

**LOUISIANA DEPARTMENT OF EDUCATION
PUBLIC CHARTER SCHOOLS PROGRAM FEDERAL GRANT**

ESEA - No Child Left Behind Act - Title V, Part B

CFDA# 84.282A

GUIDELINES AND APPLICATION

For

Louisiana's Federal Charter School Grant Program

(Fiscal Year 2008-09)

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I. LOUISIANA PUBLIC CHARTER SCHOOL GRANT PROGRAM 2008-2009 CALENDAR

(Deadline Information in Red)

October 30 & 31, 2008..... PCSP Grant Workshops in Baton Rouge and New Orleans

November 7, 2008.....Start-up/Initial Implementation grant applications due by 3 pm.
Current subgrantees submit revised 3-year budgets
electronically to karen.mccarvy@la.gov by 3 pm.

November 21, 2008.....Continuation requests due @ 3 pm.

January 30, 2009.....Start-up grant applications due @ 3 pm for charter applicants
receiving charter approvals after December 15, 2008

June 1, 2009.....Deadline for requesting a grant no-cost extension. Submit request
via email to karen.mccarvy@la.gov and to lacharters@la.gov

June 30, 2009End of fiscal year for all grants

September 30, 2009.....Annual Financial Reporting Form due to LDOE.
Find form at <http://www.louisianaschools.net/lde/finance/689.html>

**Subgrantees must submit all revised budget narratives and forms to Education Finance
(karen.mccarvy@la.gov) no later than 30 days following the issuance of an award letter.**

II. GENERAL INFORMATION

Introduction

The Louisiana Legislature enacted the Charter School Demonstration Programs Law (R.S. 17:3971-4001) in order to authorize the creation of innovative kinds of independent public charter schools for pupils. Further, it is the intention of the legislature to provide a framework for the creation of such schools, a means for all persons with valid ideas and motivation to participate, and a mechanism by which results can be analyzed, the positive results repeated or replicated if appropriate, and the negative results identified and eliminated. Finally, it is the intention of the legislature that the best interests of at-risk pupils shall be the overriding consideration in implementing the provisions of the charter law.

Charter schools are intended to provide an opportunity to develop innovative educational programs and governance structures and provide parental and student choice within the public school system. They must be tuition free, non-discriminatory in all policies and procedures, and attendance must be voluntary.

Charter schools must address Louisiana's education goal of improving the academic achievement of all students and must use Louisiana's student assessment system to measure student progress in attaining that goal. Charter schools are created and governed via contracts that are negotiated between the charter developers and the chartering authority: either a local school district or the State Board of Elementary and Secondary Education (BESE).

Purpose

The primary purpose of the Federal Public Charter School Program (PCSP) (Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), is to expand the number of high-quality charter schools available to students across the nation by providing federal financial assistance for charter school program design, initial implementation, and planning; and to evaluate the effects of charter schools, including their effects on students (in particular, on student academic achievement), staff, and parents. The Louisiana Department of Education has been awarded federal charter school program funds under provisions of the PCSP for the purpose of supporting school systems and community groups in their efforts to establish and operate quality charter schools in Louisiana.

The overriding consideration in all funding decisions will be whether the applicant can demonstrate a high degree of certainty that a charter school will be sustained or that a charter school will evolve with ongoing, stable funding support. This grant and the federal statutes that accompany it require strict and full adherence to the PCSP "single grant standard" for all subgrant recipients. This "single grant" provision allows for a recipient of a subgrant under this "start-up phase" to then also be eligible for additional "implementation phase" grant funding which may continue to assist with start-up costs, for a period not to exceed thirty-six months of total allowable funding.

Eligibility

To be eligible for a subgrant under this program, an applicant must be a charter developer that has either opened a charter school within the last 18 months, or that has received approval from a Louisiana charter authorizer to open a new charter school, and is:

- A Louisiana local education agency (LEA), or;
- A non-profit group holding a charter and incorporated in Louisiana as prescribed in LA R.S. 17:3971- 4001.

