Ohio Charter Schools Program Continuation Application

SUBGRANTEE – FEDERAL CHARTER SCHOOLS PROGRAM GRANT

EXISTING SUBGRANTEES ONLY

APRIL 2020

Ohio | Department of Education

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CONTINUATION OF CHARTER SCHOOLS PROGRAM AWARDS

Planning/Implementation subgrant recipients may apply for continued Charter Schools Program (CSP) funding. If the subgrantee is currently receiving a planning subgrant, it may apply for implementation year 1 subgrant. A subgrantee currently receiving a year 1 subgrant may apply for an implementation year 2 subgrant. The continuation funding is not competitive but is contingent upon submission of an application, performance, compliance, financial and operational obligations, as evaluated by Department staff based on the following criteria:

Criteria Evaluated for Continuation of CSP Subgrant	Method for Determining
1. Subgrantee has made substantial progress in achieving the goals and objectives of its current CSP grant.	Compliance System
2. Subgrantee has expended funds in a manner that is consistent with its approved application and budget.	Compliance System
3. Subgrantee uses financial controls to successfully manage its grant.	Compliance System
4. 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.	Compliance System
5. Subgrantee has adopted and implements conflict of interest policies that prevent real or apparent conflicts of interest.	Compliance System
6. Subgrantee is in compliance with the charter contract between its authorized sponsor and the governing authority.	Compliance System
7. 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.	Compliance System
8. Subgrantee does not have litigation.	Compliance System
9. Subgrantee has submitted all required reports fully complete and on time or under an approved extension to the Department or its independent monitor.	Compliance System
10. Subgrantee informs students and parents in the community about the school.	Compliance System
11. Subgrantee involves parents and other members of the community in the planning, design and implementation of the school.	Compliance System
12. 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.	Compliance System
13. Subgrantee has submitted a continuation application that includes a revised subgrant budget and budget narrative.	Continuation Application

There are two components to continued funding; a compliance review of items one through twelve above and the submission of a complete continuation application (item 13).

Continuation of funding may be terminated if substantial progress is not being made to accomplish the subgrant project goals, the community school fails to submit a compliant Final Expenditure Report (FER) in the

CCIP prior to Sept. 30 following the end of the subgrant budget period 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 (Ohio Revised Code section 3314.03(A)11(a)) in the sponsor assurances and/or the October EMIS reporting is subject to subgrant termination.

High-Performing Educational Model

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 -
    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,
2. A K-3 Literacy Improvement grade of A or B.
3. 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.

FUNDING INFORMATION

Application Deadline and Period of Availability

The CSP continuation application opens Monday, June 1, 2020, and closes June 29, 2020. CSP grant funds will be available to successful applicants from July 1, 2020, through June 30, 2021. Continuation of subgrant funding is dependent on the subgrantee's adherence to all compliance requirements, including corrective action plans issued by the Department.

Type and Duration of Subgrant

Current year 1 implementation subgrantees are eligible to apply for a year 2 implementation subgrant not to exceed $250,000.

Current planning subgrantees are eligible to apply for a year 1 implementation subgrant not to exceed $350,000.

Use of Funds

The Department created an Allowable Costs Guide for CSP subgrantees. All funded activities must support and be consistent with the stated intent of the approved community school under the allowable activities described in the ESEA, Title V, Part B, Section 5204(f)(3). Continued implementation subgrant funds are restricted to the following:

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
- 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.
    e. Renovation and Repair cost associated with operating and maintaining a safe and reasonable learning environment

All the expenses described in (a)-(e) are allowable under the CSP only to the extent they are related to the initial implementation of the community school; cannot be met from state or local sources; cannot be ongoing in nature; and are not 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, the community school has met its burden of showing 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 Implementation Subgrant (see Allowable Costs Guide)

The following items are examples of activities 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 (including ADA compliance);

- 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].

CONTINUED PARTICIPATION, EVALUATION AND REPORTING

CSP subgrantees that receive continued funding must 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 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.

As a condition of this federal grant, the Department is responsible for evaluating and monitoring subgrantees, which will be evaluated and monitored for adherence to federal rules and regulations and accomplishing performance goals.

Compliance issues may arise during the Department's monitoring activities. Issues uncovered by the Department will be communicated to the community school and its 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. A community school awarded a CSP subgrant

that has persistent and/or extended non-compliance of the CSP grant activities may lead to termination of the subgrant and 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's subgrantees.

