- Demonstrate compliance with the community school contract with the sponsor at all times during the subgrant period using the Department's compliance system;
- Provide information requested via surveys and other data collection projects using the methods identified by the Department;
- Submit interim reports, reimbursement requests and any other required information in a timely and efficient manner using the methods identified by the Department;
- File a final expenditure report within 90 days of the end of the budget period. These reports will be completed within the Department's e-grant system, the [CCIP](#).
- File a final grant activities report within 90 days of the end of the budget period using the Department's compliance system. The report will contain at a minimum:
 - Executive Summary;
 - Report on each subgrant project goal, including data and information that support the outcome of each goal;
 - Expenditure report detailing percentage of awarded subgrant expenditures; and
 - A property inventory of all equipment and non-consumable goods purchased with CSP subgrant funds [2 CFR 200, Sections 200.313 and 200.439].

FISCAL PROCEDURES

No funds may be obligated prior to receiving a notice of award and a CCIP substantially approved date of the subgrant. The CCIP is the Department's unified grants application and verification system that consists of two parts, the planning tool and the funding application. The CSP subgrantees will utilize the funding application that contains the budget, project cash requests and final expenditure reports. Accounting of the subgrant is

required. Records of both encumbrances and expenditures are to be kept by expenditure codes as prescribed by the Department. If stipends are paid with subgrant funds, there must be documentation of time and effort.

For purposes of these subgrants, obligations are considered to have been incurred as follows [34 CFR 75.707]:

- 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 and must contain sufficient detail as to how the service is considered to be a start-up activity.

Each community school awarded a subgrant must provide the Department, as part of its independent audit, an audit schedule of the subgrant showing receipts and expenditures. Program funds may not be used to pay for or be applied to audit costs.

Project Cash Requests

All activities, expenditures and required reporting related to each phase of the subgrant, must be completed within the phase of the subgrant for which they were budgeted. At the end of each phase of the subgrant, the Department will request an update on the status of project activities. The subgrantee must complete a renewal application detailing program activities with an updated budget and budget narrative prior to entering the next phase of the subgrant.

No funds may be obligated prior to receiving a notice of award and a CCIP substantially approved date of the subgrant. All activities and expenditures related to each phase must be completed within the phase of the subgrant for which they were budgeted. All requests for reimbursement must be submitted no later than 90 days after the end of the budget period.

All project cash requests must be submitted during the active budget period and no later than 90 days after the end of the budget period, but costs must occur during the budget period. Submission of project cash requests (PCRs) with all supporting documentation of expenditures is limited to twice per month, the 15th and the last day of each month, with reimbursement occurring once per month. The subgrantee is required to submit a final expenditure report in the CCIP by Sept. 30 each year documenting all allowable expenditures allocated during the budget period. All PCRs must be accompanied by a completed Project Goals Budget Spreadsheet, with all expenditures documented, that aligns with the subgrantee's executive summary, project goals and activities.

Planning and Implementation Year 2 subgrant allocations are limited to 12 months only without the ability to carryover any unexpended funds. If the community school CSP Implementation Year 1 subgrantee does not expend the full subgrant allocation during the fiscal year, the remaining funds may be carried over to the following fiscal year (Implementation Year 2) if the subgrantee receives an Implementation Year 2 award, a budget modification request is presented at the time of the Implementation Year 2 request (application), and the proposed budget is approved.

NOTE: Subgrant funds will be funded on a reimbursement basis only.

GENERAL SUBGRANT MANAGEMENT

All subgrant records must be maintained for three years following submission of the final report.

Ohio Revised Code 149.43 provides the definition of a public record. To review the definition, please click [here](#).

Conflicts of Interest

As a nonprofit or public benefit entity receiving public funds, community schools must avoid conflicts of interest when administering grants and entering into contracts for equipment and services. Both federal and state laws regarding conflicts of interest are very strict. It is the responsibility of the community school's governing authority to be in compliance with the [Ohio Ethics Law, ORC Chapter 102](#) and ORC 3314.03 regarding conflicts of interest. Applicants for the CSP Planning/Implementation subgrant are required to submit a copy of the community school's conflicts of interest policy as part of Appendix 10 of the application and disclose relationships to the Department. Should a potential conflict of interest be identified during the application process, the application would be deemed ineligible if the conflict cannot be remedied by the date of award and to the satisfaction of the Department. If the community school has questions regarding potential or actual conflicts of interest, the community school should contact the Ohio Ethics Commission.

The list below identifies examples of conflicts of interest. This is provided as an example and is not intended to serve as a comprehensive list of possible conflicts and, in some cases, an appropriate course of action may properly address the issue:

- A community school's governing authority includes sponsor staff as voting or non-voting members.

- A community school's governing authority contracts with the sponsor for a fiscal officer but the fiscal officer's responsibilities for the sponsor include oversight and evaluation of the school's financial records.
- A community school's governing authority directly or indirectly employs sponsor staff that have decision-making authority for both the sponsor and the school.
- The community school hires a spouse or family member of the sponsor or the school's leadership.
- The community school buys goods or services from entities owned or controlled by any members of the sponsor's board or school leadership.

Misuse of Funds and Subgrant Termination

If it is determined that any subgrant funds have been misused, such funds must be returned to the Department, and the Department may terminate the subgrant award upon 30 days' written notice if it is determined that the applicant is not fulfilling or failed to fulfill the funded activities and program responsibilities as specified in the approved application.

Equipment Definition (34 CFR 80.32)

Every school district/agency purchasing equipment with federal funds should have an approved definition of equipment. If there is none, the federal definition applies as follows:

Equipment is any tangible, nonexpendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit. The district/agency must use the same definition for all equipment whether it be funded by federal, state, local or other funds. There cannot be two different definitions — one for federally funded equipment and one for other-funded equipment.

The district/agency definition for equipment may include an acquisition cost of less than \$5,000 per unit, such as \$1,000 or \$500 per unit, but the definition cannot include an acquisition cost exceeding \$5,000, such as \$5,500 or \$7,000 per unit.

Equipment Inventory (34 CFR 80.32)

All equipment purchased under this subgrant must be inventoried and such property is the property of the school (refer to ORC 3314.0210). The community school's inventory control policies and procedures should be aligned with Auditor of State bulletins and available upon request by the Department. The following inventory control process must be implemented:

1. The district/agency must maintain an inventory of equipment purchased with federal grant funds until disposition takes place.
2. The inventory records must include:
 - a. Description of the item;
 - b. A serial number or other identification number/barcode;
 - c. Funding source of the item (name of funding title/grant);
 - d. Name of holder of title;
 - e. Acquisition date;
 - f. Acquisition cost;
 - g. Percentage of federal participation in the cost of the item;
 - h. Location of the item;
 - i. Use and condition of the item, and;
 - j. Any ultimate disposition data including date of disposal and the sale price of the item.
3. A physical inventory and reconciliation with records is required every two years. Also, an inventory control system and equipment maintenance procedures must be implemented.

Note: When purchasing numerous items of the same type that are not consumable and the total for all items is \$5,000 or more, all items must be labeled and inventoried as outlined in the Request for Application (pages 17-18).

Return of Equipment Purchased with Federal Funds

Anything paid for with federal funds (such as CSP subgrant funds) is subject to disposition rules under the Uniform Guidance [2 CFR 200.313 and 200.314].

Disposition of Equipment (34 CFR 80.32)

Equipment may be disposed of with no obligation to the federal government, if ALL the following criteria are met:

- Equipment is no longer needed in the current program.
- Equipment is not needed in other programs currently or previously funded by a federal agency.

The equipment item has a current per-unit fair market value of less than \$5,000. If the district/agency disposes of equipment with a fair market value of less than \$5,000, the proceeds must be used to support the program for which the equipment was purchased. If the fair market value is more than \$5,000, the district/agency must contact the Department's Office of Federal Programs for disposition instructions. In the event a community school closes, the disposition of assets must follow the Department's established Closing Procedures.

Equipment Records Retention (34 CFR 74.53)

Records for equipment acquired with federal funds must be retained for three years from the date the district/agency submits the final expenditure report for the funding period. If there is an audit exception, the district/agency must keep the records until all litigation, claims or audit findings have been resolved and final action taken.

APPLICATION TECHNICAL ASSISTANCE

Prospective Planning/Implementation subgrant applicants are encouraged to participate in an applicant technical assistance webinar. The date and time for the session will be published on the Department's website. The Department will provide timely information and assistance to parties who are interested in applying for subgrant funds. Technical assistance may include: frequently asked questions, videoconferencing, webinars, conference calls and in-person training.

REVIEW PROCESS

Ohio's CSP subgrant competition review process includes two levels: a technical review and a peer review. If CSP applicants are in participating Needs Assessment Advisory Group territories, the Peer Review of Competitive Preference Priorities will include metrics on local preferences. These preferences are stated by each Needs Assessment Advisory Group (NAAG), an organization located in an urban area that consists of school, business and government leaders. The Department will publish each participating NAAG's stated preferences on its website no later than 10 days prior to releasing the grant in the Comprehensive Continuous Improvement Program (CCIP).

CSP applicants located in districts designated in academic distress will only compete with other applicants from the same district and funding will be subject to Ohio's CSP reserve fund.

Technical Review

The Department staff will conduct a technical review of each application for completeness, adherence to requirements including CMO/EMO relationships, budgetary restrictions, eligibility, including strong evidence and informing the Department how the applicant is implementing a community school based on a high-performing educational model, as defined (see pages 4-5) for purposes of the CSP grant, and compliance with formatting requirements. If a community school contracting with a CMO/EMO identifies a high-performing educational model implemented by a different CMO/EMO, this will result in the disqualification of the application. Failure to pass this technical review may disqualify the application prior to submission to the review panel. If the community school governing authority is unable to demonstrate an "arm's-length" relationship (see

Appendix 12), the applicant will not meet the requirements of the technical review and will be disqualified prior to submission to the peer review panel. The technical review document for Department staff can be found on pages 77-82.

Peer Review

The CSP Planning/Implementation subgrant application is competitive. The Department will establish an expert review team comprised of education stakeholders with expertise in a range of fields including, but not limited to, curriculum and instruction, law, governance, management, leadership, finance, school start-up, policy and community school operations. These reviewers will conduct an evaluation of applications for Planning/Implementation subgrants based on the specific criteria listed in this request for applications. Expert review team members will be free of any conflicts of interest for all assigned applications. Each eligible community school application will be reviewed and scored by, at least, three or more panel members.

The review panel will rank all applicants using the CSP Subgrant Rubric that includes the application narrative sections and applicable appendices, which can be found on pages 85-103.

Ohio's CSP Competitive Preference Priorities

Competitive Preference Priority Points supplement the score without increasing the total points possible for the application. Instead, this category rewards applicants that demonstrate commitment to characteristics the Department prioritizes. Refer to the CSP Subgrant Rubric for the competitive preference priorities evaluation criteria found on pages 87-104.

Competitive Preference Priorities Scoring

Reviewers will consider up to five additional pages outside the application narrative and appendices to score this section. Applicants that do not submit additional explanations for this section will not be scored on the Competitive Preference Priorities, and, therefore, will not be eligible to receive additional points.

Each of the four Competitive Preference Priorities has an established point value, listed below. Applicants are awarded points for a priority if they demonstrate all related criteria. These points are added to the total points earned on the scoring rubric for the application narrative and appendices. The final, total points possible, does not increase.

- *Strategic Replacement (10 points)*: Priority will be given to applications where a high-performing school serves to replace a poor-performing school that is closing or ought to be closed. Within this category, the Department will prioritize innovative applications that replace poor community operators who hold desirable “fixed advantages” such as high visibility locations serving high-need neighborhoods, customer bases of parents and students actively seeking better school options, with high-performing community schools able to do more for students with these advantages.
- *High-Need Location (8 points)*: Priority will be given to applications where a high-performing school will serve a neighborhood where there is no meaningful high-quality option.
- *Educationally Disadvantaged Students (5 points)*: Priority will be given to applications in urban areas that serve high numbers of educationally or socioeconomically disadvantaged students in the state's most challenged urban communities. At a minimum, awarded proposals will serve low-income and minority families at rates greater than current segment averages.
- *Proven Educational Models (5 points)*: Priority will be given to applications that indicate the intention to replicate a successful and proven educational model by an operator/management organization with a proven track record of developing and operating high-performing schools.

The review panel's scores will be the primary factor in determining successful applications and will form the basis of final selection. Applicants are asked to refer to the Department's evaluation criteria and competitive preference priorities outlined in the CSP Subgrant Rubric. Priority points may be awarded for applicants implementing strategies aligning with the competitive preference priorities shown above.

Needs Assessment Advisory Groups

The Needs Assessment Advisory Groups (NAAGs) are organizations located in urban areas that consist of school, business and government leaders. Needs Assessment Advisory Groups that wish to participate in the CSP subgrant review process will do so by providing the Department with a summary of priorities prior to the release of the application within the CCIP. To facilitate this list, the Department will provide each NAAG with demographic, achievement and voucher data (if available) for all schools in its territory. The Department also will also NAAGs on how to use this data to generate a summary of priorities, which will relate to the Competitive Preference Priorities (described and published in the Request for Application). Local priorities identified by NAAGs must comply with all eligibility requirements and cannot establish criteria that discriminates against otherwise eligible applicants.

Each Needs Assessment Advisory Group summary will be posted to the Department's website no later than 10 days prior to the release of the application within the CCIP. The summary will serve as guidance to Peer Reviewers when evaluating applicants from the NAAG's territory. Specifically, the summary will inform the scoring of the Competitive Preference Priorities, which pertain to strategic replacement, high-need location, educationally disadvantaged students and proven educational models. If applicable, peer reviewers will score the Competitive Preference Priorities according to the location's stated needs.

PROPOSED TIMELINE

| Date | Event |
|--|--|
| Monday, April 18, 2022 | Notice of Intent to Apply available |
| Monday, May 2, 2022 | Notice of Intent to Apply submission deadline |
| Monday, April 25, 2022 | Request for applications available |
| Monday, May 2, 2022 | Sponsor School RFA Training |
| Monday, May 2, 2022 | Applications open in the CCIP, the Department's e-grant system |
| Friday, June 3, 2022 | Application deadline |
| Monday, June 27- Friday, July 15, 2022 | Subgrant review and award process |
| Week of Monday, July 25, 2022 | Subgrant award notification |

AWARD PROCESS

The Department will seek to fund the application(s) showing the greatest potential for meeting the primary goals of the program. If the Department identifies items that are unauthorized or not properly categorized that require a CSP subgrant budget modification prior to the subgrant award, applicants will need to submit requested changes prior to the official subgrant award notification. Please note that any applicant that does not provide an approved, revised CSP subgrant budget by the Department's deadlines may not receive a subgrant award.

If awarded a subgrant, the budget period will not begin until all required modifications (if applicable) are submitted to the Department. Funds should not be encumbered or spent until the subgrantee has received the official notice of award.

APPLICATION SUBMISSION

Community school applicants are required to submit a completed PDF copy of the application packet, including all required components, that **MUST** conform to the prescribed submission checklist order.

Comprehensive Continuous Improvement Plan (CCIP)

The Comprehensive Continuous Improvement Plan (CCIP) is a unified grants application and verification system that consists of two parts: the planning tool and the funding application. For the purposes of the CSP Subgrant competition, applicants will only use the funding application that contains the budget page, assurances and the application upload location.

The applicant will complete the budget page in the funding section that complies with the USAS Manual for grant activities. A budget narrative (see Application Narrative Section B: Subgrant Project Goals, Budget and Evaluation Methods) included in the PDF copy of the full application packet is required to explain the use of all CSP grant funding with a detailed itemized description of each budget cell amount. Also, applicants must complete a CSP Subgrant Goals and Activities form for each project to be funded by the CSP subgrant as part of the application packet. Applicants will upload a PDF copy of the full CSP grant application packet in the funding section of the CCIP.

CSP community school applicants must have a Secure Application for Enterprise (SAFE) account, IRN (unique school identifying number) and designated roles in the Ohio Educational Directory System (OEDS) to access the CCIP. The following technical assistance will aid the applicant in obtaining the access needed to enter the CCIP.

- If you do not have a OH-ID Portal account, please click [here](#).
- Don't know if your organization has an IRN? Look it up [here](#). If your organization does not have an existing IRN, [click here](#) for an application form and instructions.
- To establish a new organization in OEDS, please click [here](#).
- To assign roles in OEDS, please click [here](#). Please make sure members of your organization are assigned the roles "Data Entry Funding-CCIP," "CCIP Fiscal Representative" and "CCIP Authorized Representative."

The following links will assist the applicant with navigation and completing the application process in the CCIP:

- To Access the CCIP, click [here](#).
- For CCIP technical assistance videos, sign in to your OH-ID Portal account and click [here](#).
- For guidance on CCIP navigation, sign in to your OH-ID Portal account and click [here](#).

Deadline

Submit a PDF copy of the entire application packet by 4:59 p.m. on Friday, June 3, 2022, to the Department's CCIP system. The electronic version must include all required components (including the preliminary agreement, community school contract (if available) and CMO/EMO contract (if applicable) and in the order prescribed in the checklist using the correct naming convention outlined in this Request for Application. Applications must be submitted by the time and date specified above. Incomplete or late applications will not be considered.

Application Format

Narrative, Sections A through J, cannot exceed 35 pages, (8.5" x 11", standard letter size) with one-inch margins; use Arial, 11-point font. If completing the optional Section K, the applicant may submit up to five additional pages for Section K.