Additionally, Louisiana local school districts or non-profit corporations are eligible to apply for a subgrant only when the following criteria apply:

- They have been guaranteed public funding for that charter school beginning in school year 2009-10, in accordance with state law, and
- Their Charter School qualifies as a Charter School, as defined for the purposes of the Federal PSCP.

Finally, a Charter School may receive a federal subgrant for a period of not more than 3 years. Louisiana has divided a Charter School's federal subgrant into two phases: 1) Start-up (or post-award); and 2) Implementation. Implementation grant funds are divided into two separate stages of grant funding: First-year Implementation and Second Year Implementation.

A Charter School meeting eligibility requirements is eligible to receive both phases of the subgrant. The submission of a Start-up subgrant application shall constitute an intent to participate in both phases of the subgrant the Charter School is eligible to receive. The Charter School will be required to submit a continuation request demonstrating progress made subsequent to submission of a Start-up grant and continued eligibility in order to access Implementation phase funding. Implementation, or continuation, awards are automatically awarded based on available federal funds, the appropriateness of the proposed grant budget, student enrollment, need, student academic achievement, and progress made toward grant goals as outlined in the start-up application.

For the purposes of this CSP grant program, LDOE has defined a "new" charter school as either a brand new startup that did not previously exist or a school that has substantially changed its curriculum, staff or school design. A "conversion" charter school is a public school that has substantially changed its curriculum, staff or school design, either voluntarily or involuntarily, in order to increase student academic performance.

Louisiana will consider multiple campuses under a single charter to be eligible for this grant when the applicant meets the definition of "charter school" and truly operates campuses that are separate and distinct from each other. In order to determine if an additional campus is "separate and distinct," the following criteria will be examined: separate staff; separate facility; different administrator; and separate governing board. In addition, the additional campus will have to demonstrate that its lottery is completely separate and that no students transition between campuses.

In addition, the state has determined that only charter schools demonstrating the following criteria for replication (multiple campuses under one charter) may apply for grant funding:

1. Demonstrated need for an additional campus.
2. Approval from the charter authorizer as evidenced by an executed charter contract specifically granting an additional campus.
3. Demonstration of financial soundness by submitting audited financial statements, a long-term business plan, evidence of continued successful operation, and if there is a contract with a management company, documentation to support fiscal soundness of the management company.

The federal amended non-regulatory guidance specifically prohibits funding multiple charters that are a part of one system (i.e., a K-12 or a portion thereof). Therefore, LDOE will not fund separate charters if they are a part of a school system as evidenced by a common governing board, staff, business operations, and/or students are transitioning from one charter into its related charter school. The “separate and distinct” criteria mentioned above must be met in order to apply for the Louisiana Charter School Grant Program.

Definition of Charter School for the Purposes of Federal PCSP Grant Funds

Charter schools are established according to individual state charter school laws. The enactment of state charter school laws is solely a state prerogative, and the definition of a “charter school” under state law is a matter of state policy. However, in order to receive PCSP funds, a charter school must meet the definition in Section 5210(1) of ESEA, which is as follows:

The term “charter school” means a public school that:

1. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph [the paragraph that sets forth the Federal definition];
2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
4. Provides a program of elementary or secondary education, or both;
5. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
6. Does not charge tuition;
7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;

9. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program [the PSCP];
10. Meets all applicable Federal, State, and local health and safety requirements;
11. Operates in accordance with State law; and
12. Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

Admissions/Selection Process and Lottery

Charter Schools must have a fair and open admissions process, conducting outreach and recruitment to all segments of the community they serve. The charter school must recruit in a manner that does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities. Under federal law and guidance, each eligible student must have an equal opportunity to attend the charter school and the charter school cannot have selective admissions criteria. The charter school's admission process must demonstrate that such an equal opportunity was afforded to all eligible students.

All eligible students wanting to attend must apply to the charter school. Each charter school must have a specific application period when it will accept applications from eligible students. The charter school cannot admit any pupil during the application period. At the conclusion of the application period, the charter school must determine the number of eligible students.

If fewer eligible pupils have applied than is the maximum the school can admit, then all eligible pupils must be admitted and additional pupils may apply and be admitted for the school year to which the application period applies, until the maximum number is admitted.