Reporting

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

- Submit to the Department either a copy of the signed 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 continuation application);
- List current board members, with officers identified, including a résumé for each board member listed (with the CSP subgrant continuation 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; and
- 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 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 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 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. 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. 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.

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 must be presented at the time of the Implementation Year 2 request (application) and the proposed budget must be 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.

ORC 149.43 provides the definition of a public record. To review the definition, 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 a charter management organization/education management organization for a fiscal officer and a waiver is approved by the sponsor, as required under ORC Section 3314.011(D)(1), but the fiscal officer's responsibilities are not overseen by another fiscal officer with separate and distinct responsibilities.
- 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.
- The community school's governing authority directly or indirectly employs sponsor staff that have responsibilities for oversight and evaluation of the community 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;
    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 (page 6).

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 of 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.

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 may not 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 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 nonprofit, remains at "arms-length" and has no involvement with the administration of the subgrant.

Applicants for continued CSP funding will be required to submit a copy of the contract between their governing authority 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 authority 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 subgrant 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 worksite 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].

APPLICATION TECHNICAL ASSISTANCE

Current CSP subgrantees seeking continued funding 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 continued funds. Technical assistance may include: frequently asked questions, videoconferencing, webinars, conference calls and in-person training.

REVIEW PROCESS

Continued CSP funding is non-competitive and will be determined by an internal team of Department staff who are free of any conflicts of interest for all assigned CSP subgrantees. Each eligible community school's application and current subgrant performance will be reviewed by a minimum of three Department staff who must reach consensus on whether or not the school has met the established criteria for continued funding.

Three internal Department staff will review and score the applications to determine if the subgrantee will be approved for continued funding. A rubric will be used to rate each section of the application. The staff will review the subgrantee's response to the review criteria in the application.

The subgrant performance review is one component of the continuation funding determination. The subgrantee continuation application is the second component of the determination. The subgrantee must receive a determination of "eligible" for both components to receive continuation funding.

Current CSP Subgrant Performance Review

Using data collected during its monitoring of the current CSP subgrant, the Department's internal team will examine the subgrantee's performance on criteria one through twelve on page three of this application.

Department staff members will review the CSP compliance monitoring system for each of the required criteria (items one through 12 on page three), documenting evidence of the subgrantee's compliance with the current CSP subgrant. Most evidence is found in the compliance system.

The compliance review is one component of the continuation funding determination. The subgrantee continuation application is the second component of the determination. The subgrantee must receive a determination of "eligible" for both components to receive continuation funding.

Continuation Application Review

The Department staff will first conduct a procedural review of each application for completeness, adherence to requirements including CMO/EMO relationships and budgetary restrictions. If the current CSP subgrantee contracts with a CMO/EMO, it must demonstrate that the school's governing authority has an “arm’s-length” relationship (see Appendix 12) and that the subgrantee is managing its current CSP subgrant, not the CMO/EMO. The continuation application must pass the procedural review before it can progress to the content review. The internal review team will evaluate the application for continued CSP funding based on the specific criteria listed in this application. If the application does not include all required elements, the applicant may not be eligible for continued funding. Specifically, if the application does not include the completed and signed Statement of Assurances, the Program-specific assurances, the Sponsor Assurances, Certification, and the Governing Authority's Signed Resolution, the applicant will not be eligible for continued funding. The applicant must receive a “Yes” or “Not Applicable” rating on all review criteria in the content review rubric for the continuation application to be rated eligible. The subgrantee must receive a determination of “eligible” for both components, compliance and continuation application, to receive continuation funding.

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. Current subgrantees may submit their original CSP application with tracked changes for sections containing changes (section B. Budget is expected to have changes).

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 subgrant funding with a detailed itemized description of each budget cell amount. Also, applicants must complete a CSP Subgrant Goals and Activities Form – Part A and a CSP Subgrant Project Goals and Activities Form – Part B for each project to be funded or previously funded by the CSP subgrant as part of the application packet. Applicants will upload a PDF copy of the full CSP grant application packet using the correct naming convention for each application section in the funding section of the CCIP.

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 into your OH-ID Portal account and click here.
- For guidance on CCIP navigation, sign into your OH-ID Portal account and click here.

Deadline

Submit a PDF copy of the application packet (required forms, narratives and appendices) using the correct naming conventions by 4:59 p.m. on Monday, June 29, 2020, to the Department’s CCIP system. The electronic version must include all required components (including the community school contract and CMO/EMO contract, if applicable) and in the order prescribed in the checklist in CCIP. Applications must be submitted by the time and date specified above. Incomplete or late applications will not be considered.