The narrative must address, in sequence, each section identified in the CSP Grant Rubric. Indicate each section letter and title in bold and center this information at the top of each page. Appendices must be in the order outlined in the checklist and immediately follow the application narrative.

Number all pages, and include the community school name, school IRN and the sponsor's name in the header of each page.

Important Note: When uploading Narrative Sections A through K as one document in the CCIP, the applicant must use the following naming convention; Narrative_AthruK

Each appendix is uploaded into the CCIP using the correct naming convention outlined in the Request for Application.

Required Elements

Each applicant must present convincing evidence to the subgrant review panel that the proposal will result in a high-quality, innovative educational option. Special focus will be placed on the applicant's soundness of planning and the ability to link the specific activities described in the subgrant project to the community school's educational vision and enhanced levels of student academic achievement.

The Planning/Implementation subgrant application is structured to reflect the successful implementation of the subgrant; therefore, the school should ensure that all the required elements accurately represent the unique attributes of the school. The applicant should pay particular attention to the following:

- If a community school is currently in operation and serving students, the application must include the data from the most recent year of operation, detailed information as to how the community school overcame the initial challenges of implementation and how the subgrant award will allow the school to expand and/or meet the stated mission of the school.
- Data from other schools outside the state of Ohio should only be included to support the application if the proposed educational model is not currently implemented in the state of Ohio.

See the Application Checklist for the required sequence of application components.

Required Forms

The required forms are listed below. See the Application Checklist attached to this RFA for a complete list with the correct submission sequence. The required forms (1 through 5) must be uploaded as one document in the CCIP using the following naming convention; **Required_Forms**. Form 6 must have the following naming convention; **Project_Spreadsheet**.

1. Cover Page
2. Completed application submission checklist
3. Signed certification page
4. Governing authority signed resolution for the certification page
5. Signed statement of assurances
6. Completed and signed sponsor statement of assurances
7. Project Goals Budget Spreadsheet

Application Narrative

Refer to the Evaluation Criteria and Competitive Preference Priorities, as well as the CSP Subgrant Rubric (pages 83-101) for specific information to be addressed in each section of the narrative. Some sections of the narrative may include specific forms that can be found as attachments to this document. The application narrative must be uploaded as one document into the CCIP using the following naming convention;

Narrative_AthruK

- A. Executive Summary
- B. Subgrant Project Goals, Budget, Budget Narrative and Evaluation Methods
- C. School Community
- D. Educationally Disadvantaged Students
- E. Educational Model
- F. School Goals
- G. Outreach and Engagement

- H. School Personnel and External Support
- I. Governance and Management Plan
- J. Business Capacity and Continued Operation
- K. Competitive Preference Priorities (**Optional**)

Application Appendices

Each application appendix must be uploaded into the CCIP using the following naming convention;

Appendix_Number

1. Community School Enrollment Policy, including Lottery Protocol (required of all applicants)
2. Completed CSP Budget Form (required of all applicants, to be completed in the CCIP, Ohio's e-grant system)
3. Copy of Community School's Annual and Long-term Budgets, and Last Audited Financial Statement (required of all applicants)
4. Copy of Preliminary Agreement or Executed Contract (required of all applicants)
5. Technology Plan (if requesting funds for technology)
6. School Library Development Plan (if requesting funds for library)
7. Professional Development Plan (required if requesting funds for professional development)
8. Marketing Plan (required of all applicants)
9. Performance Management Plan (required of all applicants)
10. Disclosure Information (required of all applicants): Copy of Lease Agreement (if applicable), CMO/EMO Contract or Other Provider Contracts (if applicable), Conflicts of Interest Policy (required), Governing Authority and Founding members disclosure information (required), Treasurer Agreement and Surety Bond (Required)
11. CSP Subgrant Goals and Activities Form (required of all applicants)
12. Charter/Education Management Organization (CMO/EMO) Questionnaire (required of all applicants)
13. Renovation/Repair Request Form (if requesting funds for renovation/repair)
14. Waivers (OPTIONAL)

DIRECTIONS FOR THE APPLICATION NARRATIVE

The project narrative is the substance of the application. Please follow the guidelines established for each section of the narrative. The information contained in the following sections is intended to provide guidance as the applicant completes the subgrant application. In order to keep within the overall page limit for the narrative section, please do not copy and paste the outline, bullet points or questions provided into the body of the narrative – it is a waste of space and makes it difficult for reviewers to read and follow the content of the application.

For further clarification on what should be included in each of the required sections of the narrative, the applicant should thoroughly review the Department's evaluation criteria and Competitive Preference Priorities found in the CSP Subgrant Rubric (see pages 87-101).

Provide a description of how the community school is/will be of high quality. A high-quality school shows evidence of strong academic results over the life of the school using **all applicable report card measures**. The Department will annually report to the U.S. Department of Education all high-performing community schools using the following factors:

- o Demonstrated student academic achievement or growth as operationalized as either –
 - a. A Value-Added grade of A or B and
 - i. Performance Index Grade of A, B or C or an increase in Performance Index for the last three years. **OR**, if the school did not receive a Value-Added Grade,
 - b. A Four-Year Graduation Rate Grade of A or B and
 - i. Performance Index Grade of A, B or C or an increase in Performance Index for the last three years. **OR**, if the school received neither a Value-Added Grade or Four-Year Graduation Rate,

- c. A K-3 Literacy Improvement Grade of A or B.
- o In addition to the performance measures mentioned in item 1 above, the community school must meet the following criteria:
 - a. The community school must be in good standing with its sponsor; and
 - b. Audits of the community school conducted by the Auditor of State or other independent auditor do not identify any significant compliance issues.

Applicants must implement a community school based on a high-performing educational model as an eligibility requirement for the CSP grant. Applicants must identify the proven educational model that is either on the Department's high-performing community school list for the purposes of the CSP grant or identify the educational model from another state where the existing school implementing the model earned grades for achievement and growth measures on the school's state report card that are equivalent to Ohio's report card system and Ohio's definition of high-performing (see pages 5-6). If identifying an out-of-state proven educational model as described above, the applicant must provide the supporting state report card(s) for each school identified, demonstrating the school(s) implementing the model earned grades equivalent to Ohio's report card system and high-performing community school definition. Community schools contracting with a CMO/EMO shall not identify a high-performing educational model operated by a different CMO/EMO.

DIRECTIONS FOR THE APPLICATION APPENDICES

Appendices are required (where noted) and will be scored. They are not included in the narrative's 35-page limit. Instructions for developing each appendix are provided below. Plan templates and other forms can be found as attachments to this RFA. Each appendix is uploaded into the CCIP using the correct naming convention outlined in the Request for Application.

1. Community School Enrollment Policy, including Lottery Protocol (required for implementation subgrants)

For specific information on the community school enrollment policy and lottery protocol, please refer to pages 9 through 10 of this RFA.

2. Completed CSP Budget Form (required, to be completed in Ohio's e-grant system, CCIP)

The Ohio Department of Education requires a project budget to be completed for each grant that a school district or other agency receives from the Department. For community schools, this budget sheet conforms to the Uniform School Accounting System (USAS) as required by Ohio Auditor of State and those laws and regulations that pertain to federal grants. For other entities, the categories defined by the Department for reporting purposes are the same for school districts and non-school districts.

All grants are subject to federal and state audits and reviews and Department monitoring.

The project budget is organized in a grid that designates the columns by proper title and function code and the rows by title and object code, as found in USAS. An entity may need to refer to a copy of the USAS manual for a more complete definition. This copy can be found in the school district or agency fiscal office or the local entity's grants office. A copy also can be found on the [State of Ohio Auditor website](#) by clicking on Uniform School Accounting System User Manual at the left. A link also is available on the Department's [Grants Management homepage](#).

A completed project budget sheet must be submitted in the CCIP and reviewed and approved by the program office administering the project or grant prior to conducting any grant activities if the applicant should be awarded a competitive grant.

Review the allowable use of funds and unauthorized activities in this RFA, the CSP [Allowable Costs Guide](#) and Section D of the federal CSP Nonregulatory Guidance dated January 2014.

3. Copy of Community School's Annual and Long-Term Budgets, and Last Audited Financial Statement (required)

Include the community school's annual budget and long-term budget showing five or more years. If the community school is currently in operation, please submit a copy of the last audited financial statement. The applicant must use the Department's annual budget template and five-year forecast template. Both templates can be found [here](#). Any other financial policies and/or procedures must be made available to the Department upon request.

4. Copy of Preliminary Agreement or Executed Contract (required)

A PDF copy of the signed preliminary agreement between the authorized sponsor and the community school governing authority and, if applicable, a PDF copy of the fully executed charter contract between the authorized sponsor and the community school governing authority, with all contract attachments, must be submitted as part of the CSP subgrant application.

5. Technology Plan (required, if requesting funds for technology)

Planning/Implementation subgrant applicants who propose to use subgrant funds for technology purposes are required to complete a technology plan, *Appendix 5: Technology Plan*. This planning document is designed to help community schools think through their technology needs as they design and develop an action plan. Please note, not all costs included in a technology plan are allowable expenses under the CSP.

6. School Library Development Plan (required, if requesting funds for library)

A school library plan, *Appendix 6: School Library Development Plan*, must be completed if funds will be used to support and enhance existing school library media programs or to supplement the development of a library media center where no program currently exists in the charter school. This planning document is designed to help charter schools think through their library/media center needs as they design and develop an action plan.

7. Professional Development Plan (required, if requesting funds for professional development)

It is strongly encouraged that a portion of the CSP subgrant funds be used for professional development of staff prior to opening and during the first two years of operation. A professional development plan, *Appendix 7: Professional Development Plan*, must be completed if funds will be used to support professional development initiatives. The plan is intended to help community schools think through various aspects of their plans.

8. Marketing Plan (required)

All CSP Planning/Implementation subgrant applicants are required to submit a marketing plan, *Appendix 8: Marketing Plan*, as part of *Section G (Outreach and Engagement)* of their application. The plan should include the community school's strategy to attract and engage families. The marketing plan should be limited to one to five pages and be updated at least annually during the subgrant period. The plan should align specifically with one or more of the subgrant project goals and activities. At a minimum, the marketing plan for the school should include the following components:

- a) A description of how the marketing plan aligns with your market analysis from Section G: Outreach and Engagement;
- b) A clear description of how the school will inform the community about its enrollment process, procedures and deadlines;
- c) A description of how the marketing plan is multi-modal and increases access to the community school for all prospective students;
- d) A description of the marketing materials and the various means of distribution;
- e) A description of the marketing medium to be used;
- f) A specific plan of outreach for educationally disadvantaged or at-risk student populations;
- g) A clear description of the target student population the school intends to serve and the planned efforts to engage prospective families in those communities; and

- h) A description of the opportunities prospective families will have to ask questions, get additional information and tour the facility.

If awarded a CSP subgrant, marketing plans will be shared with community schools in Ohio to assist in the development of best practices and exemplars.

9. Performance Management Plan (required)

All CSP Planning/Implementation subgrant applicants are required to complete *Appendix 9: Performance Management Plan*.

The Performance Management Plan should include, but is not limited to, a description of the methods for collecting student data and what data will be collected, assessments to be used, the testing cycle and format of each, method of data storage, analyses and reports conducted/prepared (including service providers), and list the hardware needed to support the planned performance management system. This appendix is limited to three to five pages in length.

10. Disclosure Information: Copy of Lease Agreement/Mortgage (if applicable), CMO/EMO Contract or Other Provider Contracts (if applicable), Conflicts of Interest Policy (required), Governing Authority members or Founding Members (required), Treasurer Contract [with copy of surety bond] (required)

Please address all the following sections (or respond with N/A):

1. Because certain contractual arrangements have bearing on what can and cannot be funded with these subgrant funds, a community school subgrant applicant requesting funds for anything that also may 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 subgrant application.**
2. 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), charter collaboratives, technology providers, professional development providers, curriculum companies or other Educational Service Providers (ESPs). Failure to disclose these relationships could result in funds being retracted, even if already disbursed. **If an agreement with an EMO, CMO or collaborative has been or will be executed, please include a copy of the agreement as an attachment to the subgrant application under Appendix 10.**
3. Explain any relationship with an educational service provider (e.g., EMO, CMO, technical assistance provider, etc.) to explain why the applicant is seeking to contract with an ESP rather than operate the school directly. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered and why the ESP was selected over other ESPs. 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 (e.g., Was there a competitive bid process? Did research demonstrate that the company was successful with the proposed student population or educational model?).
4. Explain which entity holds the assets of the community school and which entity will hold any assets obtained through CSP subgrant funds. Describe the governing authority's composition in relationship to a chosen service provider. Provide information on key individuals working with the ESP. Provide a description of the roles and responsibilities of the ESP. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of ESP responsibilities.

5. Describe any contract, lease or mortgage that is in place regarding the school's educational facility. What percentage of total revenue (assuming a projected FTE count) is the estimated facility costs per year? **Please include a copy of any facility-related agreements.**
6. Does the community school have a governing board-approved conflicts of interest policy? If so, **please include a copy of the policy as an attachment to the subgrant application under Appendix 10.** The conflicts of interest policy must comply with EDGAR [34 CFR 75.525]. Refer to Program-Specific Assurances item 61 for additional information.
7. Provide a list of current governing authority members with the following information; first and last name, position on the governing authority, current employer, position title and any previous employers for the 24 months preceding submission of the subgrant application. Provide a list of founding members of the community school if different than the current governing authority members. This list must include the first and last name, current employer, position title and any previous employers for the 24 months preceding submission of the subgrant application.
8. Provide evidence that the community school is a public benefit corporation or nonprofit.
9. Provide the state report card(s) and an explanation of the states' academic measures and metrics for a community school operating a high-performing educational model outside of Ohio for which the applicant plans to implement as stated in Section A: Executive Summary and Section E: Educational Model.

11: CSP Subgrant Project Goals and Activities Form (required)

The CSP subgrant application packet must include the following information for each activity to be considered for funding under this subgrant:

- A brief description of the activity to be considered must provide the reader with a clear picture of the proposed use of funds, which proposed expenditures support the activity and how the proposed activity supports the overall mission, vision or goals of the charter.
- Each activity must include a S.M.A.R.T. goal. For each goal statement the applicant writes, apply the following test to ensure it is S.M.A.R.T.

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

M = Measurable: Describe how each goal (result) will be measured. Can the goal be measured using numbers (quantitative)? Decide what measure will indicate "success." How will you know if you have accomplished the goal?

A = Attainable: Does the community school have the necessary tools or resources to accomplish this goal? Is the goal within the community school's control?

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

T = Time-Bound: What is the specific timeframe to achieve this goal (beginning and end date), is the timeframe reasonable and does it include interim steps (benchmarks) and a plan to monitor progress?

Suggested Format: ACTION STEP OR STRATEGY, PARTY RESPONSIBLE TO COMPLETE ACTION STEP, TIMEFRAME AND DEADLINES, HOW WILL IT BE MEASURED AND WHEN?

EXAMPLE of a S.M.A.R.T. GOAL: Students in grades 4-8 will increase reading performance, as measured by the MAP assessment, by 5 percent for each year of the project (July 2021 through June 2022 and July 2022 through June 2023).

Each activity must include an evaluation method with a specified measurement tool. The evaluation method and measurement tool must be directly related to the requested federally funded activities. The results of the evaluation method may 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.

Each activity must include a timeline reflecting when the activity will be started, with significant dates identifying when benchmarks will occur and the expected date when the activity will be completed. During the required performance reports, subgrantees will be required to report progress toward meeting each activity.

Each activity must include the amount of allocated CSP funds needed for the activity and the amount of other federal funds, including each funding source, title and allocated amount to support the stated activity.

12: Charter/Education Management Organization Questionnaire (CMO/EMO) (required of all applicants)

All Ohio CSP subgrant applicants must complete the Charter/Education Management Organization questionnaire. This will assist the Ohio Department of Education to fulfill its responsibility to ensure that subgrant recipients utilizing the services of a CMO/EMO are independent of that management organization.

If your school does not or will not have a contract with a CMO/EMO, please indicate “N/A” in the Name of Charter/Education Management Organization section of the form. Should your school have or will have a contract with a CMO/EMO, respond to all questions completely, regardless of whether it is a for-profit or nonprofit entity. ORC 3314.02(A)(8) provides the definition of an operator.

Relevant excerpts from the signed community school contract between the governing authority and the sponsor may be used (please indicate if the information provided was included in the signed community school contract). The CMO/EMO questionnaire must be signed by the president of the governing authority for the community school.

13. Renovation/Repair Request Form

Under flexibility granted to Ohio through an ESSA Flexibility Waiver and in alignment with [CSP ESSA FAQ](#), there is a limited set of circumstances where CSP funds can be used for minor renovation/repairs. The primary purpose of this flexibility is to provide funds to carry out “necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction) [[CSP ESSA Flexibility FAQ](#)]. As CSP Planning/Implementation funds are intended to support the continued growth of the community school. CSP funds requested for minor renovations and repairs must be align to project goals. More information will be included in the [CSP Allowable Cost guide](#).

Applicants that request CSP funding for minor renovations and repair must complete the attachment form outlining the exact need that CSP funds will be used for and provide the rationale to demonstrate the funding is necessary. The request must also include how state and local resources are insufficient to implement the proposed renovation and/or repair.

Inclusion of a request for CSP funds for renovation or repair does not guarantee approval of funding. Any request deemed unallowable by the Department will be removed from the request through a budget revision.