If the number of applicants exceeds the maximum the school can admit, a lottery to randomly determine which students are accepted must be used. For conversion charter schools, students enrolled in the preexisting schools prior to its conversion, must be given preference over all other applicants. Such students are deemed to have been admitted to the charter school already and are exempt from the lottery. (Please note that under state law, siblings of students previously enrolled in the school cannot be given a preference until the schools' second year of operation). All students that are not chosen in the random lottery must be placed on a waiting list.

Weighted lotteries, lotteries that give preference to one set of students over another, are permitted when they are necessary to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Equal Protection Clause of the Constitution, or applicable State law. A charter school may also weight its lottery in favor of students seeking to change schools under the public school choice provisions of ESEA Title I, for the limited purpose of providing greater choice to students covered by those provisions. For example, a charter school could provide each student seeking a transfer under Title I with two or more chances in the lottery, while all other students would have only one chance to win.

To be eligible for federal start-up grants, a charter school's admissions practices must comply with state law and applicable federal laws. A charter school's admissions practices must also comply with Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to, Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, as applicable.

Allowable Uses

Planning and Program Design Post-Charter Activities

The federal charter school law (ESEA - No Child Left Behind Act - Title V, Part B, Section 5204, §3) specifies the allowable activities that may be funded through a federal charter school subgrant:

- (3) ALLOWABLE ACTIVITIES- An eligible applicant receiving a grant or subgrant under this subpart may use the grant or subgrant funds only for —*
- (A) post-award planning and design of the educational program, which may include —*
- (i) refinement of the desired educational results and of the methods for measuring progress toward achieving those results;*
 - and*
 - (ii) professional development of teachers and other staff who will work in the charter school; and*

Based on the experiences of schools chartered in Louisiana, the Department has identified certain activities that are considered essential for creating a firm foundation for a successful start up charter school. These activities are as follows:

Required Use of Funds

Curriculum: Since a thoughtful approach to curriculum planning and review requires research, discussion with key personnel and time to read and reflect, the Department strongly recommends that school leaders devote significant time and attention during the school's planning year to the curriculum. Each applicant must budget funds for developing, analyzing, and/or revising curriculum materials during both the start-up and implementation phases of the grant process.

Governance: A common challenge for charter schools is governance. As with most new organizations, charter school boards and leaders can benefit from support in creating solid governance models early on. Board development and training is a required activity during each charter school's pre-opening period. Each applicant must budget funds during both the start-up and implementation phases of the grant process for Board development and training, to design and implement effective governance strategies for the Board and/or to develop strong policies and procedures for the Board and the school.

Professional Development: Professional development opportunities funded under the Planning and Implementation grants should link directly to the mission of the school and expand the knowledge, skills, and other competencies needed to serve students well. Each applicant must budget funds during both the start-up and implementation phases of the grant process for professional development.

Data Analysis and Reporting: Charter schools trade increased freedom from bureaucratic regulation for greater levels of accountability. It is, therefore, essential that charters develop strong systems for collecting, analyzing, and reporting academic and other types of performance data. To offset the cost associated with developing and/or acquiring such systems, each applicant must budget funds during both the start-up and implementation phases of the grant process for this purpose.

Special Education Program Design: A charter school's education program must make provisions for all students, including students with disabilities, to receive a high-quality education. As new institutions, many charter schools struggle with their responsibility to build strong special education programs in their first years of operation. To ensure charter schools fully understand and accept their responsibility to serve all students and to assist schools in developing sound plans for doing so, each applicant must budget funds during the start-up phase of the grant process for special education professional development, technical assistance, program design, and implementation.

Other Activities

Both the required activities and the remainder of available Start-up and Implementation Grant funds are subject to Federal CSP Grant guidelines.