Award Process

Subgrant review will take place between Thursday, July 9, 2020 through Friday, July 31, 2020. Subgrant award notification will occur between Monday, August 3, 2020 through Friday, August 7, 2020.

OHIO CHARTER SCHOOLS PROGRAM (CSP) GRANT CONTINUATION 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 2018-2019 ☐ Opened during 2019-2020

School IRN: _____

Enrollment Throughout Grant Timeline:

2018-2019

☐ Planning Phase ☐ Implementation Phase I ☐ Implementation Phase II

Grade Levels Served: Enrollment:

2019-2020

☐ Implementation Phase I ☐ Implementation Phase II

Grade Levels Served: Proposed Enrollment:

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 CONTINUATION APPLICATION CHECKLIST

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

8. Marketing Plan (required of all applicants)	☐ Yes ☐ No
9. Performance Management Plan (required of all applicants)	☐ Yes ☐ No
10. Disclosure Information:	☐ Yes ☐ No ☐ NA
a. Copy of Lease Agreement/Mortgage (required)	☐ Yes ☐ No ☐ NA
b. CMO/EMO Contract (or other provider contracts) (required)	☐ Yes ☐ No ☐ NA
c. Conflicts of Interest Policy (required)	☐ Yes ☐ No ☐ NA
d. Governing Authority members, founding Members and disclosure information (required)	☐ Yes ☐ No ☐ NA
e. Evidence of nonprofit benefit corporation or nonprofit (required)	☐ Yes ☐ No ☐ NA
11. CSP Subgrant Project Goals and Activities Form and Instructions (required Part A and Part B) (Must be Updated)	☐ Yes ☐ No ☐ NA
12. Charter/Education Management Organization (CMO/EMO) Questionnaire (Must be updated)	☐ Yes ☐ No ☐ NA
13. Renovation/Repair Request Form (required if applicable)	☐ Yes ☐ No ☐ NA
14. Waiver Request (OPTIONAL)	☐ Yes ☐ No ☐ 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 governing authority signed resolution must accompany the certification page. **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 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.
28	**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: The enforcement of any obligations imposed by law. The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
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	**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.
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	**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).
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	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): (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). (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. (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. (D) That subgrantees receiving ODE administered funds will provide a drug-free workplace.
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 to 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.

Signature of Authorized Person:	Date:

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:	
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): _____

Updating the CSP Application for Continued Funding

This continuation application follows the same format, narratives and appendices that were included in the RFA your school completed to receive its current CSP grant. Unlike the original RFA, there are certain narratives that your school will *not* change if seeking continued CSP funding. Even though the information in these narratives cannot be changed, the subgrantee must insert the text from its original CSP subgrant application. The following table identifies which narratives and appendices may be updated with tracked changes or have additional requirements if seeking continued CSP funding:

Required Application Forms	**Required/Optional**
Cover Page	Update Required
Signed Certification Form	Update Required
Governing Authority Signed Resolution	Update Required
Completed CSP Subgrant Checklist	Update Required
Signed Statement of Assurances	Update Required
Signed Sponsor Assurances	Update Required
Project Goals Budget Spreadsheet	Update Required
Narrative Section	**Required/Optional**
Executive Summary	Update Required
Subgrant Project Goals, Budget, Budget Narrative and Evaluation Methods	Update Required
School Community	Optional
Educationally Disadvantaged Students	Optional
Educational Model	Optional
School Goals	Optional
Outreach and Engagement	Optional
School Personnel and External Support	Optional
Governance and Management	Optional
Business Capacity and Continued Operation	Optional

Appendices	Required/Optional
Community School Enrollment Policy, including Lottery Protocol	Optional
Completed CSP Budget Form (to be completed in the CCIP)	Optional
Copy of Community School's Annual and Long-term Budgets and Last Audited Financial Statement	Optional
Copy of Executed Contract	Optional
Technology Plan (if requesting funds for technology)	Optional
School Library Development Plan (if requesting funds for library)	Optional
Professional Development Plan (if requesting funds for PD)	Optional
Marketing Plan	Optional
Performance Management Plan	Optional
Disclosure Information: Copy of Lease Agreement (if applicable), CMO/EMO Contract or Other Provider Contracts (if applicable), Conflicts of Interest Policy, Governing Authority Members/Founding Members Disclosure Information (required), Evidence of Public Benefit Corporation or Nonprofit Status (required)	Update if Additional Requirements
CSP Subgrant Goals and Activities Form	Required Update
Charter/Education Management Organization (CMO/EMO) Questionnaire	Update if Additional Requirements
Renovation/Repair Form	Optional
Waivers (OPTIONAL)	Optional

Required Application Forms

The following forms are required:

1. Cover Page
2. Signed Certification Form
3. Governing Authority Signed Resolution
4. Completed CSP Subgrant Checklist
5. Signed Statement of Assurances
6. Signed Sponsor Assurances
7. Project Goals Budget Spreadsheet (Update from Additional Requirements)

Forms one through six have the following naming convention; Required_Forms.