14. Waiver Request

Provide a request and justification for waivers of any federal or state statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the community school. The request and justification must include the specific statute or regulatory reference and rationale for why the waiver is necessary.

INTENT TO APPLY FORM

Applicants must notify the Department of their intent to apply for a CSP grant by completing the online Intent to Apply Form. Click [here](#) to complete the Intent to Apply.

Charter Schools Program Intent to Apply

Charter Schools Program (CSP) Grant Intent to Apply is Intended for **implementation and expansion applicants only.**

Community School Name:

Sponsor Name:

Address 1:

Address 2:

City:

Zip Code:

County:

First Name:

Last Name:

Email:

Phone:

IRN:

First Year of Operation:

Year of Expansion:

Don't know if your organization has an IRN? Look it up [here](#).

If your organization does not have an IRN, click [here](#) for the application and instructions. You DO NOT have to wait until you have an IRN to submit this Intent Survey.

**OHIO CHARTER SCHOOLS PROGRAM (CSP) GRANT
PLANNING/IMPLEMENTATION SUBGRANT APPLICATION**

COVER PAGE

CONTACT INFORMATION

Community School

Name:

Address:

City/State/Zip Code:

Community School Primary Contact

Name:

Title:

Phone:

Email:

Person Completing the Application (if different from above)

Name:

Title:

Phone:

Email:

COMMUNITY SCHOOL INFORMATION

School Type:

Newly established

Conversion

Replicator

School Model:

Site-based

Blended

Opening School Year:

Opened during 2021-2022

Opening during 2022-2023

Opening during 2023-2024

Do you have a signed Preliminary Agreement dated no later than March 15, 2022?

No

Yes

Has the school received an IRN?

No

Yes – please provide:

Enrollment Throughout Grant Timeline:

2021-2022

Planning Phase

Implementation Phase I

Implementation Phase II

Grade Levels Served:

Enrollment:

2022-2023

Planning Phase

Implementation Phase I

Implementation Phase II

Grade Levels Served:

Proposed Enrollment:

2023-2024

- Planning Phase Implementation Phase I Implementation Phase II
- Grade Levels Served: _____ Proposed Enrollment: _____

High-Performing Model

Name and Location of School Implementing High-Performing Model the new school will Implement:

Operator Information (if applicable)

Is the community school managed by a CMO or EMO?

- No Yes – must provide contact information below

Operator Name:

Address:

City/State/Zip Code:

Contact Name:

Contact Title:

Phone:

Email:

Note: School applicants that are managed by a CMO or EMO must submit the signed operator contract with this application. Such schools must exercise special care to ensure that a direct representative, independent of the CMO or EMO, is identified to administer the subgrant [34 CFR 75.700-75.702 and 76.701]. The Department will require an assurance that the involvement of any Educational Service Provider (ESP), whether for-profit or nonprofit, remains at "arms-length" and has no involvement with the administration of the subgrant.

Sponsor Information

Organization Name:

Address:

City/State/Zip Code:

Contact Name:

Contact Title:

Phone:

Email:

CSP SUBGRANT APPLICATION CHECKLIST

| Application Item | Completed | | |
|---|------------------------------|-----------------------------|-----------------------------|
| Cover Page | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| Signed Certification Form | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| Governing Authority Signed Resolution (for certification) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| Completed CSP Subgrant Checklist | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| Signed Statement of Assurances | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| Signed Statement of Sponsor Assurances | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| Project Goals Budget Spreadsheet | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| Application Narrative with the Following Sections: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| A. Executive Summary | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| B. Subgrant Project Goals, Budget, Budget Narrative and Evaluation Methods | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| C. School Community | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| D. Educationally Disadvantaged Students | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| E. Educational Model | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| F. School Goals | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| G. Outreach and Engagement | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| H. School Personnel and External Support | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| I. Governance and Management Plan | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| J. Business Capacity and Continued Operation | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| K. Competitive Preference Priorities | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| Application Appendices | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 1. Community School Enrollment Policy, Including Lottery Protocol (required of all applicants) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 2. Completed CSP Budget Form (to be completed in Ohio's e-grant system, CCIP, and required by all applicants) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 3. Copy of Community School's Annual and Long-Term Budgets and Last Audited Financial Statement (required of all applicants) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 4. Copy of Preliminary Agreement or Executed Contract including all attachments and any amendments (required of all applicants) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 5. Technology Plan (required if requesting funds for technology) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 6. School Library Development Plan (required if requesting funds for library) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 7. Professional Development Plan (required if requesting funds for professional development) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 8. Marketing Plan (required of all applicants) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9. Performance Management Plan (required of all applicants) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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| 10. Disclosure Information | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| a. Copy of Lease Agreement/Mortgage (required if applicable) | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| b. CMO/EMO Contract (or other provider contracts) (required if applicable) | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| c. Conflicts of Interest Policy (required of all applicants) | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| d. Governing Authority members, founding Members and disclosure information (required of all applicants) | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| e. Evidence of public benefit corporation or nonprofit | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| f. State report card(s) and an explanation of the states' academic measures and metrics for a community school operating a high-performing educational model outside of Ohio (if applicable) | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| g. Treasurer Agreement and Surety Bond | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 11. CSP Subgrant Project Goals and Activities Form and Instructions (required of all applicants) | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 12. Charter/Education Management Organization (CMO/EMO) Questionnaire | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 13. Renovation/Repair Request From (required if applicable) | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 14. Waiver Request (OPTIONAL) | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct.

The applicant designated below hereby applies for a subgrant of federal funds with the purpose of increasing national understanding of the community school model and to expand the number of high-quality community schools available to students across the nation. This is accomplished by providing financial assistance for planning, program design and initial implementation of new community schools; and to disseminate best practices to evaluate the effects of community schools, including their effects on students, student academic achievement, staff and parents.

The governing board of _____ [Community School Name] has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on _____ [Date]. A signed resolution is included with the application.

Signature: _____ **Date:** _____

Printed Name: _____

OHIO CSP SUBGRANT APPLICATION

STATEMENT OF ASSURANCES

The parties referred to in this document include, but are not limited to, the United States Department of Education, the United States Department of Agriculture, the United States Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, and the United States Department of Labor, all herein referred to as the "DEPARTMENT," the Ohio Department of Education, herein referred to as the "ODE" and the local agency, herein referred to as the "SUBGRANTEE." The Ohio Department of Education may make funds available to the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. The SUBGRANTEE assures, if awarded a grant, subgrant or contract.

- 1 That the local educational agency is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the No Child Left Behind Act of 2001 and the district has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools dated Feb. 7, 2003.
- 2 That the control of funds provided to the SUBGRANTEE under each program and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property in accordance with restrictions in the request for application and the provisions of the application that serves as the basis for the grant awarded by the Ohio Department of Education.
- 3 That the SUBGRANTEE will accept funds in accordance with applicable federal and state statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto.
- 4 That the SUBGRANTEE has the necessary legal authority to apply for and receive the proposed grant or subgrant and enter into the contract.
- 5 ****Updated**** That the SUBGRANTEE will cause to be performed the required financial and compliance audits in accordance with The Uniform Guidance 2 CFR 200.501- Audit Requirement and 200.514- Scope of Audit and 200.515 (GAAP). The SUBGRANTEE will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations. Additionally, the SUBGRANTEE will submit to ODE the aforementioned audit reports in accordance with The Uniform Guidance Subpart F.
- 6 That the SUBGRANTEE will make reports to ODE and to the DEPARTMENT as may reasonably be necessary to enable ODE and DEPARTMENT to perform their duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by ODE and/or the DEPARTMENT and shall be supported by appropriate documentation.
- 7 ****Updated**** That the SUBGRANTEE will maintain records, including the records required under Section 437 of the General Education Provisions Act ("GEPA"), 20 U.S.C. Section 1221, and provide access to those records as ODE or the DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by federal law or state statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information. The Uniform Guidance 2 CFR 200.336.
- 8 That the SUBGRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to statute.
- 9 That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and to other members of the general public.
- 10 That in the case of any project involving construction, the project is not inconsistent with overall state plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973, in order to ensure that facilities constructed with federal (which become subsequently state) funds are accessible to and usable by handicapped individuals.
- 11 That the SUBGRANTEE has adopted effective procedures for:
 - (A) Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from educational research, demonstration and similar projects; and
 - (B) Adopting, if appropriate, promising educational practices developed through those projects.
- 12 That no person shall, on the ground of race, color, national origin, handicap, or sex be excluded from participation, be denied the benefits, or be otherwise subjected to discrimination under any program or activity for which the SUBGRANTEE receives Federal financial assistance. Admissions policies for private schools are understood and agreed to be part of such programs. In this vein, the SUBGRANTEE agrees to assure compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); Title IX of the Education Amendments of 1972 (20 U.S.C. Section 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794); the Age Discrimination

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| | Act (42 U.S.C. Section 6101 et seq.); and the Americans with Disabilities Act ("ADA") (42 U.S.C. Section 12101 et seq.). |
| 13 | That the SUBGRANTEE may not use its federal or state funding to pay for any of the following: (A) Religious worship, instruction, or proselytization. (B) Equipment or supplies to be used for any of the activities specified in this assurance, herein. (C) Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in this assurance, herein. (D) An activity of a school or department of divinity. A school or department of divinity is defined in 34 CFR 76.532(b). |
| 14 | **Updated** That no federal funding may be used for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program (2 CFR 200.311). |
| 15 | **Updated** That the SUBGRANTEE may not count tuition and fees collected from students toward meeting matching, cost sharing or maintenance of effort requirements of a program (34 CFR 76.534). |
| 16 | **Updated** That the SUBGRANTEE shall, to the extent possible, coordinate each of its projects with other activities that are in the same geographic area served by the project and that serves similar purposes and target groups (34 CFR 76.580). |
| 17 | That the SUBGRANTEE shall continue its coordination with ODE during the length of the project period. |
| 18 | The SUBGRANTEE shall cooperate in any evaluation by the DEPARTMENT |
| 19 | That if a program so requires, provisions shall be made for the participation of children enrolled in private schools in the area to be served. Such provision shall: (A) Provide private school students with a genuine opportunity for equitable participation. (B) Provide an opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs. (C) Maintain continuing administrative direction and control over funds and property that benefit students enrolled in private schools. (D) Comply with the requirements of 34 C.F.R. Section 76.652 through 76.662. |
| 20 | That no provision of any law shall be construed to authorize the consolidation of any applicable program with any other program, such as the commingling of funds derived from one appropriation with those derived from another appropriation, except as specifically authorized by statute. |
| 21 | That funds will be used to supplement and not supplant state and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in the absence of such funds, be made by the SUBGRANTEE for educational purposes. |
| 22 | That the SUBGRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974). |
| 23 | **Updated** That the SUBGRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project (34 CFR 76.683). |
| 24 | **Updated** That it shall per 2 CFR 200.333 maintain records for three years following completion of the activities for which the SUBGRANTEE uses the federal or state funding and which show: (A) The amount of funds under the subgrant or grant. (B) How the SUBGRANTEE uses the funds. (C) The total cost of the project. (D) The share of that total cost provided from other sources. |
| 25 | **Updated** If real property or structures are provided or improved with the aid of Federal financial assistance, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such. The Uniform Guidance 2 CFR 200.307, 200.311, 200.312 and 200.400. |
| 26 | That in the event of a sustained audit exception, and upon demand of ODE, the SUBGRANTEE shall immediately reimburse ODE for that portion of the audit exception attributable under the audit to the SUBGRANTEE. The SUBGRANTEE agrees to hold ODE harmless for any audit exception arising from the SUBGRANTEE's failure to comply with applicable regulations. |
| 27 | That the SUBGRANTEE is aware all federal and state funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and the Ohio General Assembly. These funds are subject to reduction or elimination by the United States Congress or Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the SUBGRANTEE shall hold ODE harmless for any reduction or elimination of federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the SUBGRANTEE shall immediately cease further expenditures under any federal or state project. |

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| 28 | <p>**Updated** The SUBGRANTEE will adopt and use the proper methods of administering the subgrants per 2 CFR 200 Sub Part F, including, but not limited to:</p> <p>The enforcement of any obligations imposed by law.</p> <p>The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.</p> <p>The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.</p> |
| 29 | The SUBGRANTEE will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended). |
| 30 | Personnel employed as teachers and instructional aides by the SUBGRANTEE or personnel contracted to provide such service to the SUBGRANTEE shall be certified as required by Ohio Revised Code Section 3319.22, 3319.30 and 3319.088. |
| 31 | <p>**Updated** The SUBGRANTEE, by submission of a grant proposal, agrees that the DEPARTMENT or ODE have the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The SUBGRANTEE acknowledges this authority under 2 CFR 200.338, 34 CFR 74.62 and Ohio Revised Code Section 3301.07 (C), as applicable.</p> |
| 32 | **Updated** For the construction of facilities with Federal funds per 2 CFR 200.320, the SUBGRANTEE will comply with the provisions of the Davis-Bacon Act. |
| 33 | <p>**Updated** When funded on an advance basis by ODE, the SUBGRANTEE agrees to minimize the time between the transfer of funds and the disbursement by the local entity in accordance with the Cash Management Improvement Act (31 CFR part 205). Additionally, the SUBGRANTEE agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBGRANTEE will require repayment (2 CFR 200.305).</p> |
| 34 | **Updated** In the purchase of equipment and supplies, the SUBGRANTEE will comply with local, state and federal procurement policies. In addition, equipment and supplies purchased for use in a Federal or state program will comply with the provisions of 2 CFR 200.318. |
| 35 | The SUBGRANTEE will comply with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended. |
| 36 | **Updated** That the SUBGRANTEE will acquire, use, maintain and dispose of equipment purchased for the approved project in accordance with 2 CFR: 200.313-Equipment; 200.20- Computing Devices-Machines used to acquire, store, analyze, process, public data and other information electronically. Includes accessories for printing, transmitting and receiving or storing electronic information; 200.94 Supplies-Tangible personal property other than equipment computing devices are supplies if less than \$5,000. |
| 37 | **Updated** That the SUBGRANTEE will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant. |
| 38 | **Updated** That the SUBGRANTEE will conform all activities conducted under the approved grant to the provisions contained within 2 CFR 200. |
| 39 | **Updated** That the SUBGRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for grants applied for electronically. For purposes of approved projects, obligations have the same meaning as contained in The Uniform Guidance 2 CFR 200.71 and 200.343. |
| 40 | That no SUBGRANTEE will subgrant the approved project to another entity without the express written consent of ODE. |
| 41 | <p>Additionally, to certify compliance with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and, Drug-Free Workplace, as prescribed in 34 C.F.R. Part 82 and Part 85, and 7 C.F.R. Part 3017, and the required regulations implementing Executive Order 12549. The SUBGRANTEE assures that (see "Document Library - Consolidated Application - Guidelines" for explanation of requirements):</p> <p>(A) All fund participants certify, by submission of this statement, that project funds will not, in any way, be used for the purpose of Lobbying or otherwise influencing decisions supporting the granting of funds administered by the Ohio Department of Education (ODE).</p> <p>(B) The prospective lower tier participant certifies, by submission of this statement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.</p> <p>(C) If the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this statement.</p> <p>(D) That subgrantees receiving ODE administered funds will provide a drug-free workplace.</p> |
| 42 | Any additional assurances listed within the document library for a specific application as required by the ODE program office administering the program. |
| 43 | The SUBGRANTEE will comply with the requirements of the Boy Scouts of America Equal Access Act (Boy Scouts Act), 20 U.S.C. 7905, 34C.F.R. Part 108, and with other federal civil rights statuses enforced by OCR. |

- 44 ****New**** As required by 2 CFR 25 Appendix A the subgrantee has obtained a Dun and Bradstreet (DUNS) number and registered the DUNS number in the federal System for Award Management (SAM). The district must enter the DUNS number into the Ohio Educational Directory System (OEDS-R).
- 45 The SUBGRANTEE, when using federal funds to enter into a contract for equipment or services, will comply with the procurement standards set forth in the U.S. Department of Education’s regulations which require federal subgrant recipients to develop written procurement procedures and to conduct all procurement transactions in a manner to provide, to the maximum extent possible, open and free competition. No employee, officer or agent of the community school may participate in the selection, award or administration of any contract supported by federal funds if a real or apparent conflict of interest exists.