The following are examples of typically approved uses for Start-up subgrant funds:

- Professional development of teachers and other staff who work or will work in the charter school, e.g., funding teacher training seminars;
- Payment of reasonable and necessary mileage, meals, lodging, and other expenses for persons engaged in the planning and design of the charter school;
- Purchase of orientation classes or professional training for persons involved in the operation of the charter school;
- Site visits to other charter schools and associated costs;
- Conference or workshop registration fees;
- Development of recruitment materials;
- Development of program and school evaluation strategies and materials.
- Payment of reasonable consultant fees and extended contract expenses associated with the planning process;
- Refinement of the desired educational results and the methods for measuring progress toward achieving those results, e.g., retaining a consultant to assist the school in selecting appropriate assessment instruments that are aligned to the school's proposed curriculum;
- Payment of reasonable fees for contracted services for curriculum and policy development related specifically to charter school startup and/or operation;

- Acquiring necessary educational materials and educational supplies for the development of the educational program.
- Personnel salaries for individuals working to support the opening of the school prior to the receipt of MFP funding. (*Requests for salaries during the start-up period should include name of employee, title, a list of activities funded by the grant, percentage of time per week, length of time grant funding will be used to cover the salary, and salary rate. Only personnel essential to the school's start-up efforts will be approved for funding.*)
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The following are examples of typically approved uses for Implementation federal subgrant funds:

- Professional development of teachers and other staff
- Refinement of educational goals and measurable objectives
- Acquiring educational equipment and curriculum materials
- Purchase of technology, classroom furniture, whiteboards, pull down screens, etc.
- Development of program and school evaluation strategies and materials.
- Payment of consultants performing work directly related to the program and operation of the charter school (please note that consultant expenses may not be used to circumvent the restrictions on paying salaries from PCSP funds).
- Initial start-up costs not covered by state or local funding sources.

Items that cannot be funded and therefore should not be requested:

- Capital expenses, such as leases, remodeling, technology leases, playgrounds, elevators, water main valves, buses, vans, etc.
- Professional dues or memberships
- ADA compliance work without third party documentation and LDOE approval
- Costs for student expeditions (travel, field trips, etc.)
- Hiring/recruitment expenses such as a placement firm (small amounts for advertising are fine)
- Financial audit fees
- Grant oversight expenses
- Gift certificates; alcoholic beverages; school apparel for staff or students; fines and penalties; lobbying
- Programs expenses outside of the school's charter; i.e., before/after school programs and preschool
- Out-of-state travel unless it can be demonstrated that the goal of the travel cannot be accomplished in-state
- Site licenses for software in year three of the award

NOTE: All grant funds obtained via this federal subgrant must be used only for expenses that are not otherwise provided for from other state or local funding sources.

Funding Period

The total funding period for both phases of this federal subgrant, (start-up and implementation) cannot exceed 36 months. The maximum funding period for start-up is a maximum of eighteen (18) months from the receipt of the application by the Louisiana Department of Education in substantially approvable form. The maximum funding period for implementation is a maximum of twenty-four (24) months from the receipt of the application or continuation request by the Louisiana Department of Education in substantially approvable form.

The budget period for this grant is upon approval through June 30, 2009. The proposed charter school grant project should reflect that timeframe.

Start-up subgrants are designed to fund activities during each school's pre-opening period. Any awardee not drawing down at least half of their awarded funds by May 1, 2009, or all of their awarded funds by October 1, 2009, may have their grant award revoked. Awardees will ensure that the awarded grant funds will be spent or encumbered by June 30, 2009 unless an extension is requested by May 1, 2009.

Grant Allocation Method

Note: LDOE submitted an amendment to its approved grant application to the Federal Charter School Program office asking to increase the amount of PCSP funding available to "takeover" charter schools. Implementation of this section is contingent upon federal approval.

For the 2008-2009 grant period, start-up subgrants will be awarded in the amount of \$200,000 and will generally be awarded through June 30, 2009. Awards for implementation will be awarded in the amount of \$400,000 and will generally be awarded for a 24-month period. Actual awards will depend upon the quality of the grant application, enrollment, previous uses of grant funds (if applicable), and award amounts that the state receives from the federal government. Amounts listed in this section should not be considered a guarantee of funding or of actual award amounts, and award ranges are subject to change.