Form 7 must have the following naming convention; Project_Spreadsheet.

APPLICATION NARRATIVES

As with the initial CSP subgrant application, the project narratives and related appendices are the substance of this application. Special focus will be placed on the subgrantee's soundness of planning and the ability to link the specific activities described in the application to the community school's educational vision and enhanced levels of student academic achievement. Subgrantees must include data from the most recent year of operation, detailed information as to how the community school overcame the initial challenges of implementation and how continued CSP funding will allow the school to expand and/or meet the stated mission of the school. Subgrantees must present convincing evidence that continued CSP funding will result in a high-quality, innovative educational option.

In narrative sections where updates are not available, the subgrantee must insert the text from its original CSP application.

Overall, the narrative section can be no longer than a total of 35 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.
- Do not copy and paste the outline, bullet points or questions provided into the body of the narrative
- **Important Note:** When uploading Narrative Sections A through J in the CCIP, the applicant must use the following naming convention;
    - Narrative_A thru J

A. EXECUTIVE SUMMARY

Provide a tracked changes version of the 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, total students served during the CSP subgrant period and projected enrollment for the next fiscal year. Describe the location and demographics of the school community. Provide an overview of how the school prepares students for academic success, summarize the educational philosophy and approach. Briefly describe what your school has accomplished with its current CSP subgrant. The community school must include a description how and when the community school will meet and/or exceed the Department's definition of a high-performing community school model.

Summarize the amount of continued funding requested, introduce the grant project goals and activities and begin to explain how those activities will support further implementation of the community school.

Review Criteria:

- A summary, which introduces the reader to the community school, shall include:
    - The school's mission, vision, goals, grade levels, total students served during the CSP subgrant period and projected enrollment for the next fiscal year.
    - A brief description of the community the school serves (including location and demographics).
    - An overview of how the school prepares students for academic success, including a high-level summary of the school's innovative educational philosophy and instructional approach.
    - A summary of what the school has accomplished to date with its current CSP subgrant.
    - A summary of the continued funding requested and an introduction to the project goals and activities to be achieved with continued funding.
    - A description of how and when the 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 with tracked changes should summarize three to five subgrant project goals that support the 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 should also detail the following:

- Plan for executing the subgrant;
- Plan for evaluating the success of subgrant goals;
- How the use of the CSP subgrant funds will be used in conjunction with other federal funds to meet project goals and objectives; and
- Describe how it has shared and will continue to share best practices with community schools across Ohio.

Please note, the information contained in the budget narrative will be reviewed by a 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 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 an updated Project Goals Budget Spreadsheet that aligns the budget entered into 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 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 and/or library funds, the application includes a technology plan and/or school library 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 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 implemented regarding academic performance, school culture, staff and student recruitment and/or financial management.

    - The school describes how it has shared and will continue to share these best practices with other community schools across the state, including timeframes for achievement and persons responsible.

C. SCHOOL COMMUNITY

- Submit with Tracked Changes -

D. EDUCATIONALLY DISADVANTAGED STUDENTS

- Subgrantee must insert text from its original CSP application (do not change original) -

Subgrantee also must expand on the original application to describe in greater detail how it will comply with the Individuals with Disabilities Education Act. The review criteria listed below must be answered and uploaded to the CCIP, along with Narrative Section D from the subgrantee's original application.

Subgrantee must expand on the original application to describe in greater detail how it will support educationally disadvantaged students. The review criteria listed below must be answered and uploaded to the CCIP along with the Narrative Section D from the subgrantee's original application.

Review Criteria:

- 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 plan describes of how the community school will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.