PROGRAM-SPECIFIC ASSURANCES:

The SUBGRANTEE, as a community school that accepts funding through the Federal Title V Charter Schools Program (CSP), agrees to the following assurances:

- 46 That the SUBGRANTEE will annually provide the U.S. Secretary of Education and ODE such information as may be required to determine if the community school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i).
- 47 That the SUBGRANTEE will cooperate with the U.S. Secretary of Education and ODE in evaluating the program assisted under this subpart.
- 48 That the SUBGRANTEE will assure the involvement of any Educational Service Provider (ESP), whether for-profit or nonprofit, remains at “arm’s length” and has no involvement with the administration of the subgrant (see B-13 in the federal CSP Nonregulatory Guidance dated January 2014).
- 49 That the SUBGRANTEE will avoid all apparent and actual conflicts of interest when administering grants as outlined in 34 CFR 75.525 and all Ohio statutes and administrative rules pertaining to conflicts of interest.
- 50 That the SUBGRANTEE will maintain accurate records in the Ohio Educational Directory System (OEDS) database.
- 51 That the SUBGRANTEE will demonstrate compliance with the community school charter contract between the authorized sponsor and the community school governing authority at all times.
- 52 That the SUBGRANTEE will comply with all applicable laws and rules.
- 53 That the SUBGRANTEE will cooperate with all monitoring efforts of the Department and/or the independent monitor and understands that failure to cooperate with any and all monitoring efforts will result in termination of the subgrantee’s award, including the return of any previously distributed funds.
- 54 That the SUBGRANTEE, if awarded a CSP subgrant, will agree to the award subject to all terms outlined in Ohio’s CSP Subgrant Request for Application.
- 55 That the SUBGRANTEE, if awarded a CSP subgrant, does not have a designated feeder pattern.
- 56 That the SUBGRANTEE assures it has NOT received CSP grant funds for the same or substantially similar purpose directly from the U.S. Department of Education or the Ohio Department of Education
- 57 That the SUBGRANTEE shall provide all students in the community with an equal opportunity to attend the charter school [20 U.S.C. 7221-7225g].
- 58 That the SUBGRANTEE will comply with O.R.C. Section 3314.0210 and contracts will not give ownership of any or all curricular and intellectual property obtained or created using CSP subgrant funds to any contracted vendor.
- 59 That the SUBGRANTEE includes segregation of duties in its contracts with the sponsor and the CMO/EMO.
- 60 That the SUBGRANTEE requires the governing authority to review and approve all financial obligations related the CSP subgrant funding prior to any obligations or expenditure of CSP funds.
- 61 That the SUBGRANTEE will include a prohibition of related party transactions for governing authority members, school personnel and employees of the CMO/EMO in its conflict of interest policy.

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| Signature of Authorized Person: | Date: |
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OHIO CSP SUBGRANT APPLICATION

STATEMENT OF SPONSOR ASSURANCES

The SPONSOR of the SUBGRANTEE, serving as the sponsor of a community school that accepts funding through the Federal Title V Charter Schools Program (CSP), agrees to the following assurances:

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| 1 | That the SPONSOR confirms it meets the eligibility requirements outlined in the Request for Application. |
| 2 | That the SPONSOR will perform periodic reviews and evaluations, including of the SUBGRANTEE. The SPONSOR shall provide documentation including, but not limited to, prescribed information for CSP subgrantees. |
| 3 | That the SPONSOR, per ORC 3314.03(A)(3) & (A)(4), will use increased academic achievement as one of the most important factors when determining to renew or revoke a school's charter. |
| 4 | That the SPONSOR, per ORC 3314.03, will operate under a performance contract that describes obligations and responsibilities and conduct annual, timely and independent audits. |
| 5 | That the SPONSOR, per ORC 3314.023, will monitor the community school's compliance with all laws applicable to the school and with the terms of the contract. Should the school be found to be noncompliant on applicable laws and rules and/or contract terms OR have unresolved audit findings, the SPONSOR shall take steps to intervene in the school's operation to correct problems in the school's overall performance, declaring the school to be on probationary status pursuant to section 3314.073 of the Revised Code, suspending the operation of the school pursuant to section 3314.072 of the Revised Code, or terminating the contract of the school pursuant to section 3314.07 of the Revised Code as determined necessary by the SPONSOR. |
| 6 | If the SPONSOR submits a corrective action plan acceptable to the Department for certain standards on the most recent Sponsor Evaluation, the SPONSOR agrees to use its best efforts to comply with all obligations and timelines established in its corrective action plan. |
| 7 | The SPONSOR agrees to complete all site visits for the subgrantee and submit the resulting reports to the governing authority for upload to the Department's compliance system by the prescribed deadlines. |
| 8 | The SPONSOR agrees to notify the Department within five (5) business days of placing a community school receiving CSP funding on a Corrective Action Plan. The notification must be sent to the Director of the Office of Community Schools via email. |

Describe how the sponsor will provide for the continued operation of the school once the federal CSP grant has expired, if such sponsor determines that the school has met its objectives. *(Attach additional pages to provide a full explanation.)*

By signing below, the sponsor agrees to the confirmations and assurances outlined above.

Name of Sponsor Organization: _____

Name of Subgrantee/School Applicant: _____

Sponsor Signature: _____ Date: _____

Name (Printed): _____

APPLICATION NARRATIVE

Please carefully read the instructions for Sections A - K and provide the information requested. Make sure that each section and all specified appendices are clearly titled and identifiable. Do not include the section instructions as part of your responses. The narrative section can be no longer than a total of 30 typewritten pages using the following parameters:

Narrative, including the Executive Summary, cannot exceed 35 pages, (8.5" x 11" standard letter size) with one-inch margins; use Arial, 11-point font.

The narrative must address, in sequence, each section identified in the CSP Grant Rubric. Indicate each section letter and title in bold and center this information at the top of each page. Appendices must be in the order outlined in the checklist and immediately follow the application narrative.

Number all pages and include the community school name, school IRN and sponsor's name in the header of each page.

Important Note: When uploading Narrative Sections A through K as one document in the CCIP, the applicant must use the following naming convention;

Narrative_AthruK

Each application narrative section contains instructions and the review criteria that reviewers will use to score the section. The Department will provide reviewers with concepts and information to use when reviewing and scoring applications.

A. EXECUTIVE SUMMARY

Provide a summary (no more than three pages) that briefly introduces the reader to the community school. Give the reader a vision of the school, including its mission statement, vision, goals, grade levels and total number of students to be served. Describe the location and demographics of the proposed school community and explain how the school's goals are important to that community. Provide an overview of how the school will prepare students for academic success, introduce the school's educational philosophy and instructional approach. Describe the administrative relationship between the community school and its sponsor. Summarize the amount of funding requested, introduce the grant project goals and activities and begin to explain how those activities will support the initial planning and implementation of the community school. *The Executive Summary must identify the high-performing educational model the applicant intends to implement and must include how and when the proposed school will meet and/or exceed the Department's definition of a high-performing community school model.*

Review Criteria:

- A summary, which introduces the reader to the community school, shall include:
 - The school's mission, vision, goals, grade levels and total number of students to be served.
 - A brief description of the community the school intends to serve (including location and demographics) and how the school's goals are important to this community.
 - An overview of how the school will prepare students for academic success, including an explanation of the innovative educational philosophy and instructional approach.
 - A summary of funding requested and an introduction to the grant project goals and activities.
 - A description of the administrative relationship between the community school and its sponsor.
 - Identification of the high-performing educational model the applicant intends to implement and a brief description of how and when the proposed community school will meet and/or exceed the Department's definition of a high-performing community school model.

B. SUBGRANT PROJECT GOALS, BUDGET, BUDGET NARRATIVE AND EVALUATION METHODS

The subgrant proposal should summarize three to five subgrant project goals that support the planning and implementation of the community school and align to the school's mission, vision and goals. The proposal must fully describe the subgrant project goals via Appendix 11. The proposal also should detail the plan for executing the subgrant, evaluating the success of subgrant goals, sharing best practices with community schools across Ohio and how the use of the CSP subgrant funds will be used in conjunction with other federal funds to meet project goals and objectives.

Please note, the information contained in the budget narrative also will be reviewed and scored by the panel to ensure that all goals and activities are aligned with the budget in CCIP. All subgrant spending, including future budget revisions, must fit clearly within one of your stated project goals and activities. Applicants should address whether the community school is seeking additional loans or grant funding for planning, implementation or operational costs through any other sources outside the CSP subgrant and how the community school will ensure management and finances will remain separate from other grants.

The subgrant proposal must include a Project Goals Budget Spreadsheet as a required form that aligns the budget entered in the Comprehensive Continuous Improvement Plan (CCIP) to the project goals outlined in the Narrative Section A: Executive Summary and Project Goals and Activities Forms.

Review Criteria:

- Identified CSP subgrant project goals give a clear and accurate picture of how the school will use subgrant funding to support the planning and implementation of the community school.
 - Goals are specific, measurable, attainable, relevant and time-bound.
 - The strategies proposed to meet these goals and activities to improve educational results for all community school students are evidence-based.
- There is clear alignment among the subgrant project goals and the vision and goals of the school.
 - Each subgrant project goal aligns with the school's mission, vision, educational program and other federal grant programs.
 - The school has a detailed plan, including action steps, for each subgrant project goal. If the school seeks technology, library and/or professional development funds, the application includes a technology plan, school library development plan and/or professional development plan.
- The budget and budget narrative fully describe the intended use of subgrant funds.
 - The submitted budget (in CCIP) specifies expenditures for each subgrant project goal.
 - For each budget cell, the budget narrative fully explains how the school intends to use funds, including itemized descriptions.
 - The budget narrative also includes a description of the supplementary funding needed for each project goal and a plan for securing it.
 - The budget narrative identifies items necessary to implement remote learning for the 2021-2022 school year (if the school is planning on implementing remote learning).
- The school demonstrates its plan to execute the Ohio CSP subgrant.
 - The school has sufficient cash on hand, or a reasonable plan to acquire it, to front initial subgrant spending until reimbursement.
 - The school does not include any unauthorized activities in the budget.
 - The school provides a description of how the subgrant will be managed directly by the school **and not the operator** (e.g., CMO, EMO), including key personnel assigned to manage the subgrant.
 - The school describes how it will report on subgrant goals and activities, including the budget, to its governing board.
- The school describes how it will use other federal funds in conjunction with CSP subgrant funding to meet project goals and objectives in the CSP subgrant application.
 - The school describes how it will evaluate the success of the subgrant goals.

- The school's plan for evaluating subgrant goals includes specific metrics, persons responsible and dates for review.
- The school demonstrates a commitment to sharing best practices with community schools across Ohio.
 - The school identifies best practices it will implement regarding academic performance, school culture, staff and student recruitment and/or financial management.
- The school proposes a plan for sharing these best practices with other community schools across the state, including timeframes for achievement and persons responsible.

C. SCHOOL COMMUNITY

The subgrant proposal should provide a description of the educational needs of the students in the community to be served by the community school. The description also must explain the needs assessment process used and how the proposed program will support the identified need(s). The proposal should refer to data on the range of current educational options, student subgroups with unmet needs and/or the performance of public schools in the area. The school should identify the needs of the community it plans to serve and how it will address those needs. The proposal also should include a summary of the school's marketing plan.

Review Criteria:

- The school provides a market analysis of thorough market research, which demonstrates a demand for the student population to be served.
 - The needs of the intended community are described and supported by data on the range of educational options currently available and their levels of performance.
 - The school serves subgroups whose needs are not currently being met by schools in the community and/or other public school choices in the community are academically low performing.
 - Evidence of research in the following areas may demonstrate demand for the community school in the proposed facility and/or community; real estate market (rental property, insurance rates, property taxes), availability of transportation (e.g., bus lines), enrollment fluctuation in surrounding schools, job growth, age range of students in the surrounding area of the proposed facility and/or community, etc.
- The school clearly explains how it will address the needs of its intended community.
 - The school explains in detail how this vision meets the needs of the community, with particular attention paid to the gaps in educational opportunities that the community school will address.
- The school's market analysis is well-researched and clearly aligned to its subgrant project goals.
 - The section's main ideas are supported by strong evidence, including research and/or data, and contain a well-developed, logical argument.
 - There is a clear connection between the main ideas presented in this section and the subgrant project goals and strategies.

D. EDUCATIONALLY DISADVANTAGED STUDENTS

The proposal should predict the number and types of the educationally disadvantaged students it will serve, supported by research. The school also should clearly indicate how it intends to recruit and retain educationally disadvantaged students. Significant attention should be given to the programs, interventions and other plans that will be used to help support educationally disadvantaged students.

Review Criteria:

- The school predicts its enrollment of educationally disadvantaged students.
 - The school projects enrollment for each category (subgroup) of educationally disadvantaged students based on demographics for the school's intended location.
- The school describes its plan for reaching out to students in each category (subgroup) of educationally disadvantaged students and their families, including specialized outreach efforts.
 - The school thoroughly describes its approach to attract, recruit, enroll, retain and serve at-risk and other educationally disadvantaged students.
- The school designs innovative programs, interventions and/or plans to support all populations of educationally disadvantaged students.
 - The school describes the needs of the prospective educationally disadvantaged students.
 - The school plans strategies to reduce achievement gaps between student subgroups and prepare them for career and college.
 - The school describes how these strategies will meet the needs of each student subgroup and comply with state and federal requirements including a description of how the school will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.
 - The school provides research or data about other successful implementations of these strategies.
 - If applicable, the school describes how it will use Title I funds.
- The school's plans for providing instructional support, interventions and programs to overcome academic and non-academic barriers to success are clearly articulated and aligned to subgrant goals.
 - The school describes the intervention procedures it will employ to support all educationally disadvantaged students with emphasis on subgroups.
 - The school describes its process for the collection of academic and non-academic data and the analytical procedures it will employ to make data-driven decisions for educationally disadvantaged students.
 - The school describes the staff specifically responsible to support educationally disadvantaged students.
 - There is a clear connection between the annual and five-year forecast budgets (federal, state and/or private funding) regarding staffing and support services for educationally disadvantaged students.
 - The school describes its intervention programs for students with disabilities, English language learners, economically disadvantaged and/or other vulnerable youth subgroups to include identification, curriculum, instructional techniques, assessments and transition.
- The school's plans for educationally disadvantaged schools are well-researched, articulate and clearly aligned to its subgrant project goals.
 - The section's main ideas are supported by strong evidence, including research and/or data, and contain a well-developed, logical argument.
 - There is a clear connection between the main ideas presented in this section and the subgrant project goals and strategies.

E. EDUCATIONAL MODEL

The proposal should fully describe the academic program, curriculum, instructional practices and plans for establishing a positive and supportive school culture. The curriculum should be research-based, aligned to Ohio's standards and tailored to meet the needs of its anticipated student population. The instructional practices should complement the curriculum and should detail how teachers will use data and strategies to identify and provide differentiated instruction to meet the needs of all learners. The school culture plans should include a behavior management plan and details about how staff will be trained to implement it.

Applicants must implement a community school based on a high-performing educational model as an eligibility requirement for the CSP grant. As such, applicants must identify the proven educational model that is either on the Department's [high-performing community school list for the purposes of the CSP grant](#) or identify the educational model from another state where the existing school implementing the model earned grades for achievement and growth measures on the school's state report card that are equivalent to Ohio's report card system and Ohio's definition of high-performing (see pages 5-6). If identifying an out-of-state proven educational model as described above, the applicant must provide the supporting state report card(s) for all schools identified demonstrating the school(s) implementing the model earned grades equivalent to Ohio's report Card system and high-performing community school definition. The Department will not consider an application if a community school contracting with a CMO/EMO s identifies a high-performing educational model operated by a different CMO/EMO.

Review Criteria:

- The school fully explains the academic curriculum for each core content area (reading writing, math, science and social studies) and grade level.
 - The key curriculum materials are identified and supported by published research.
 - The school describes how the curriculum aligns fully to Ohio content standards.
 - The school explains how the curriculum will prepare students for postsecondary study or workforce development.
 - The school explains how the curriculum meets the needs of the anticipated demographics of the school.
 - If the school is replicating an existing model, it names and describes the model and provides an explanation of why the model is appropriate for the intended student population and community.
- The school explains key aspects of the instructional approach.
 - Instructional methods, such as innovative practices and the use of technology, are articulated.
 - The school explains how these practices complement the curriculum decisions and design.
- The school describes how teachers will use a range of data and varied strategies to support individual learners.
 - The school has a comprehensive plan for collecting student performance data throughout the school year to determine the ongoing needs and progress of individual students.
 - The school proposes how teachers will use intervention systems and/or differentiation practices to respond to the needs of individual students.
 - The school explains how it will train and provide ongoing professional development to support teachers in analyzing data and implementing differentiated practices.
- The school has a detailed plan to develop and sustain a safe and organized school culture.
 - The school fully describes its student behavior philosophy and student behavior management plan.
 - The school explains how its staff will be educated about and trained to implement the behavior plan.
- The school presents a well-researched, articulate educational model appropriate for the school's students and that clearly aligns to its subgrant project goals.

- The section’s main ideas are supported by strong evidence, including research and/or data, and contain a well-developed, logical argument.
- There is a clear connection between the main ideas presented in this section and the subgrant project goals and strategies.
- There is a detailed description and identification of the high-performing educational model supported by data and research.
- The educational model can include how the school will implement remote learning to accommodate a hybrid model approach amid the global pandemic. References to the educational model will be considered informational for the purposes of scoring the application, however, can be included to provide context/rationale for potential funding requests referenced in Section B.

F. SCHOOL GOALS

The proposal should describe the academic and non-academic goals it will use to measure its success, as well as the methods it will use to assess progress toward these goals throughout the school year. The plans should call for data to be tracked for individual students, groups of students and for the school as a whole. The school also plans for how it will communicate its goals and students’ progress toward its goals to parents and the public.

Review Criteria:

- The school presents key academic and non-academic goals to which it will hold itself accountable.
 - Goals are specific, measurable, attainable, relevant and time-bound.
 - Goals align to the school’s mission and proposed Educational Model.
 - At least two academic goals are aligned with Ohio’s achievement reporting standards.
 - Suggested goal: one for overall academic performance for all students
 - Suggested goal: one for performance of educationally disadvantaged students
- The school has a clear approach for assessing its progress toward its goals.
 - The school has a comprehensive plan for using classroom and formative assessments to determine the ongoing needs and progress of students.
 - The school offers a plan to evaluate the progress of individual students, cohorts over time and the school as a whole.
 - The school clearly indicates how it will measure non-academic goals.
- The school provides a thorough plan for monitoring and reporting progress toward performance goals to the governing board and the sponsor.
 - The plan identifies what data or information each group will receive.
 - The plan describes how each group will use the data and information they receive to monitor school performance.
 - The plan complements the Performance Management Plan (included as Appendix 9 of the application).
- The school has a plan for reporting performance goals and outcomes to parents and to the public.
 - The plan includes dates for reporting, methods of communication and person(s) responsible.