All eligible charter schools will be allocated funds as follows:

- \$200,000 for Start-up
- \$200,000 for each stage of Implementation
- \$300,000 for each stage of Implementation for operators who do not receive Start-up subgrants

Charter schools that take over the operation of failed schools are eligible for up to \$200,000 in additional PCSP funding during the three-year project period. The increased level of funding available for charters that take over the operation of failed schools is reflective of the LDOE priority of turning around chronically underperforming traditional public schools through the charter vehicle. Additional PCSP funding available to these schools must be targeted to the following types of activities (subject to the guidelines on allowable activities):

- comprehensive and targeted professional development for teachers and school leaders
- implementation of proven literacy and numeracy initiatives
- school quality reviews to systematically gather and share information on school performance to inform decision-making and improve overall school quality
- implementation of integrated, research-based programs that are specifically designed, personalized, and adjusted to address students' academic and related psycho-social needs.

The total allocation for eligible charter schools under this federal subgrant is \$600,000 for new starts and \$800,000 for charter schools that take over the operation of failed schools, with additional funding for each of the two stages of implementation to follow the submission of supplemental materials documenting progress towards reaching the school's goals and objectives and budgets.

Availability of Funds

These grant funds will be available to eligible local educational agencies and to eligible incorporated non-profit groups whose composition meet the requirement of law, and are operating or opening a recently approved charter school in Louisiana.

The Louisiana Department of Education will provide these funds directly to the approved sponsoring non-profit corporation receiving the grant award, or to the sponsoring local school district, depending upon the status of the charter school group.

Funds will be disbursed to approved applicants on a reimbursement basis.

The Cash Management Improvement Act (CMIA) requires the receipt and holding of immediate cash needs only. The Louisiana Legislative Auditors have defined immediate *cash needs* as three days of cash operating balance for each fund source.

Each recipient may request only actual expenditures for which a check has been issued for payment. See the *Grant Quick Reference Guide* on the LDE's website at www.louisianaschools.net for more information on preparation of claims for reimbursement and other related topics.

All reimbursement claims must be submitted in compliance with Louisiana Department of Education requirements.

Grant Process

A committee of individuals with knowledge systemic school reform and the charter school concept will review the applications. Review will be based on the specific criteria listed in this RFP. LDOE program staff will review for adherence to assurances, budgetary restrictions, eligibility, and compliance with formatting requirements. This review will determine if the application is in compliance with the Education Department's General Administrative Regulations (EDGAR) and the basic requirements of the grant program.

Continuation funding for the second and third years of the grant program will require submission of a Continuation Request Application, to include a satisfactory progress report, a revised budget and budget narrative, and any additional information required in the Continuation

Request Application packet. Second and third year continuation applications are reviewed by grant program staff and outside reviewers. If information is incomplete or unsatisfactory, additional information may be requested or issues resolved before continuation awards are released.

Continuation funding may be terminated if substantial progress is not being made to accomplish the goals articulated in the first year funded application or if the charter school fails to make satisfactory student academic progress.

At the completion of the three year grant, a final report is required.

Application Due Date

Applications should be submitted by the deadlines published in the annual calendar.

Submission Instructions

A separate application must be submitted for **each** new or existing charter school.

Submit the completed application and two (2) copies to:

**Louisiana Department of Education
Division of Education Finance, Suite 5- 264
P.O. Box 94064
Baton Rouge, LA 70804**

Submit one electronic copy of the completed application and budget to lacharters@la.gov and to karen.mccarvy@la.gov.

Applicants will be contacted if there is a need for additional information or clarification. If the application is approved for funding, a notification of award will be issued.

III. START-UP/INITIAL IMPLEMENTATION GRANT INSTRUCTIONS

For applicants who plan to open new charter schools in school year 2009-10 (start-up) or for applicants who opened schools in school year 2008-09, but who did not receive a start-up grant in the previous fiscal year (initial implementation).