E. EDUCATIONAL MODEL

- Submit with Tracked Changes -

F. SCHOOL GOALS

- Submit with Tracked Changes -

G. OUTREACH AND ENGAGEMENT

The updated proposal should summarize its plan for continued engagement of families and community members in the school's operations. Identify what has changed from your school's pre-opening to its current operation. The plan should include roles that parents and community members serve, as well as recruitment and ongoing engagement strategies. Include data on existing levels of involvement from these stakeholder groups, and describe any lessons learned regarding its marketing to the local community and educationally disadvantaged students. A more detailed description of the school's outreach and engagement should be included in the school's marketing plan in Appendix 8.

Review Criteria:

- The school summarizes its marketing plan, explaining how students and parents in the community are informed about the community school.
    - The school describes how students and parents in the community are 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 describes any lessons learned regarding marketing to the local community and educationally disadvantaged students.

- The school presents significant planning and effort to engage families in the school's operations.
    - The school describes its plan for engaging and empowering parents in the school's ongoing operations.
    - 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 operations.
    - 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.
    - It describes the current level of community engagement in the school, supported by data.

H. SCHOOL PERSONNEL AND EXTERNAL SUPPORT

Detail the school's current/updated organizational structure, including a description of each position. Highlight any changes in organizational structure that have occurred over the past year. Describe the teacher and non-certificated staff turnover rate during the school's current year of operation. Describe the school's current strategies for recruiting and retaining high-quality personnel, and note any staff turnover that has occurred over the course of the current school year. Describe the school's current strategies for engaging an external network to support the school's further development. Describe what your school has learned from its first year of recruiting personnel and engaging external networks; if applicable, describe how it will modify these strategies moving forward.

Review Criteria:

- The school provides an organizational chart with brief job descriptions and qualifications.
- The school describes the teacher and non-certificated staff turnover rate.
- The school describes its plans for mitigating high percentages of staff turnover.
- The school describes the approach it uses to recruit and retain high-quality school personnel.
- The school describes the approach it uses to engage an effective network of support.
    - The school identifies specific areas on which it seeks support.
    - The school identifies external partners that currently provide support in those areas.
    - The school describes how and when staff are engaged with external partners.
- The school describes lessons learned from its first year of operation and how its plans to modify its strategies moving forward.

I. GOVERNANCE AND MANAGEMENT PLAN

The proposal should include an updated overview of the composition and selection process for the governing board, including an articulation of autonomy from conflicts of interest. After one or more years of operation, the proposal should describe what governance and management have worked well and what changes, if any, the governing board anticipates modifying moving forward. The school must include the development of policies and procedures to ensure the governing authority reviews and approves all financial obligations related the CSP subgrant funding prior to any obligations or expenditure of CSP funds.

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 proposal describes what governance and management have worked well and what changes, if any, the governing board anticipates making moving forward.
- The proposal includes the development of policies and procedures to ensure the governing authority reviews and approves all financial obligations related the CSP subgrant funding prior to any obligations or expenditure of CSP funds.

J. BUSINESS CAPACITY AND CONTINUED OPERATION

- Submit with Tracked Changes -

K. COMPETITIVE PREFERENCE PRIORITIES (*If included with original application submission*)

- Submit with Tracked Changes -

APPLICATION APPENDICES

Applicants should carefully review the expectations and directions for all appendices in the Continuation Application. Appendices must be in the order outlined in the checklist and immediately follow the application narrative.

Appendices	Must be Updated/No Change
1. Community School Enrollment Policy, including Lottery Protocol	Update
2. Completed CSP Budget Form (to be completed in the CCIP)	Update
3. Copy of Community School's Annual and Long-term Budgets and Last Audited Financial Statement	Update
4. Copy of Executed Contract between the sponsor and the governing authority including all attachments and amendments	Update
5. Technology Plan (if requested funds in previous subgrant period or requesting funds for technology for future subgrant period)	Update
6. School Library Development Plan (if requesting funds for library)	Update
7. Professional Development Plan	Update
8. Marketing Plan	Update
9. Performance Management Plan	Update
10. Disclosure Information: a. Copy of Lease Agreement (if applicable), b. CMO/EMO Contract or Other Provider Contracts (if applicable), 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. 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.	Update

Appendices	Must be Updated/No Change
c. Conflicts of Interest Policy d. Governing authority member, founding members and disclosure information	
11. CSP Subgrant Goals and Activities Form	Update
12. Charter/Education Management Organization (CMO/EMO) Questionnaire	Update
13. Renovation/Repair Request Form (if applicable)	Include if Requesting a Renovation or Repair
14. Waivers (OPTIONAL)	Include IF Requesting a Waiver

Appendices 1, 2, and 4 do not have guidelines or templates. Appendices 8, 9, 10 and 13 have guidelines, not templates, that the applicant must follow. Applicants must use the guidelines and templates for Appendices 3, 5, 6, 7, 11 and 12.