G. OUTREACH AND ENGAGEMENT

The proposal should include plans for engaging families and community members in the school's planning, development and continued operations. The plans should include roles that parents and community members will serve, as well as recruitment and ongoing engagement strategies. Schools that already are open should include data on existing levels of involvement from these stakeholder groups.

Review Criteria:

- The school summarizes its marketing plan, explaining how students and parents in the community will be informed about the community school.
 - The school describes how students and parents in the community will be informed about the community school, including details about targeted outreach plans for specific educationally disadvantaged student populations.
 - The school describes opportunities for prospective families to ask questions, obtain additional information and tour the facility.
- The school presents significant planning and effort to engage families in the school's development and operations.
 - The roles that parents may play in developing the school are described.
 - The school describes its plan for engaging and empowering parents in the school's ongoing operations.
 - If the school is already open, it describes the current level of parent engagement in the school, supported by data.
- The school presents significant planning and effort to engage prospective community members in the school's development and operations.
 - The roles that community members play in developing the school are described.
 - The school describes its plan for engaging and empowering community members in the school's ongoing operations.
 - The school explains its plan for attracting, recruiting and retaining the involvement of members of the community.
 - If the school is already open, it describes the current level of community engagement in the school, supported by data.

H. SCHOOL PERSONNEL AND EXTERNAL SUPPORT

The proposal should detail its organizational structure, including a description of each position, for every year of subgrant funding. A plan for recruiting and retaining high-quality personnel should be included. The proposal also should provide an overview of each school founder's role and qualifications. Finally, the school should have a plan for identifying and engaging an external network of support to further its development.

Review Criteria:

- The school describes key staff positions for the development and implementation of the school.
 - The school provides an organizational chart with brief job descriptions and qualifications for each year of the subgrant funding.
 - The school describes the approach it will use (or is using) to recruit and retain high-quality school personnel.
 - The school describes staff positions it will directly or indirectly employ to support all students, subgroups and educationally disadvantaged students.
- The school describes key personnel who are working to found the school.
 - Each founder's role in the school is described.
 - Each founder's relevant work experience is detailed.
 - Schools that are already open provide a description of personnel who were involved in the planning of the school prior to opening.
- The school has a plan to establish a strong, effective network of support.
 - The school identifies specific areas on which it will seek support.
 - The school identifies external partners who may provide support in those areas.
 - The school describes how and when staff will be engaged with external partners.

I. GOVERNANCE AND MANAGEMENT PLAN

The proposal should include an overview of the composition and selection process for the governing board, including an articulation of autonomy from conflicts of interest. The preparation of board members and board policies should be specified. The school also should describe the process it will use to develop policies and procedures to address all applicable state and federal laws for which it must be compliant. A list of governing authority members, founding members and disclosure information must be provided in Appendix 10. See Appendix 10 for additional details.

Review Criteria:

- The school explains the composition and selection process for the governing board.
 - The composition and selection process ensure adequate expertise to perform board responsibilities to meet the requirements of the Ohio Revised Code.
 - The school explains how the board was designed to support the overall mission and vision of the community school.
 - The school clearly articulates the autonomy of all governing board members from the sponsor, the operator and any other potential conflicts of interest.
- The school provides evidence of the board's preparation and practice.
 - The school details the training the board already has received.
 - The school details the training the board still needs, as well as when and how it will receive that training.
 - The school provides evidence of current strong board practices, including the development and implementation of conflict of interest policies.
 - The school describes the board's financial and transparency processes.
- The school describes the process it will use to draft, develop and adopt policies and procedures in accordance with all state and federal laws.
 - The school dedicates ample time to the development of policies for *all* applicable laws and rules.
 - The process includes board resolution.

J. BUSINESS CAPACITY AND CONTINUED OPERATION

The proposal should fully describe practices and policies the school is using to govern its finances and operations, as well as practices and policies that need to be developed. The school's plan for organization, management and financial viability details board oversight. The school has secured, or is in the process of securing, a quality facility that is appropriate for the student population and educational model and according to a reasonable budget.

Review Criteria:

- The school has put in place finance policies and procedures.
 - The school describes its existing office practices and policies.
 - The school identifies policies and procedures that still need to be developed.
 - The school describes a plan for completing annual independent audit requirements.
- The school has a solid plan for ensuring financial viability.
 - The school describes the role its board plays in financial oversight of the school.
 - The school's organization, management and financial plans demonstrate both fiscal viability and autonomy.
- The school demonstrates that it has the internal capacity to ensure continued operation after the subgrant expires.
 - The school provides a sound plan to sustain efforts and institutionalize practices begun under the subgrant after it has expired.
 - The school explains how other federal, state, local or private funds will be used to assist the school in institutionalizing effective practices.
- The school describes its choice of facility.
 - A viable facility is secured or is in the process of being secured.
 - The facility is safe, appropriate for its student population and intended academic program, and of good quality.
- The school describes its facility plan.
 - The school demonstrates that it is able to cover the initial cost of making the building ready for a reasonable student enrollment projection.
 - The budgeted facility cost represents a reasonable and appropriate portion of the total budget.

K. COMPETITIVE PREFERENCE PRIORITIES (OPTIONAL)

Describe how the school fulfills the following priorities:

1. Replaces a poor-performing school that is closing or ought to be closed;
2. Is located in a high-need neighborhood where there is no meaningful high-quality school option available;
3. Is located in an urban area that serves high numbers of educationally or socioeconomically disadvantaged students in the state's most challenged urban communities; and
4. Intends to replicate a successful and proven educational model by an operator/management organization with a history of developing and operating high-performing schools.

CSP Subgrant Competitive Preference Priorities criteria are available in the Scoring Rubric.

Review the criteria outlined in the Scoring Rubric and, if a Needs Assessment Advisory Group (NAAG) provided local priorities for the urban district where the proposed community school will be located, review the posted local priorities on the [Charter Schools Program webpage](#).

APPLICATION APPENDICES

Applicants should carefully review the expectations and directions for all appendices in the Request for Application.

The following pages include templates for selected appendices. Applicants must use the guidelines and template when provided. Appendices 1, 2, 4, 8, 9, and 10 do not have templates.

Appendices must be in the order outlined in the checklist.

Important Note: When uploading the Appendices to the CCIP, the applicant must use the following naming convention for each appendix: Appendix_Number of Appendix

Examples:

Appendix_1

Appendix 2 is completed in the CCIP, the Department's e-grant system.

Appendix_3

Appendix_4

Appendix_5

Appendix_6

Appendix_7

Appendix_8

Appendix_9

Appendix_10

Appendix_11

Appendix_12

Appendix_13

Appendix_14

APPENDIX 5

TECHNOLOGY PLAN

The technology plan should be limited to three to five pages and updated at least annually during the subgrant period. The plan should align specifically with one or more of the subgrant project goals and activities.

School Introduction/Demographics

The school introduction section sets the tone for the plan and describes some of the unique characteristics of the school's academic goals and culture of learning that will influence technology decisions. Things like size, population and demographics of the community school community are all relevant, as well as any priorities or guidelines that the sponsor has for its community schools. Additionally, if technology is necessary for initial implementation for remote learning, please identify them as part of the technology plan.

Vision

The vision of the plan is a one-sentence statement to be used to guide all future technology development, planning and purchases. Determination of this vision should not be rushed, as a strong, purposeful vision statement will make the remainder of the plan much easier to identify and develop.

S.M.A.R.T. Goals

Goals identify steps in carrying out the vision and will generally relate to the categories below. Goals should be S.M.A.R.T. (specific, measurable, attainable, research-based/relevant and time-bound). Goals identify the types of technology resources the school has and how they will be used, the method(s) to fund technology purchases and training, address staff development and curriculum integration, identify partnerships and include goals for community access to the technology. Goals should be general enough so as to not limit the technological options that may become available. Remember that the goals identified should be specific to the school, its overall vision and unique learning environment.

Technology Policies

Every school should identify and maintain policy document(s) that pertain to the use of its technology resources. This could be in the form of one all-encompassing policy document or broken down into separate documents for each group: students, staff/faculty and community/extracurricular. Policies should include guidelines for:

- Student/patron policies for accessing equipment and resources. Reference existing or pending policies that determine or monitor how the technologies are to be used by your "clients." If the school has no such policy, list a date by which a written policy will be completed and where the policy is located.
- Staff/faculty policies for accessing equipment and resources. This should cover the expectations of use and limits of staff with technology.
- School/library policies for providing students, staff/faculty and community member access to resources. These policies cover after-hours or extracurricular activities involving technology resources.

Action Plan

Once the goals and policies are in place, the school should think through the following steps toward obtaining these technology goals:

- *Collaboration* – It is important to consider any potential collaboration, as sharing resources will help maximize the resources available on a limited budget. In this section, identify and list any technology partners the school has and resources that may be shared with the school. Also, list any partners in education the school wishes to develop and what resources they may offer.
- *Technology Acquisition* – Once the school has identified what can be secured through partnerships and collaboration, it will need to make a list of what purchases will need to take place to carry out the technology goals. The list should include planned purchases, budgeted amounts, sources of funding and the planned dates of acquisition. For network design, refer to any network architecture the school has or consultants that will be used to design the infrastructure. Keep the technicalities to a minimum, including only essential specifications to allow flexibility in purchasing. If the school is requesting CSP subgrant funds for these purchases, please provide specific information in the project goal(s) and activity/activities and budget narrative associated with technology.
- *Technology Integration into the Curriculum* – For each technology acquisition item, there should be a distinct justification for how it supports implementation of the school’s unique culture and learning environment.
- *Staff Development* – In order for the implementation of the technology plan to be effective, teachers and staff will need to understand the roles and skills necessary to carry it out. In this section, please list and explain any training projects planned, including internal and external events, seminars and conferences. Include dates, costs, staff involved and sources/providers.
- *Resources* – It is important to explore the resources and access that will be available to the school. For example, the school may not want to purchase software that requires a minimum internet speed when the school is in a rural area that maxes out near that capacity, as the school will not have guaranteed access at the minimum speed necessary. In this section, describe the technology resources at the school’s disposal. Include current or expected internet access and monthly costs, CD-ROM resources owned, media center inventory list, software used for instruction, inventory list of site licenses, etc. Describe maintenance costs and resources (support staff).
- *Funding Sources* – Exploring other available sources of funding as part of the technology plan will help ensure the best resources. In this section, list funding sources the school has/will have access to, including any grants or subgrants the school will seek, E-rate funding levels and percentages of the general fund or capital reserve budgets allocated for technology.

Evaluation

Each technology plan should have a way of reviewing and assessing its policies through a technology committee or other method.

Sample Text: This technology plan will be evaluated, at least annually each [month], by a technology committee consisting of [list members such as principals, teachers, technology director, students, parents]. The technology committee will meet [monthly/bi-monthly, quarterly] as follows: [provide dates or approximate dates].

It is a good idea to keep a “history” of technology planning and implementation by keeping all subsequent versions of the technology plan saved in one place as a reference of the school’s progress.

APPENDIX 5: TECHNOLOGY PLAN

Instructions: Each applicant is required to complete the technology plan if its application proposes that CSP subgrant funds be used for technology purposes. Fill in each section below. Use of bullet points is encouraged. This plan should be limited to three to five pages.

| | |
|--|--|
| School Name | |
| School Technology Contact (Name, Phone and Email) | |
| Sponsor Name | |
| Effective Dates of Plan | |

SCHOOL INTRODUCTION/DEMOGRAPHICS

TECHNOLOGY POLICIES

VISION

S.M.A.R.T. GOALS/OBJECTIVES

ACTION PLAN (Including the following: Collaboration, Technology Acquisition, Technology Integration into the Curriculum, Staff Development, Resources and Funding Sources)

EVALUATION

APPENDIX 6

SCHOOL LIBRARY DEVELOPMENT PLAN

The school library development plan should be limited to three to five pages and updated at least annually during the subgrant period. The plan should align specifically with one or more of the subgrant project goals and activities.

CSP subgrant funds may be used to purchase:

- Print, non-print and electronic resources;
- Computers, software and essential database subscriptions for use by students and staff (should align with the technology plan);
- Software needed to create an automated card catalog and circulation system or to connect with an existing system within a district or other library consortium;
- Tables, chairs, circulation desk and other furniture; and
- Shelving used in connection with additional books and materials in the library media center.

Please note that CSP subgrant funds may only be used to make initial purchases of site licenses and subscriptions. Ongoing software license costs and subscription fees are unallowable. Additionally, an applicant may purchase shelving units using CSP subgrant funds, but the installation of any permanent fixtures is unallowable as it constitutes a capital improvement to the property.

A library media center is more than just books and computers in a room that is visited only occasionally by the students and staff. To be truly effective, it must be integrated into the school curriculum, with goals and instructional activities that correspond with those of the classroom teacher. Several items to consider in the development process for a quality school library program are described below.

The school staff and community should examine the existing library program, or what the staff would like to have, and prioritize what is needed. All requests for subgrant funds for the library media center will be considered as long as there is detailed justification explaining the necessity for the purchase of an item, how it contributes to the school vision and unique learning environment of the school, and how it can be considered a “start-up” activity aligned with a subgrant project goal and activity. The request should address the elements that will most readily address the needs.

Considerations

- How will students have access to a school media collection with a balance of print, non-print and electronic media adequate in quality and quantity to meet the established needs of the curricular program?
- How will media and technology materials and equipment be available to staff and students throughout the school day and year?
- How will the staff provide input for improving, utilizing and developing the collection?
- How will the materials and resources support the curriculum and goals of the school?

Instructions for Completing the School Library Development Plan Appendix

School Introduction and Demographics

Briefly describe the charter school community in terms of size, population and concerns, outline the sponsor’s and school’s core library plan priorities and how they will be addressed with the CSP subgrant assistance.

Vision

Provide a statement to be used to guide the development of the school library program, planning and purchases.

Current Library Media Program

Provide a description of the existing library program. If no library facility currently exists, a statement reflecting that fact is adequate. Include in the description: estimate of current number and types of materials, description of facility and staffing currently in place, existing integration of library with the curriculum, policies governing the library and media program (internet access by students and staff, filters, content monitoring), technology and information literacy plans, facility size, appearance and location in the school, etc.

S.M.A.R.T. Goals/Objectives

List goals and objectives that the school hopes to achieve through the library media center program in the subgrant period. Include types of library media resources the school will have and how they will be used in and out of the curriculum, and explain how the school's staff, parents, the community and students were (or will be) utilized to develop these goals.

Activities and Measures

Indicate the activities identified to carry out the above goals and objective and the measures that will be used to assess the success of and toward these proposed actions. Include dates, quantities, timeframes, etc.

APPENDIX 6: SCHOOL LIBRARY DEVELOPMENT PLAN

Instructions: Each applicant is required to complete the school library development plan if its application proposes that CSP subgrant funds be used for school library purposes. Fill in each section below. Use of bullet points is encouraged. This plan should be limited to three to five pages.

| | |
|--|--|
| School Name | |
| School Library Contact (Name, Phone and Email) | |
| Effective Dates of Plan | |

SCHOOL INTRODUCTION/DEMOGRAPHICS

VISION

CURRENT LIBRARY MEDIA PROGRAM

S.M.A.R.T. GOALS/OBJECTIVES

ACTIVITIES AND MEASURES

APPENDIX 7

PROFESSIONAL DEVELOPMENT PLAN

The Professional Development Plan should be limited to three to five pages and updated at least annually during the subgrant period. The plan should align specifically with one or more of the subgrant project goals and activities as well as the mission, vision and strategic goals of the proposed community school.

Needs Assessment

When considering professional development, schools need to complete a needs assessment of its professional development needs for staff to promote and sustain high quality instructional delivery and improved student academic achievement.

Subgrant Considerations

When creating the professional development plan, consider how the plan overlaps with other areas of the application, such as:

- Subgrant goals and activities – Does the professional development plan align with one or more subgrant goals or activities?
- Budget – Does your budget clearly support your professional development plan?
- Technology – Will staff/faculty need training on technology?
- Library Media Center – Will resources be purchased, and will space be set aside in the library for professional development books?
- Networking – How will you use professional development to improve networking opportunities?

Please note that CSP subgrant funds may only be used to make initial purchases of any type of professional development. Ongoing professional development costs are unallowable unless they are sufficiently justified in the program budget as to how a repeated professional development and/or conference attendance can be considered a start-up cost. For example, an expense could be considered allowable if the proposed professional development is an extension of previous year's training, will be provided to new staff members or different staff members will be attending a conference in the third year of the subgrant.

Professional Development Resources

When considering professional development resources, utilize appropriate opportunities offered by regional professional development providers, local school districts or other providers. Address any opportunity to network and make use of other experts in the region (community school, public school, etc.). Look in house for teachers or administrators with expertise that can benefit other teachers. Identify the resources required to provide the proposed training.

Promising professional development programs may include:

- Focus on teachers as central to student learning, yet include all other members of the school community;
- Focus on individual, collegial and organizational improvement;
- Respect and nurture the intellectual and leadership capacities of teachers, administrators and others in the school community;
- Reflect the best available research and practice in teaching, learning and leadership;
- Enable teachers to develop further expertise in subject content, teaching strategies, uses of technologies and other essential elements in teaching to high standards;
- Promote continuous inquiry and improvement in the daily life of schools;
- Are planned collaboratively by those who will participate in and facilitate that development;
- Require substantial time and other resources;

- Are driven by a coherent and long-term plan that includes a continual needs assessment; and
- Are evaluated ultimately on the basis of their impact on teacher effectiveness and student learning and guide subsequent professional development efforts.

Instructions for Completing the Professional Development Plan Appendix

Vision

This should be a clear statement of the school’s vision for the overall development program for your governing authority, administration, staff and teachers. It should focus on developing a foundation for all professionals to build on. It should relate to the overall vision of the school and should focus on building the capacity to improve student achievement. Provide a short statement to be used to guide the planning and purchases of the professional development program for the governing authority, administrators, staff and teachers. Be sure this statement relates to the overall vision of the school.

S.M.A.R.T. Goals/Objectives

Goals should be S.M.A.R.T. (specific, measurable, attainable, research-based/relevant and time-bound) and should be rigorous and data driven. A needs assessment of the professional development in the school should be conducted to determine the type of professional development that is needed and should focus on improving student achievement and development.

The CSP subgrantee must assure that all planned professional development meets the standards for high-quality professional development in Ohio. Tasks may include workshops, seminars, study groups, research experiences, mentoring and coaching, and partnerships with other teaching or leadership professionals. Professional development tasks must focus on providing professionals an opportunity to learn, practice and enforce new behaviors or knowledge. Descriptions of the tasks should make it clear how you will reach your goals.

Schools should consider whether most of the training provided will be individualized or in a group setting when deciding on a particular professional development or academic model. All planned training activities should be based on research or best practices and should be used with a population that is similar to that of the community school. Be sure to take into consideration limited resources and time.

The professional development plan should have established outcomes supported by an evaluation method to ensure goals are met. Consider how the success of the plan will be measured (behavior, attitudes, knowledge) and whether or not the school has met the previously identified needs. Any evaluation of outcomes should be both qualitative and quantitative (i.e., observations tracking use of new skills, self-reflection of value of new training, etc.).

Provide a brief overview of the goals and objectives that the school hopes to achieve through the professional development program over the subgrant period. Use the table below to individually list each professional development goal and objective (add rows as needed). Goals should focus on developing a broad foundation for all professionals to build on, relate to the overall vision of the school, and focus on building the capacity to improve student achievement through objectives that are rigorous, results-based, data driven and measurable (quantifiable).

Model

Identify the model(s) of training that will be used to best reach the above goals and objectives. Will activities be individualized or in groups? Are activities based on research or best practices? Is there a model that has been used in a population similar to the school?

Action Plan

In the table below, provide a brief overview of activities that are a part of the professional development program. List any training activities that are planned, including internal and external events, seminars,

conferences, research experiences, mentoring and coaching, partnerships, etc., matching each action/activity to its relevant goal/objective. Include dates, costs, staff involved, sources/providers and explain how each activity works toward the goals and objectives identified. Each activity should focus on providing professionals an opportunity to learn, practice and reinforce new behaviors and/or knowledge.

Outcomes/Evaluation

Indicate in general terms how the success of the above activities will be measured. Use the table above to list how each goal and activity will be evaluated. Measures should be both quantitative and qualitative and should look at changes in behavior, attitude and knowledge of staff/faculty but also impact student performance goals and objectives.

Resources

Describe the resources (staff, partners, providers, experts, etc.) that are available and/or will be utilized to carry out professional development activities. Identify existing partners or ones you wish to develop and what resources they may offer. What funding resources (CSP, operating budget or other sources) will be used to carry out these activities?

Relation to CSP Subgrant

How does the plan for professional development overlap with other plans in this subgrant application? Does the application's proposed budget clearly support the professional development plan? What specific subgrant goals and activities does this plan support?

APPENDIX 7: PROFESSIONAL DEVELOPMENT PLAN

Instructions: Each applicant is required to complete the Professional Development Plan if its application proposes that CSP subgrant funds be used for professional development purposes. Fill in each section below. Use of bullet points is encouraged. Remember that the longer the plan, the less likely the school will be to use it effectively. This plan should be limited to three to five pages.

| | |
|---|--|
| School Name | |
| School Professional Development Contact (Name, Phone and Email) | |
| Effective Dates of Plan | |

VISION

S.M.A.R.T. GOALS/OBJECTIVES

MODEL

ACTION PLAN OUTCOMES/EVALUATION

RESOURCES

RELATION TO CSP SUBGRANT

APPENDIX 8

MARKETING PLAN

The marketing plan should include the community school’s strategy to attract and engage students and families. The marketing plan should be limited to one to three pages and updated at least annually during the subgrant period. The plan should align specifically with one or more of the subgrant project goals and activities.

At a minimum, the marketing plan for the school should include the following components:

- A description of how the marketing plan aligns with your market analysis from Section G: Outreach and Engagement;
- A clear description of how the school will inform the community about its enrollment process, procedures and deadlines;
- A description of how the marketing plan is multi-modal and increases access to the community school for all prospective students;
- A description of the marketing materials and the various means of distribution;
- A description of the marketing mediums to be used;
- A specific plan of outreach for educationally disadvantaged or at-risk student populations;
- A clear description of the target student population the school intends to serve and the planned efforts to engage prospective families in those communities; and
- A description of the opportunities prospective families will have to ask questions, get additional information and tour the facility.

Instructions for Completing the Marketing Plan Appendix

SCHOOL INFORMATION/DEMOGRAPHICS

Briefly describe the community in which the school is (or will be) located in terms of size, population and concerns, and outline the sponsor’s and school’s core marketing plan priorities and how they will be addressed with the CSP subgrant assistance.

VISION

Provide a statement to be used to guide the development of the marketing plan/strategy to be implemented.

S.M.A.R.T. GOALS/OBJECTIVES

List the goals and objectives that the school plans to engage in to carry out its marketing plan. Goals should be S.M.A.R.T. (specific, measurable, attainable, relevant and time-bound) and should be rigorous and data-driven. Include types of marketing resources the school will have and how they will be used.

ACTIVITIES AND MEASURES

Indicate the activities identified to carry out the above goals and objectives and the measures that will be used to assess the success of and toward these proposed actions. Include dates, quantities, timeframes, etc. See the bulleted list above for marketing plan components at a minimum.

APPENDIX 9

PERFORMANCE MANAGEMENT PLAN

The performance management plan should be limited to three to five pages and updated at least annually during the subgrant period. The plan should align specifically with one or more of the subgrant project goals and activities.

Subgrant Considerations

Community school subgrants may be used to implement a new performance management system, improve an existing system and acquire analytical support. Subgrant funding may be purchased to implement the following:

- *Student Information System*: A software program that collects and stores items such as student contact and demographic information, grades and attendance into a database sitting either on a local school network or online;
- *Interim Benchmark Assessments/Formative Assessments*: Measures other than the state assessments to look at progress toward class/school learning goals. Purchase of interim assessments offers certain advantages, such as utilizing a different testing cycle (i.e., fall-spring, bi-monthly, etc.), which allows schools to periodically measure student performance multiple times throughout the year and receive quick results that will inform daily instructional decision making. These assessments should be aligned to state and/or national standards;
- *Data Management System*: A web-based system that stores school information from dissimilar sources such as student information systems, test publishers and interim benchmark assessments and allows for quick student analysis of multiple indicators. A data management system links systems together to create a single, powerful source of key student, school and organizational information that enables the translation of discrete data into actionable information, supporting sustained improvement of the community school;
- *Technical Support*: Includes consulting support for school performance analysis of student data and trainings for staff/faculty;
- *Hardware and Equipment/Software Upgrades*: Any upgrades necessary to run any of these programs (may include computers, servers, network security, etc.).

Please note that CSP subgrant funds may only be used to make the initial purchase of any type of performance management system. Ongoing licensing costs and subscription fees are not allowable (see Budget Instructions in this RFA). Additionally, an applicant may purchase an initial contract for technical support; however, any costs associated with continued technical support are recurring and, therefore, unallowable under the subgrant.

Choosing a Performance Management Strategy

The effective use of data on student and school performance is crucial to community schools given the focus on school performance in areas of student achievement growth, student achievement status, growth and achievement gaps, and career and college readiness on the community school performance framework standards provided by the sponsor. However, as changes are being discussed at the federal level with the Every Student Succeeds Act (ESSA), the anticipation is that similar areas of school performance will be utilized in measures of school quality. High-quality schools use data regularly to inform decision making. Data-driven decision making is facilitated by the use of high-quality performance management strategies and technologies that gather, organize, analyze, report and share information about student and school performance.

In choosing a performance management strategy, school leaders should assess the school needs and capacities of the school and evaluate the functionality, costs and ease of implementation of any prospective system. The subgrant request should address these factors and describe the purposes and objectives the chosen strategy will meet, the anticipated implementation schedule and the anticipated training schedule. Be sure to tie any training related to performance management to the professional development plan submitted as

part of this subgrant proposal.

Instructions for Completing the Performance Management Plan Appendix

School Introduction/Demographics

Provide an overview of the school's educational program. State the school's mission and describe its target student population, enrollment size and number of teachers. Describe how the performance management strategy will help the school to accomplish the mission and implement the proposed educational design.

Vision

Provide a one-sentence statement to be used to guide the planning and purchases of the performance management program. Be sure this statement relates to the overall vision of the school.

S.M.A.R.T. Goals/Objectives

Provide a brief overview of the goals and objectives that the school hopes to achieve through the performance management program over the subgrant period. Include the components of the system the school will have, how they will be used both in and out of the curriculum to accomplish strong academic performance and contribute to setting the culture for the school, and how staff were utilized to develop these objectives.

Current Performance Management System

Provide a description of the existing performance management system. If none currently exists, a statement reflecting that fact is adequate. Include in the description the current methods of collecting student data and what data is collected, assessments used, the testing cycle and format of each, method of data storage, analyses and reports conducted/prepared (including service providers), current results of recent analyses/reports and list the hardware supporting the current performance management system.

Activities/Measures/Targets

Complete the following table to provide a list of the activities that will be used to assess the intended changes in the performance management plan resulting from the subgrant. Link each activity/measure to one of the goals/objectives identified above, as well as describe targets and evaluation benchmarks for each. Measures and targets should be quantifiable, including dates, providers, etc.

| Goal/Objective | Action/Activity | Outcome/Evaluation |
|-----------------------|------------------------|---------------------------|
| Insert goal/objective | Insert action/activity | Insert outcome/evaluation |

Performance Management Budget

Provide a short statement of the overall budget costs for implementing the performance management system outlined.

APPENDIX 10

DISCLOSURE INFORMATION

Please address all of the following sections (or respond with N/A if not applicable):

1. Because certain contractual arrangements have bearing on what can and cannot be funded with these subgrant funds, a community school subgrant 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 subgrant application.**
 - a. The following contracts must be included:
 - i. School contract with sponsor
 - ii. Lease or proof of ownership for facilities
 - iii. EMO/CMO contact if applicable
 - iv. Treasurer's contract (including a copy of the surety bond for the treasurer)
2. 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), Charter Collaboratives, technology providers, professional development providers, curriculum companies, or other Educational Service Providers (ESPs). Failure to disclose these relationships could result in funds being retracted, even if already disbursed. **If an agreement with an EMO, CMO or collaborative has been or will be executed, please include a copy of the agreement as an attachment to the subgrant application under Appendix 10.**
3. Explain any relationship with an Educational Service Provider (e.g., EMO, CMO, technical assistance provider, etc.) to explain why the applicant is seeking to contract with an ESP rather than operate the school directly. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs. Describe the key elements of the contract, if applicable. Is the service provider a for-profit or non-profit organization/company? Describe the process used by developers to choose the service provider (e.g., was there a competitive bid process? Did research demonstrate that the company was successful with the proposed student population or educational model?).
4. Explain which entity holds the assets of the community school and which entity will hold any assets obtained through community school subgrant funds. Describe the governing board's composition in relationship to a chosen service provider. Provide information on key individuals working with the ESP. Provide a description of the roles and responsibilities of the ESP. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.
5. Describe any contract, lease or mortgage that is in place regarding the school's educational facility. What percentage of the facility costs are estimated to be? **Please include a copy of any facility-related agreements.**
6. Does the community school have a governing board-approved conflicts of interest policy? If so, **please include a copy of the policy as an attachment to the subgrant application under Appendix 10.** The conflicts of interest policy must comply with EDGAR [34 CFR 75.525]. Also refer to Program-Specific Assurance item 61 regarding the conflicts of interest policy.

7. Provide a list of current governing authority members with the following information; first and last name, position on the governing authority, current employer, position title and any previous employers for the last two years. Provide a list of founding members of the community school if different than the current governing authority members. This list must include the first and last name, current employer, position title and any previous employers for the last two years.
8. Provide evidence that the community school is a public benefit corporation or nonprofit.
9. A copy of the treasurer agreement and surety bond.
10. Provide the state report card(s) and an explanation of the states' academic measures and metrics for a community school operating a high-performing educational model outside of Ohio for which the applicant plans to implement as stated in Section A: Executive Summary and Section E: Educational Model.

APPENDIX 11

CSP SUBGRANT PROJECT GOALS AND ACTIVITIES

| | |
|---------------------------------|---|
| ACTIVITY #1: | CSP FUNDS BUDGETED FOR THIS ACTIVITY: Other Federal Funds Budgeted for this Activity (Provide amount budgeted from each funding source): |
| DESCRIPTION OF ACTIVITY: | |
| S.M.A.R.T. GOAL: | |
| PERFORMANCE MEASURE: | |
| TIMELINE: | |

APPENDIX 12

CHARTER MANAGEMENT ORGANIZATION/EDUCATION MANAGEMENT ORGANIZATION (CMO/EMO) QUESTIONNAIRE

The U.S. Department of Education’s Nonregulatory guidance of the Charter Schools Program (CSP) recognizes that a community school may enter into a contract with a for-profit entity to manage the day-to-day operations of the community school. However, federal regulations mandate that a community school grant recipient must “directly administer or supervise the administration of [the grant].” When administering or supervising the administration of the grant, the community school that contracts with a Charter Management Organization (CMO) or Education Management Organization (EMO) should ensure that it and its governing board are independent of the for-profit CMO/EMO.

A copy of the [Charter Schools Program, Title V, Part B of the ESEA, Nonregulatory Guidance](#) can be found at the federal CSP webpage (link provided).

All Ohio Charter Schools Program (CSP) applicants must complete the Charter/Education Management Organization questionnaire found below. This will assist the Ohio Department of Education to fulfill its responsibility to ensure that subgrant recipients utilizing the services of a CMO/EMO are independent of that management organization.

If your school *does not or will not* have a contract with a CMO/EMO, please indicate “N/A” in the Name of Charter/Education Management Organization section below. Should your school *have or will have* a contract with a CMO/EMO respond to *all* questions completely, regardless of whether it is a for-profit or non-profit entity.

Relevant excerpts from the signed community school contract between the governing authority and the sponsor may be used (please indicate if the information provided was included in the signed community school contract). **The CMO/EMO questionnaire must be signed by the governing authority president of the community school.**

Community School Name: _____

IRN: _____

Sponsor: _____

Legal Name of CMO/EMO and EIN: _____

- a) Will the non-profit entity receiving the CSP subgrant directly administer or supervise the administration of the subgrant? Describe the key staff responsible for the administration and/or supervision of the subgrant entity, including the specific roles, responsibilities, and duties of each individual as they pertain to the subgrant. Include any areas where there may be CMO/EMO providing back office services.
- b) Are any of the community school’s governing authority members selected by the CMO/EMO?
- c) Does the governing authority include members who are employees of the CMO/EMO?
- d) Does the community school have an attorney that is independent from the CMO/EMO?
- e) Does the community school have a treasurer that is independent from the CMO/EMO?
- f) Does that community school have an audit firm that is independent from the CMO/EMO?
- g) Was the contract between the community school and the CMO/EMO negotiated at “arms-length” (e.g. multiple bids, etc.)? Please explain how the CMO/EMO was selected.

- h) Does the contract between the community school and CMO/EMO clearly describe each party's rights and responsibilities, and specify reasonable and feasible terms under which either party may terminate the contract (e.g., the community school does not lose the right to use facilities or materials)? **Include a copy of the management agreement with Appendix 10.**
- i) Explain the fee structure for the management services being provided by the CMO/EMO. What percent of state funds or fixed fee, if any, are to be paid to the CMO/EMO under its contract with the school's governing authority? Please explain what services are covered by fees paid to the CMO/EMO. Describe the reasonableness of the fee structure and/or fixed fee.
- j) Are there any other agreements (e.g., loans, leases, etc.) between the community school and the CMO/EMO? Please list amounts and creditor for each loan. Please explain how any loans, leases, etc. are fair and reasonable, documented appropriately, aligned with market rates, and include terms that will not change if the management contract is terminated?
- k) Does the contract between the school's governing authority and the CMO/EMO include a clause which allows either party to terminate the contract for cause prior to the end of the contract term? If so, provide the page and section number of the contract with the CMO/EMO.

By signing below, I certify to the best of my knowledge and belief all the statements contained herein are true, correct, complete, and made in good faith.