Important Note: When uploading the appendices to the CCIP, the applicant must use the following naming convention for each appendix:

Appendix_1

Appendix 2 is the budget completion in the CCIP.

Appendix_3

Appendix_4

Appendix_5

Appendix_6

Appendix_7

Appendix_8

Appendix_9

Appendix_10

Appendix_11

Appendix_12

Appendix_13

APPENDIX 5: TECHNOLOGY PLAN

The updated 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.

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 implementing 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 in order 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.

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 updated 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 updated 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 updated 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 updated marketing plan should describe the community school's continued 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 associated with continued funding.

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

- A clear description of how the school informs 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 how the school outreaches to educationally disadvantaged or at-risk student populations;
- A description of the marketing materials and the various means of distribution;
- A description of the marketing mediums to be used;
- A clear description of the target student population the school serves and the its efforts to engage prospective families in those communities;
- A description of the opportunities prospective families have to ask questions, get additional information and tour the facility.
- The clear description of how the school attracts, recruits and retains the involvement of members of the community.
- A description of the current levels of parental and community engagement in the school, supported by data.

Instructions for Completing the Marketing Plan Appendix

School Information/Demographics

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

Current Marketing of the School

Briefly summarize the school's marketing and engagement of parents and community members during its first year of operation. Describe the school's current levels of student enrollment and parental and community engagement in the school, including supporting data from current operations.

S.M.A.R.T. Goals/Objectives with Continued CSP Funding

List the goals and objectives that the school will engage in to carry out its marketing plan with continued CSP funding. 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 has and how they are 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.

APPENDIX 9: PERFORMANCE MANAGEMENT PLAN

The updated 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 project goals and activities specified in this proposal for continued CSP funding.

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 under a continued CSP subgrant. (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 a continued CSP 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 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 used to guide the 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 continued 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. 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) as a required update:

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**.

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. 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 (ESP) (e.g., EMO, CMO, technical assistance provider, etc.) to explain why the applicant is seeking to or has contracted 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 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 is the facility cost 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].

7. Provide a list of current governing authority members with the following information: first and last name; position on the governing authority; current employer and title of position; 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.

APPENDIX 11 – PART A: CSP SUBGRANT PROJECT GOALS AND UPDATED ACTIVITIES FOR CONTINUED CSP FUNDING AS DESCRIBED IN NARRATIVE B OF THIS APPLICATION

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 11 – PART B: STATUS OF CSP SUBGRANT PROJECT GOALS AND UPDATED ACTIVITIES FROM THE PREVIOUS CSP SUBGRANT

ACTIVITY #1:	**CSP FUNDS BUDGETED FOR THIS ACTIVITY:** **Other Federal Funds Budgeted for this Activity (Provide amount budgeted from each funding source, title and code):**
	CSP FUNDS EXPENDED FOR THIS ACTIVITY: **Other Federal Funds Expended for this Activity (Provide amount expended from each funding source, title and code):**
DESCRIPTION OF ACTIVITY:	
S.M.A.R.T. GOAL:	

PERFORMANCE MEASURE:
TIMELINE:
PROGRESS TO DATE:

APPENDIX 12: UPDATED 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 nonprofit 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:_____

a) Will the nonprofit 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 that 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 that all 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 (OPTIONAL)

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 a minimum clearly outline the specific renovation/repair, the rationale to demonstrate the funding is critical to support 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 CONTINUATION APPLICATION:
Procedural Review Checklist

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

Names on Ohio Department of Education Review Team:
_____

Date Completed: _____

Subgrant Eligibility Requirements

Criteria	Yes	No	NA
Applicant is currently receiving a CSP subgrant from the Ohio Department of Education.	☐	☐	☐
COMMENTS			

Allowable Use of Funds

Criteria	Yes	No	NA
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.	☐	☐	☐
Applicant has demonstrated that state or local funds are unavailable to cover any budgeted expense at issue.	☐	☐	☐
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].	☐	☐	☐
COMMENTS			

Required Application Forms

Criteria	Yes	No	NA
Cover Page	☐	☐	☐
Completed Application Submission Checklist	☐	☐	☐
Signed Certification Page	☐	☐	☐
Governing Authority Signed Resolution (for certification page)	☐	☐	☐
Signed Statement of Assurances	☐	☐	☐
Signed Statement of Sponsor Assurances	☐	☐	☐
Project Goals Budget Spreadsheet	☐	☐	☐
COMMENTS			

Application Narrative's Procedural Requirements

Criteria	Yes	No	NA
1. Narrative is 35 pages or fewer	☐	☐	☐
2. Narrative font size is 11 pt.	☐	☐	☐
3. Narrative font style is Arial	☐	☐	☐
4. Narrative page margins are one inch	☐	☐	☐
5. Narrative includes a header on all pages with all the following information: page numbers, community school name, school IRN and sponsor's name	☐	☐	☐
6. Narrative section includes:			
A. Executive Summary	☐	☐	☐
B. Subgrant Project Goals, Budget, Budget Narrative and Evaluation Methods	☐	☐	☐
i. 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	☐	☐	☐

Criteria	Yes	No	NA
C. School Community	☐	☐	☐
D. Educationally Disadvantaged Students	☐	☐	☐
i. 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.	☐	☐	☐
ii. 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	☐	☐	☐
E. Educational Model	☐	☐	☐
F. School Goals	☐	☐	☐
G. Parent and Community Outreach and Engagement	☐	☐	☐
H. Community School Personnel and External Support	☐	☐	☐
I. Governance and Management Plan	☐	☐	☐
J. Business Capacity and Continued Operation	☐	☐	☐
COMMENTS			

Application Appendices Procedural Requirements

Criteria	Yes	No	NA
1. Community School Enrollment Policy, including Lottery Protocol	☐	☐	☐
a. Applicant does NOT have designated feeder patterns demonstrating separate and distinct schools.	☐	☐	☐
b. The applicant does NOT have weights associated with its lottery. The applicant is a community school that provides all students in the community with an equal opportunity to attend the charter school [20 U.S.C. 7221-7225g].	☐	☐	☐
c. The applicant does NOT have lottery and enrollment policies that include preference for students in other community schools operated by the CMO/EMO	☐	☐	☐
2. Completed CSP Budget Form (to be completed in Ohio's e-grant system, CCIP)	☐	☐	☐
3. Copy of Community School's Annual and Long-Term Budgets and Last Audited Financial Statement (when applicable)	☐	☐	☐
a. The applicant used the Department's annual budget template and five-year forecast template	☐	☐	☐
4. Copy of Executed Contract between the sponsor and the governing authority including all attachments and amendments	☐	☐	☐
5. Technology Plan (if requested funds in previous subgrant period or requesting funds for technology for future subgrant period)	☐	☐	☐
6. School Library Development Plan (if requested funds in previous subgrant period or requesting funds for school library development for future subgrant period)	☐	☐	☐
7. Professional Development Plan (if requested funds in previous subgrant period or requesting funds for professional development for future subgrant period)	☐	☐	☐
8. Marketing Plan	☐	☐	☐
9. Performance Management Plan	☐	☐	☐
10. Disclosure Information	☐	☐	☐
a. Copy of Lease Agreement	☐	☐	☐
b. CMO/EMO Contract (or other provider contracts)	☐	☐	☐
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.	☐	☐	☐
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.	☐	☐	☐
c. Conflicts of Interest Policy	☐	☐	☐

Criteria	Yes	No	NA
i. A potential conflict of interest was identified during the technical review process	☐	☐	☐
d. Governing Authority members, founding members and disclosure information	☐	☐	☐
11. CSP Subgrant Project Goals and Activities Form(s)			
i. Each project activity form includes the CSP budgeted amount and other federal funding sources including amounts to be allocated for the activity	☐	☐	☐
ii. The applicant provided Project Goals and Activities Form(s) – Part A		☐	☐
iii. The applicant provided Project Goals and Activities Form(s) – Part B		☐	☐
12. Charter/Education Management Organization (CMO/EMO) Questionnaire	☐	☐	☐
a. Community school demonstrates CMO/EMO "arm's length" requirement	☐	☐	☐
13. Renovation/Repair Request (OPTIONAL)	☐	☐	☐
14. Waiver Requests (OPTIONAL)	☐	☐	☐
COMMENTS			

Overall Recommendation from the Procedural Review *(check one)*:

☐ APPROVED – EVALUATE THE APPLICATION ☐ NOT APPROVED

Additional Comments

Ohio CSP Subgrant Continuation Application Content Review

Department staff will review and rate the content of each narrative and appendix in the continuation application that must be updated for continued funding. The narratives and appendices that subgrantees are not allowed to update will ***not*** be rated; however, these sections of the application will be reviewed and taken into consideration by Department staff when they rate the updated components of the continuation application. For example, reviewers will take into account the subgrantee's school community and how it intends to recruit and retain educationally disadvantaged students when rating narrative G (outreach and engagement) and appendix 8 (marketing plan) of the subgrantee's application. Section D: Educationally Disadvantaged Students is not updated from the original subgrant application, but the subgrantee must provide additional detail on required review criteria. As such, Department staff must evaluate the additional criteria.