Name of Individual Completing Form: _____

Title: _____

Signature: _____ Date: _____

APPENDIX 13
Renovation/Repair Request Form

Provide a request and justification for CSP funds that will be utilized to complete necessary renovations/repairs to the school in support of implementation activities. The request must clearly outline the specific renovation/repair, the rationale to demonstrate the funding is critical to support expansion of the community school and an analysis of state/local revenue is insufficient to complete the necessary renovation/repair.

Background: Under new guidelines from ESSA, charter schools can apply to repurpose a percentage of their monies from their CSP grant for the purpose of minor facility repairs and other necessary renovations.

Appendix 13: Minor Renovation/Repair Request Form

Background: Under new guidelines from ESSA, charter schools can apply to repurpose a percentage of their monies from their CSP expansion grant for the purpose of minor facility repairs and other necessary renovations.

Determining what constitutes “Minor Renovations/Repair Request”

Minor facility repairs and necessary renovations cannot add to the permanent value of the property nor significantly prolong its intended life, but rather, keep it in efficient operating condition. In addition, under this program,

1. Total annual expenses on facilities are not to exceed 10% of the annual grant award.
2. The goals of the grant are clearly met and not compromised based on expenditures made related to facility repairs.

Examples Include: Repairing a leak in the roof, replacing/repairing a leaky window, and repairing a furnace or air conditioning unit.

Instructions: Applicants are required to complete this form if their application proposes that CSP grant funds be used to make minor facility repairs. Fill in the information below as it applies to your request.

| | |
|--|--|
| School Name | |
| School Facility Contact (Name, Phone and Email) | |
| Effective Dates of Plan | |

Rationale for including expense

Identify any minor facilities repairs and budgeted amounts for each.

Explain why these repairs are considered “minor repairs”.

Identify where these repairs are specified in your project goals and project budget spreadsheet.

Explain why these renovations are “necessary” (note: To be considered a “necessary renovation,” the applicant must provide a citation to statute and/or regulation that demonstrates that the renovation is required]

Be sure to modify your project budget spreadsheet.

Assurances (please initial before sending)

- ___ Community school acknowledges that any facility repairs will be minor and any other renovations will be necessary to ensure compliance with applicable statutes and regulations.
- ___ Community school acknowledges that any minor facility repairs paid for through CSP funds must be reviewed and approved by the Office of Community Schools before funds related to the activity will be released.
- ___ Community school acknowledges that expenses are only for minor facility repairs that are non-sustained/one-time associated costs.

APPENDIX 14
WAIVER REQUESTS (OPTIONAL)

Provide a request and justification for waivers of any federal or state statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the community school. The request and justification must include the specific statute or regulatory reference and rationale as to why you feel a waiver is necessary.

OHIO CSP SUBGRANT APPLICATION: TECHNICAL REVIEW CHECKLIST

Instructions: Department staff members complete the checklist below to indicate if the application has all required items. If needed, Department staff enter comments for each application section in the indicated “Comments” fields. Once the technical review is completed, Department staff members indicate whether or not the application is approved to continue through the review process.

Name of Reviewer: _____ Date: _____

Eligibility Requirements

| Criteria | Yes | No | NA |
|---|--------------------------|--------------------------|--------------------------|
| 1. Applicant meets the federal definition of a public charter school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Applicant is planning or implementing a high-performing, site-based general education community school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Applicant is planning or implementing a community school based on a model with a track record of high-quality performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a. Applicant identified a high-performing educational model operated by its contracted CMO/EMO | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Applicant’s sponsor meets eligibility criteria outlined in the Request for Application | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. (For planning grant) Applicant has a preliminary agreement that describes the intention of both the applicant’s sponsor and the developer to pursue the execution of a community school contract | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. (For implementation grant) Applicant has an executed community school contract | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Applicant IS NOT a Dropout Prevention and Recovery School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Applicant IS NOT an e-school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Applicant has never received a CSP grant from the U.S. Dept. of Education or the Ohio Department of Education for the same activities prior to 2015 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Applicant does NOT have designated feeder patterns, demonstrating separate and distinct schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The applicant does NOT have weights associated with its lottery. The applicant is a community school that provides | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|--|--------------------------|--------------------------|--------------------------|
| all students in the community with an equal opportunity to attend the charter school [20 U.S.C. 7221-7225g]. | | | |
| 12. The applicant does NOT have lottery and enrollment policies that include preference for students in other community schools operated by the CMO/EMO. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| COMMENTS | | | |

Ineligibility Criteria

| Criteria | Yes | No | NA |
|--|--------------------------|--------------------------|--------------------------|
| 1. Applicant is a dropout prevention and recovery community school as defined in Ohio statute ORC 3314.35(A)(4)(a) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Applicant is an e-school as defined in Ohio statute O.R.C. 3314.02(A)(7) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Applicant has received CSP grant funds directly from the U.S. Department of Education or Ohio subgrants for the same activities prior to 2015 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Applicant is a community school that has been open for more than three years at the time this request for application was issued | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Applicant is a community school under contract with a sponsor that meets ineligibility criteria outlined in the Request for Application | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Applicant is a community school with an active designated feeder pattern | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Applicant identified a high-performing educational model implemented by a different CMO/EMO than its contracted CMO/EMO. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Applicant is unable to demonstrate an “arm’s length” relationship with its contracted CMO/EMO. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| COMMENTS | | | |

Allowable Use of Funds

| Criteria | Yes | No | NA |
|---|--------------------------|--------------------------|--------------------------|
| 1. All costs in the budget fall under allowable costs as outlined in the Allowable Costs Guide and there are no additional costs outlined within the application | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Applicant has demonstrated that state or local funds are unavailable to cover any budgeted expense at issue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The application and budget does not include expenditures that are not “allowable, allocable, or reasonable” as defined in the Nonregulatory Guidance Handbook (updated January 2014) and the Uniform Guidance [2 CFR 200] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. If a Renovation/Repair Request was included, the requested CSP funds support a renovation/repair deemed necessary for the planning/implementation of expansion activities and does not meet the federal definition of construction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| COMMENTS | | | |

Required Forms

| Criteria | Yes | No | NA |
|--|--------------------------|--------------------------|--------------------------|
| Cover Page | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Completed Application Submission Checklist | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Signed Certification Page | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Governing Authority Signed Resolution (for certification page) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Signed Statement of Assurances | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Signed Statement of Sponsor Assurances | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Project Goals Budget Spreadsheet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Application Narrative and Technical Requirements

| Criteria | Yes | No | NA |
|---|--------------------------|--------------------------|--------------------------|
| 1. Narrative is 35 pages or fewer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Narrative font size is 11-pt | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Narrative font style is Arial | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Narrative page margins are one inch | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Narrative includes a header on all pages with all the following information: page numbers, community school name, school IRN and sponsor's name | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Narrative section includes: | | | |
| A. Executive Summary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Subgrant Project Goals, Budget, Budget Narrative and Evaluation Methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a. Applicant includes a description of how it will use other federal funds (funding source, allocated amounts, title) in conjunction with CSP subgrant funding to meet project goals and objectives in the CSP subgrant application | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. School Community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Educationally Disadvantaged Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a. Description of how the community school will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Educational Model | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F. School Goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G. Parent and Community Outreach and Engagement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H. Community School Personnel and External Support | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I. Governance and Management Plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J. Business Capacity and Continued Operation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| COMMENTS | | | |

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Application Appendices

| Criteria | Yes | No | NA |
|---|--------------------------|--------------------------|--------------------------|
| 1. Community School Enrollment Policy, including Lottery Protocol | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Completed CSP Budget Form (to be completed in Ohio's e-grant system, CCIP) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Copy of Community School's Annual and Long-Term Budgets and Last Audited Financial Statement (when applicable) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a. The applicant used the Department's annual budget template and five-year forecast template | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Copy of Preliminary Agreement or Executed Contract including all attachments and any amendments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Technology Plan (required if requesting funds for technology) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. School Library Development Plan (required if requesting funds for library) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Professional Development Plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Marketing Plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Performance Management Plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Disclosure Information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a. Copy of Lease Agreement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. CMO/EMO Contract (or other provider contracts) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. The contract between the community school governing authority and the CMO/EMO includes a provision allowing the governing authority to terminate the contract for cause prior to the end of the term. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. The contractual fees for the CMO/EMO are reasonable. If the applicant contracts with a CMO/EMO, it provided a detailed explanation and breakdown of services and how the contractual fees are reasonable. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|--|--------------------------|--------------------------|--------------------------|
| c. Conflicts of Interest Policy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. A potential conflict of interest was identified during the technical review process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Governing Authority members, founding members and disclosure information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Evidence of public benefit corporation or nonprofit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. State report card(s) and an explanation of the states' academic measures and metrics for a community school operating a high-performing educational model outside of Ohio (if applicable) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Copy of the treasurer contract and surety bond | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. CSP Subgrant Project Goals and Activities Form(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Each project activity form includes the CSP budgeted amount and other federal funding sources including amounts to be allocated for the activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Charter/Education Management Organization (CMO/EMO) Questionnaire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a. Applicant demonstrates CMO/EMO "arm's length" requirement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Renovation/Repair Request Form (required if requesting funding for renovation/repair) | | | |
| 14. Waiver Requests (OPTIONAL) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| COMMENTS | | | |

Overall Recommendation for Technical Review (*check one*):

APPROVED

NOT APPROVED

Additional Comments

OHIO CSP SUBGRANT SELECTION CRITERIA AND RUBRIC

APPLICATION REVIEW PROCESS

Review Team

A team of reviewers will assess and score all applications. Review teams are comprised of education stakeholders with expertise in a range of fields, including but not limited to curriculum and instruction, law, governance, management, leadership, finance, school start-up, policy and community school operations.

Score Requirements

The following criteria will be used by reviewers to evaluate the application. The Department will determine annually the minimum threshold of total points earned (excluding points earned for Competitive Preference Priorities) in order to be recommended for funding. Additionally, applicants that earn zero (0) points for any section will not be recommended for funding.

Application Checklist

The Review Team will ensure that each applicant submitted all required narratives and appendices using the Application Checklist prior to scoring the application. Applications that are missing one or more required narratives and/or appendices will not be scored.

Rating Characteristics

Not Addressed/0 Points

The response is not provided.

Poorly Developed/1 Point

The response is significantly incomplete, missing required appendices or otherwise raises substantial concerns about the viability of the plan or the applicant's capacity to execute it.

Adequately Developed/2 Points

The response meets the less than half of the established criteria but contains substantial gaps in other areas.

Well Developed/3 Points

The response meets the established criteria, but it requires additional information, explanation or detail in one or more areas.

Fully Developed/4 Points

The response demonstrates the applicant's thorough understanding of key issues via specific and accurate information. The response presents a clear, realistic picture of how the school expects to operate and inspires confidence in the applicant's capacity to execute the plan effectively.

OHIO CSP IMPLEMENTATION SUBGRANT APPLICATION RUBRIC

NAME OF SCHOOL/APPLICANT: _____

REVIEWER NAME: _____ **DATE:** _____

SECTION A: EXECUTIVE SUMMARY

| Review Criteria | Not Addressed | Poorly Developed | Adequately Developed | Well Developed | Fully Developed |
|--|---------------|------------------|----------------------|----------------|-----------------|
| <p>A summary that introduces the reader to the community school and shall include:</p> <ul style="list-style-type: none"> • The school’s mission, vision, goals, grade levels and total students to be served. • A brief description of the community the school intends to serve (including location and demographics) and how the school’s goals are important to this community. • An overview of how the school will prepare students for academic success, including an explanation of the educational philosophy and innovative instructional approach. • A summary of funding requested and an introduction to the grant project goals and activities. • A description of the administrative relationship between the community school and its sponsor. • Identification of the high-performing educational model the school intends to implement and a brief description of how when the proposed community school will meet and/or exceeds the department’s definition of a high-performing community school model. | 0 | 1 | 2 | 3 | 4 |
| Total Points Earned | | | | / 4 | |
| Reviewer Comments: | | | | | |

SECTION B: SUBGRANT GOALS, BUDGET, BUDGET NARRATIVE AND EVALUATION METHODS

| Review Criteria | Not Addressed | Poorly Developed | Adequately Developed | Well Developed | Fully Developed |
|--|---------------|------------------|----------------------|----------------|-----------------|
| <p>Identified CSP subgrant goals give a clear and accurate picture of how the school will use subgrant funding to support the planning and implementation of the community school.</p> <ul style="list-style-type: none"> Goals are specific, measurable, attainable, relevant and time-bound. The strategies proposed to meet these goals and activities to improve educational results for all charter students are evidence-based. | 0 | 1 | 2 | 3 | 4 |
| <p>There is clear alignment among the subgrant project goals and activities, and the goals of the school.</p> <ul style="list-style-type: none"> Each subgrant project goal and strategy aligns with the school’s mission, vision, educational program and other federal grant programs. The school has a detailed plan, including action steps, for each subgrant project goal and strategy. If the school seeks technology, library and/or professional development funds, the application includes a technology plan, school library development plan and/or professional development plan. | 0 | 1 | 2 | 3 | 4 |
| <p>The budget and budget narrative fully describe the intended use of subgrant funds.</p> <ul style="list-style-type: none"> The submitted budget (in CCIP) specifies expenditures for each subgrant project goal and strategy. For each budget cell, the budget narrative fully explains how the school intends to use funds, including itemized descriptions. The budget narrative also includes a description of the supplementary funding needed for each project goal and a plan for securing it. The budget narrative identifies items necessary to implement remote learning for the 2021-2022 school year (if the school is planning on implementing remote learning). | 0 | 1 | 2 | 3 | 4 |

| | | | | | |
|--|---|---|---|---|-------------|
| <p>The school demonstrates its plan to execute the Ohio CSP subgrant.</p> <ul style="list-style-type: none"> • The school has sufficient cash on hand, or a reasonable plan to acquire it, to front initial subgrant spending until reimbursement. • The school does not include any unauthorized activities in the budget. • The school provides an overall description of how the subgrant will be managed directly by the school and not the operator (e.g. CMO, EMO), including key personnel assigned to manage the subgrant. • The school describes how it will report on subgrant goals and activities, including the budget, to its governing board. • The school describes how it will use other federal funds in conjunction with CSP subgrant funding to meet project goals and objectives in the CSP subgrant application. | 0 | 1 | 2 | 3 | 4 |
| <p>The school describes how it will evaluate the effectiveness and success of the subgrant goals and strategies.</p> <ul style="list-style-type: none"> • The school's plan for evaluating subgrant goals and strategies includes specific metrics, persons responsible and dates for review. | 0 | 1 | 2 | 3 | 4 |
| <p>The school demonstrates a commitment to sharing best practices with community schools across Ohio.</p> <ul style="list-style-type: none"> • The school identifies best practices it will implement regarding academic performance, school culture, staff and student recruitment and/or financial management. • The school proposes a plan for sharing these best practices with other community schools across the state, including timeframes for achievement and persons responsible. | 0 | 1 | 2 | 3 | 4 |
| Total Points Earned | | | | | / 24 |
| Reviewer Comments: | | | | | |

SECTION C: SCHOOL COMMUNITY

| Required Criteria | Not Addressed | Poorly Developed | Adequately Developed | Well Developed | Fully Developed |
|---|---------------|------------------|----------------------|----------------|-----------------|
| <p>The school provides a market analysis of thorough market research, which demonstrates a demand for the student population to be served.</p> <ul style="list-style-type: none"> The needs of the intended community are described and supported by data on the range of educational options currently available and their levels of performance. The school serves subgroups whose needs are not currently being met by schools in the community and/or public school choices in the community are academically low performing. Evidence of research in the following areas demonstrates demand for the community school in the proposed facility and/or community; real estate market (rental property, insurance rates, property taxes), availability of transportation (e.g. bus lines), enrollment fluctuation in surrounding schools, job growth, age range of students in the surrounding area of the proposed facility and/or community, etc. | 0 | 1 | 2 | 3 | 4 |
| <p>The school clearly explains how it will address the needs of its intended community.</p> <ul style="list-style-type: none"> The school explains in detail how this vision meets the needs of the community, with particular attention paid to the gaps in educational opportunities that the community school will address. | 0 | 1 | 2 | 3 | 4 |
| <p>The school's market analysis is well-researched and clearly aligned to its subgrant project goals.</p> <ul style="list-style-type: none"> The section's main ideas are supported by strong evidence, including research and/or data, and contains a well-developed, logical argument. There is a clear connection between the main ideas presented in this section and the subgrant project goals and strategies. | 0 | 1 | 2 | 3 | 4 |
| Total Points Earned | | | | | / 12 |
| Reviewer Comments: | | | | | |