Reviewers will evaluate and select one of three ratings for each narrative evaluated.

Rating	Definition
Yes	The response meets the established criteria and presents a clear, realistic picture of how the school expects to continue operating and inspires confidence in the applicant's capacity to execute the plan effectively.
No	The response is incomplete and raises concerns about the viability of the plan or the applicant's capacity to execute it; therefore, it does not meet the established criteria.
NA	This narrative or appendix is not applicable to the subgrantee.

SECTION A: EXECUTIVE SUMMARY

Review Criteria	Yes	No	NA
The summary introduces the reader to the community school and includes: • The school's mission, vision, goals, grade levels, total students served during the CSP subgrant period and projected enrollment for the next fiscal year. • A brief description of the community the school (including location and demographics). • An overview of how the school will prepare students for academic success, including a high-level summary of the school's innovative educational philosophy and instructional approach. • A summary of what the school has accomplished to date with its current CSP subgrant. • A summary of the continued funding requested and an introduction to the project goals and activities to be achieved with continued funding.	☐	☐	☐
Reviewer Comments:			

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

Review Criteria	Yes	No	NA
Identified CSP subgrant project goals give a clear and accurate picture of how the school will use subgrant funding to support the 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 and/or library funds, the application includes a technology plan and/or school library 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 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 implemented regarding academic performance, school culture, staff and student recruitment and/or financial management. • The school describes how it shared and will continue to share these best practices with other community schools across the state, including timeframes for achievement and persons responsible.	☐	☐	☐
Reviewer Comments:			

SECTION C: SCHOOL COMMUNITY – No Rating

SECTION D: EDUCATIONALLY DISADVANTAGED STUDENTS

Review Criteria	Yes	No	NA
The school's plans for providing instructional support, interventions and programs to overcome academic and non-academic barriers to success for educationally disadvantaged students 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 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.	☐	☐	☐
Reviewer Comments:			

SECTION E: EDUCATIONAL MODEL – No Rating

SECTION F: SCHOOL GOALS – No Rating

SECTION G: OUTREACH AND ENGAGEMENT

Review Criteria	Yes	No	NA
The school summarizes its marketing plan, explaining how students and parents in the community are informed about the community school. • The school describes how students and parents in the community are 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 operations. • The school describes its plan for engaging and empowering parents in the school's ongoing operations. • 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 operations. • 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. • It describes the current level of community engagement in the school, supported by data.	☐	☐	☐
Reviewer Comments:			

SECTION H: SCHOOL PERSONNEL AND EXTERNAL SUPPORT

Review Criteria	Yes	No	NA
The school provides an organizational chart with brief job descriptions and qualifications.	☐	☐	☐
The school describes the teacher and non-certificated staff turnover rate.	☐	☐	☐
The school describes its plans for mitigating high percentages of staff turnover.	☐	☐	☐
The school describes the approach it uses to recruit and retain high-quality school personnel.	☐	☐	☐
The school describes the approach it uses to engage an effective network of support. • The school identifies specific areas on which it seeks support. • The school identifies external partners that currently provide support in those areas. • The school describes how and when staff are engaged with external partners.	☐	☐	☐
The school describes lessons learned from its first year of operation and how its plans to modify its strategies moving forward.	☐	☐	☐
Reviewer Comments:			

SECTION I: GOVERNANCE AND MANAGEMENT PLAN

Review Criteria	Yes	No	NA
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 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 proposal describes what governance and management have worked well and what changes, if any, the governing board anticipates making moving forward.	☐	☐	☐
The proposal includes the development of policies and procedures to ensure the governing authority reviews and approves all financial obligations related to the CSP subgrant funding prior to any obligations or expenditure of CSP funds.	☐	☐	☐
Reviewer Comments:			

SECTION J: BUSINESS CAPACITY AND CONTINUED OPERATION – No Rating

Section K: COMPETITIVE PREFERENCE PRIORITIES (*Optional if submitted with original CSP Expansion application*)