SECTION D: EDUCATIONALLY DISADVANTAGED STUDENTS

| Review Criteria | Not Addressed | Poorly Developed | Adequately Developed | Well Developed | Fully Developed |
|--|---------------|------------------|----------------------|----------------|-----------------|
| <p>The school predicts its enrollment of educationally disadvantaged students.</p> <ul style="list-style-type: none"> The school projects enrollment for each category (subgroup) of educationally disadvantaged students based on demographics for the school’s intended location. | 0 | 1 | 2 | 3 | 4 |
| <p>The school describes its plan for reaching out to students in each category (subgroup) of educationally disadvantaged students and their families, including specialized outreach efforts.</p> <ul style="list-style-type: none"> The school thoroughly describes its approach to attract, recruit, enroll, retain and serve at-risk and other educationally disadvantaged students. | 0 | 1 | 2 | 3 | 4 |
| <p>The school designs innovative programs, interventions, and/or plans to support all populations of educationally disadvantaged students.</p> <ul style="list-style-type: none"> The school describes the needs of the prospective educationally disadvantaged students. The school plans strategies to reduce achievement gaps between student subgroups and prepare them for career and college. The school describes how these strategies will meet the needs of each student subgroup and comply with state and federal requirements including a description of how the school will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act. The school provides research or data about other successful implementations of these strategies. If applicable, the school describes plans for use of Title I funds. | 0 | 1 | 2 | 3 | 4 |
| <p>The school’s plans for providing instructional support, interventions and programs to overcome academic and non-academic barriers to success are clearly articulated and aligned to subgrant goals.</p> <ul style="list-style-type: none"> The school describes the intervention procedures it will employ to support all educationally disadvantaged students with emphasis on subgroups. The school describes its process for the collection of academic and non-academic data and the analytical procedures it will | 0 | 1 | 2 | 3 | 4 |

| | | | | | |
|--|---|---|---|---|---|
| <p>employ to make data-driven decisions for educationally disadvantaged students.</p> <ul style="list-style-type: none"> • The school describes the staff specifically responsible to support educationally disadvantaged students. • There is a clear connection between the annual and five-year forecast budgets (federal, state and/or private funding) regarding staffing and support services for educationally disadvantaged students. • The school describes its intervention programs for students with disabilities, English language learners, economically disadvantaged and/or other vulnerable youth subgroups to include identification, curriculum, instructional techniques, assessments and transition. | | | | | |
| <p>The school's plans for educationally disadvantaged schools are well-researched, articulate and clearly aligned to its subgrant project goals.</p> <ul style="list-style-type: none"> • The section's main ideas are supported by strong evidence, including research and/or data, and contains a well-developed, logical argument. • There is a clear connection between the main ideas presented in this section and the subgrant project goals and strategies. | 0 | 1 | 2 | 3 | 4 |
| Total Points Earned / 20 | | | | | |
| Reviewer Comments: | | | | | |

SECTION E: EDUCATIONAL MODEL

| Review Criteria | Not Addressed | Poorly Developed | Adequately Developed | Well Developed | Fully Developed |
|---|---------------|------------------|----------------------|----------------|-----------------|
| <p>The school fully explains the academic curriculum for each core content area (reading, writing, math, science and social studies) and grade level.</p> <ul style="list-style-type: none"> The key curriculum materials are identified and supported by published research. The school describes how the curriculum aligns fully to Ohio content standards. The school explains how the curriculum will prepare students for postsecondary study or workforce development. The school explains how the curriculum meets the needs of the anticipated demographics of the school. If the school is replicating an existing model, it names and describes the model and provides an explanation of why the model is appropriate for the intended student population and community. | 0 | 1 | 2 | 3 | 4 |
| <p>The school explains key aspects of the instructional approach.</p> <ul style="list-style-type: none"> Instructional methods, such as innovative practices and the use of technology, are articulated. The school explains how these practices complement the curriculum decisions and design. | 0 | 1 | 2 | 3 | 4 |
| <p>The school describes how teachers will use a range of data and varied strategies to support individual learners.</p> <ul style="list-style-type: none"> The school has a comprehensive plan for collecting student performance data throughout the school year to determine the ongoing needs and progress of individual students. The school proposes how teachers will use intervention systems and/or differentiation practices to respond to the needs of individual students. The school explains how it will train and provide ongoing professional development to support teachers in analyzing data and implementing differentiated practices. | 0 | 1 | 2 | 3 | 4 |
| <p>The school has a detailed plan to develop and sustain a safe and organized school culture.</p> <ul style="list-style-type: none"> The school fully describes its student behavior philosophy and student behavior management plan. | 0 | 1 | 2 | 3 | 4 |

| | | | | | | |
|---|---|---|---|---|-------------|--|
| <ul style="list-style-type: none"> The school explains how its staff will be educated about and trained to implement the behavior plan. | | | | | | |
| <p>The school presents a well-researched, articulate educational model appropriate for the school’s students, which clearly aligns to its subgrant project goals.</p> <ul style="list-style-type: none"> The section’s main ideas are supported by strong evidence, including research and/or data, and contains a well-developed, logical argument. There is a clear connection between the main ideas presented in this section and the subgrant project goals and strategies. There is a detailed description and identification of the high-performing educational model supported by data and research. | 0 | 1 | 2 | 3 | 4 | |
| Total Points Earned | | | | | / 20 | |
| Reviewer Comments: | | | | | | |

SECTION F: SCHOOL GOALS

| Review Criteria | Not Addressed | Poorly Developed | Adequately Developed | Well Developed | Fully Developed |
|---|---------------|------------------|----------------------|----------------|-----------------|
| <p>The school presents key academic and non-academic goals to which it will hold itself accountable.</p> <ul style="list-style-type: none"> Goals are specific, measurable, attainable, relevant and time-bound. Goals align to the school’s mission and proposed educational model. At least two academic goals are aligned with Ohio’s achievement reporting standards [suggested one goal for overall student performance and one goal for educationally disadvantage students. | 0 | 1 | 2 | 3 | 4 |
| <p>The school has a clear approach for assessing its progress toward its goals.</p> <ul style="list-style-type: none"> The school has a comprehensive plan for using classroom formative assessments to determine the ongoing needs and progress of students. The school offers a plan to evaluate the progress of individual students, cohorts over time and the school as a whole. The school clearly indicates how it will measure non-academic goals. | 0 | 1 | 2 | 3 | 4 |
| <p>The school provides a thorough plan for monitoring and reporting progress toward performance goals to the governing board and the sponsor.</p> <ul style="list-style-type: none"> The plan identifies what data or information each group will receive. The plan describes how each group will use the data and information they receive to monitor school performance. The plan complements the Performance Management plan (included as Appendix 9 of the application). | 0 | 1 | 2 | 3 | 4 |
| <p>The school provides a thorough plan for reporting performance goals and outcomes to parents and to the public.</p> <ul style="list-style-type: none"> The plan includes dates for reporting, methods of communication and person(s) responsible. | 0 | 1 | 2 | 3 | 4 |
| Total Points Earned | | | | | / 16 |
| Reviewer Comments: | | | | | |

SECTION G: OUTREACH AND ENGAGEMENT

| Review Criteria | Not Addressed | Poorly Developed | Adequately Developed | Well Developed | Fully Developed |
|---|---------------|------------------|----------------------|----------------|-----------------|
| <p>The school summarizes its marketing plan, explaining how students and parents in the community will be informed about the community school.</p> <ul style="list-style-type: none"> The school describes how students and parents in the community will be informed about the community school, including details about targeted outreach plans for specific educationally disadvantaged student populations. The school describes opportunities for prospective families to ask questions, obtain additional information and tour the facility. | 0 | 1 | 2 | 3 | 4 |
| <p>The school presents significant planning and effort to engage families in the school’s development and operations.</p> <ul style="list-style-type: none"> The roles that parents may play in developing the school are described. The school describes its plan for engaging and empowering parents in the school’s ongoing operations. If the school is already open, it describes the current level of parent engagement in the school, supported by data. | 0 | 1 | 2 | 3 | 4 |
| <p>The school presents significant planning and effort to engage prospective community members in the school’s development and operations.</p> <ul style="list-style-type: none"> The roles of community members in developing the school are described. The school describes its plan for engaging and empowering community members in the school’s ongoing operations. The school explains its plan for attracting, recruiting and retaining the involvement of members of the community. If the school is already open, it describes the current level of community engagement in the school, supported by data. | 0 | 1 | 2 | 3 | 4 |
| Total Points Earned | | | | / 12 | |
| Reviewer Comments: | | | | | |

SECTION H: SCHOOL PERSONNEL AND EXTERNAL SUPPORT

| Review Criteria | Not Addressed | Poorly Developed | Adequately Developed | Well Developed | Fully Developed |
|--|---------------|------------------|----------------------|----------------|-----------------|
| <p>The school describes key staff positions for the development and implementation of the school.</p> <ul style="list-style-type: none"> The school provides an organizational chart with brief job descriptions and qualifications for each year of the subgrant funding. The school describes the approach it will use (or is using) to recruit and retain high-quality school personnel. The school describes staff positions it will directly or indirectly employ to support all students, subgroups and educationally disadvantaged students. | 0 | 1 | 2 | 3 | 4 |
| <p>The school describes key personnel who are working to found the school.</p> <ul style="list-style-type: none"> Each founder’s role in the school is fully described. Each founder’s relevant work experience is explained. Schools that are already open provide a description of personnel who were involved in the planning of the school prior to opening. | 0 | 1 | 2 | 3 | 4 |
| <p>The school has a plan to establish a strong, effective network of external support.</p> <ul style="list-style-type: none"> The school identifies specific areas on which it will seek support. The school identifies external partners who may provide support in those areas. The school describes how and when staff will be engaged with external partners. | 0 | 1 | 2 | 3 | 4 |
| Total Points Earned | | | | / 12 | |
| Reviewer Comments: | | | | | |

SECTION I: GOVERNANCE AND MANAGEMENT PLAN

| Review Criteria | Not Addressed | Poorly Developed | Adequately Developed | Well Developed | Fully Developed |
|---|---------------|------------------|----------------------|----------------|-----------------|
| <p>The school explains the composition and selection process for the governing board.</p> <ul style="list-style-type: none"> The composition and selection process ensure adequate expertise to perform board responsibilities to meet the requirements of the Ohio Revised Code. The school explains how the board was designed to support the overall mission and vision of the community school. The school clearly articulates the autonomy of all governing board members from the sponsor, the operator and any other potential conflicts of interest. | 0 | 1 | 2 | 3 | 4 |
| <p>The school provides evidence of the board's preparation and practice.</p> <ul style="list-style-type: none"> The school details the training the board already has received. The school details the training the board still needs, as well as when and how they it receives that training. The school provides evidence of current strong board practice, including the development and implementation of conflict of interest policies. The school describes the board's financial and transparency processes. | 0 | 1 | 2 | 3 | 4 |
| <p>The school describes the process it will use to draft, develop and adopt policies and procedures in accordance with all state and federal laws.</p> <ul style="list-style-type: none"> The school dedicates ample time to the development of policies for all applicable laws and rules. The process includes board resolution. | 0 | 1 | 2 | 3 | 4 |
| Total Points Earned | | | | / 12 | |
| Reviewer Comments: | | | | | |

SECTION J: BUSINESS CAPACITY and CONTINUED OPERATION

| Required Criteria | Not Addressed | Poorly Developed | Adequately Developed | Well Developed | Fully Developed |
|--|---------------|------------------|----------------------|----------------|-----------------|
| The school has put in place finance policies and procedures. <ul style="list-style-type: none"> • The school describes its existing office practices and policies. • The school identifies policies and procedures that still need to be developed. • The school describes a plan for completing annual independent audit requirements. | 0 | 1 | 2 | 3 | 4 |
| The school has a solid plan for ensuring financial viability. <ul style="list-style-type: none"> • The school describes the role the board plays in financial oversight of the school. • The school’s organizational, management and financial plans demonstrate both fiscal viability and autonomy. | 0 | 1 | 2 | 3 | 4 |
| The school demonstrates that it has the internal capacity to ensure continued operation after the subgrant expires. <ul style="list-style-type: none"> • The school provides a sound plan to sustain efforts and institutionalize practices begun under the subgrant after it has expired. • The school explains how other federal, state, local or private funds will be used to assist the school in institutionalizing effective practices. | 0 | 1 | 2 | 3 | 4 |
| The school describes its choice of facility. <ul style="list-style-type: none"> • A viable facility is secured or is in the process of being secured. • The facility is safe, appropriate for its student population and intended academic program, and of good quality. | 0 | 1 | 2 | 3 | 4 |
| The school describes its facility plan. <ul style="list-style-type: none"> • The school demonstrates that it is able to cover the initial cost of making the building ready for a reasonable student enrollment projection. • The budgeted facility cost represents a reasonable and appropriate portion of the total budget. | 0 | 1 | 2 | 3 | 4 |
| Total Points Earned | | | | / 20 | |
| Reviewer Comments: | | | | | |

COMPETITIVE PREFERENCE PRIORITIES

NAME OF SCHOOL/APPLICANT: _____

REVIEWER NAME: _____ DATE: _____

Competitive Preference Priorities Scoring

Reviewers will consider up to five additional pages outside the Application Narrative and Appendices to score this section. Applicants that do not submit additional explanations for this section will not be scored on the Competitive Preference Priorities and, therefore, will not be eligible to receive additional points.

Each of the four Competitive Preference Priorities has an established point value, listed below. Applicants are awarded points for a Priority if they demonstrate all related criteria. These points are added to the total points earned on the Scoring Rubric for the Application Narrative and Appendices. The final total points possible does not increase.

Strategic Replacement – 10 points

High-need Location – 8 points

Educationally Disadvantaged Students – 5 points

Proven Educational Model – 5 points

| STRATEGIC REPLACEMENT | | | | | |
|--|-------------------|----------------------|--------------------------|--------------------|----------------------|
| Criteria | Not Addressed (0) | Poorly Developed (2) | Adequately Developed (6) | Well Developed (8) | Fully Developed (10) |
| <p>The school applicant will replace a poor-performing school that is closing or should be closed.</p> <p>The school applicant submitted and analyzed historical performance data on the poor-performing school, including how it impacts the community.</p> <p>The school applicant holds at least one of the following characteristics: high-visibility location, serving a high-need neighborhood or serving a customer base where parents and/or students are actively seeking better school options.</p> <p>The school applicant described in detail how it has collaborated with the community to fulfill at least one of the above characteristics.</p> | | | | | |
| Points Awarded | | | | | |

| HIGH NEED LOCATION | | | | | |
|---|-------------------|----------------------|--------------------------|--------------------|---------------------|
| Criteria | Not Addressed (0) | Poorly Developed (2) | Adequately Developed (4) | Well Developed (6) | Fully Developed (8) |
| <p>The school will serve a community that currently has no meaningful high-quality school option.</p> <p>The school submitted an analysis of performance data on all school options that serve its intended community.</p> <p>The school submitted evidence of the total number of students attending school in the intended community, broken down by grade level and demographic.</p> <p>The school submitted an analysis of how the total school enrollment will impact the intended school community.</p> | | | | | |
| Points Awarded | | | | | |

| EDUCATIONALLY DISADVANTAGED STUDENTS | | | | | |
|--|------------------------------|---------------------------------|-------------------------------------|-------------------------------|--------------------------------|
| Criteria | Not Addressed (0) | Poorly Developed (1) | Adequately Developed (3) | Well Developed (4) | Fully Developed (5) |
| <p>The school will serve a high number of educationally disadvantaged students.</p> <p>The school will be located in one of Ohio's most challenged urban communities.</p> <p>The school will serve low-income and minority students at rates greater than current segment averages.</p> <p>The school's mission and goals are focused on providing quality education options for educationally disadvantaged students.</p> | | | | | |
| Points Awarded | | | | | |

| PROVEN EDUCATIONAL MODELS | | | | | |
|--|------------------------------|---------------------------------|-------------------------------------|-------------------------------|--------------------------------|
| Criteria | Not Addressed (0) | Poorly Developed (1) | Adequately Developed (3) | Well Developed (4) | Fully Developed (5) |
| <p>The school intends to replicate a successful and proven educational model by an operator with a proven track record of developing and operating high-performing schools.</p> <p>The school submitted evidence of communicating with the operator to plan for its successful implementation of the proven model.</p> <p>The school submitted evidence of tailoring the model to meet the needs of its intended community and/or student population.</p> <p>The school submitted an analysis of the model and the data that schools using the model have achieved, including identified weaknesses.</p> | | | | | |
| Points Awarded | | | | | |

OHIO CSP SUBGRANT APPLICATION SCORING SHEET

Applicant: _____

REQUIRED DOCUMENTS

(Not Scored)

- Cover Page
- Signed Certification
- Governing authority signed resolution
- Signed Applicant Statement of Assurances
- Signed Sponsor Statement of Assurances
- Project Goals Budget Spreadsheet

APPLICATION NARRATIVE AND APPENDICES

| Application Component | Points Earned | Points Possible |
|--|---------------|-----------------|
| Section A: Executive Summary | | 4 |
| Section B: Subgrant Goals, Budget, Budget Narrative and Evaluation Methods | | 24 |
| Section C: School Community | | 12 |
| Section D: Educationally Disadvantaged Students | | 20 |
| Section E: Educational Model | | 20 |
| Section F: School Goals | | 16 |
| Section G: Outreach and Engagement | | 12 |
| Section H: School Personnel and External Support | | 12 |
| Section I: Governance and Management Plan | | 12 |
| Section J: Business Capacity and Continued Operation | | 20 |
| Total Points | | 152 |

COMPETITIVE PREFERENCE PRIORITY POINTS (Optional)

Competitive Preference Priority Points supplement the application narrative and appendices score without increasing the total points possible for the application. Instead, this category rewards applicants that demonstrate commitment to characteristics the Department prioritizes. Please refer to page 19 of the Request for Application for more information.

| Competitive Preference Category | Points Earned | Points Possible |
|--|---------------|-----------------|
| Strategic Replacement | | 10 |
| High-need Location | | 8 |
| Educationally Disadvantaged Urban Students | | 5 |
| Proven Education Model | | 5 |
| Total Points | | xxx |

TOTAL POINTS EARNED

| | |
|---|--|
| Application Points Earned | |
| Competitive Preference Priority Points Earned | |
| Overall Application Score | |