General Instructions

1. *Address the questions in the order in which they appear in the application.* A suggested format is provided to help you address all of the required elements and facilitate the review of the application. Be sure to review the application components and address each of those items in the application in the order in which they are asked.
2. Start-up subgrant applications **must not exceed 15 typed pages** plus all essential attachments. **Do not use covers; do not add title pages; do not add enclosures; do not submit related materials.** Your application will be **evaluated only on the basis of the 15 or fewer typed pages submitted, except for the essential documents**; no other written materials will be provided to the review panel. If additional information is needed, LDE will contact the applicant.
3. The first page of each typed application must be an "Executive Summary" which clearly and concisely provides a complete overview of the characteristics of the charter school. **Please include grades served and curricular focus or theme of the charter school.**
4. The Application Cover Page must be used as the cover of your application. This form is **not** considered part of the 15 page maximum.
5. A minimum of an eleven (11) point font must be used for the body of your application.
6. Arial or Times Roman font should be used when preparing your application.
7. Please number the pages of your application narrative.
8. **The original and two (2) hard copies of each application must be submitted** to the LDOE Education Finance Office.
9. One electronic copy should be sent via e-mail to lacharters@la.gov and to karen.mccarvy@la.gov.
10. Failure to include any of the required parts of the proposal may result in the proposal not being funded.

Grant Application Sequence

1. Completed and signed Application Cover Page including programmatic assurances
2. Application narrative (not to exceed 15 pages)
3. Plan for Use of Funds Chart

4. Budget (developed using the electronic Excel spreadsheet)
5. Appendix A: Signed fiscal assurances
6. Appendix B: Evidence of non-profit status and registration with the Louisiana Secretary of State (needed for Types 1, 2, 3, and 5 charter applicants)
7. Appendix C: Proposed Student Recruitment and Enrollment Policy
8. Appendix D: Completed IRS W-9 Form (downloadable from <http://www.irs.gov/pub/irs-pdf/fw9.pdf>)
9. Appendix E: Official letter of charter award or issuance (if available)
10. Appendix F: Copy of charter agreement (if available) or Intent to Sign Charter Contract
11. Appendix G: Proof that IRS 501(c)3 has either been obtained or that the application to obtain that status has been submitted to the IRS and is in process (if available)

Notes:

- An Intent to Sign Charter Contract will be accepted as qualifying an application as substantially approvable; however, no reimbursements will be made to an applicant until the LDE receives a copy of a signed charter contract between the applicant and its authorizer.
- IRS 501(c)3 requirements are not essential for the start-up application.

Narrative Requirements (maximum of 15 pages)

A. Executive Summary

Describe the vision, mission and educational goals of the proposed charter school. Provide a clear and concise overview of the characteristics of the charter school, including, enrollment, grades served and curricular focus. Briefly describe the characteristics, population and unmet educational needs of the community and explain how your charter school will serve students better than what is currently available.

Provide the following administrative information: (a) the name of the school's authorizer, (b) the traditional public school district in which your school will be located, (c) the target student population (if at-risk, provide definition) to be served, (d) the grade levels and ages of the students to be served, and (e) the school's academic calendar.

B. Goals and Objectives

Describe the goals of your educational program. List methods by which the charter will measure its progress towards achieving its goal and objectives. Include any key researched-based strategies that will be implemented in an effort to achieve the school's program goals. How do the goals and objectives related to the Louisiana Accountability System in terms of student achievement?

C. Partnership and Commitment

Identify the types of external support and assistance the school will rely upon in the development and implementation of the school's total program. Describe how parents and other members of the community have been or will be involved in the planning, program design, and implementation of the community school.

D. Education Program

Briefly describe the educational program to be implemented including the curriculum, instructional delivery methods, and any key initiatives or themes. Describe how your plan addresses one or more of the following educational priorities:

- improve learning for all students
- increase learning opportunities and access to quality education for all students;
- encourage the use of different and innovative teaching methods and a variety of governance, management, and administrative structure;
- require appropriate assessment and measurement of academic learning results;
- account better and more thoroughly for educational results; and
- create new professional opportunities for teachers and other school employees

What one aspect of your program distinguishes your school from the other educational options available to the student population you are seeking to serve?

E. Student Access

Provide the following:

- A description of how students in the community will be informed about the charter school;
- A description of how your plan will assure equal access to the charter school for all students regardless of gender, race, national origin, color, disability, or age factors all students are given an equal opportunity to attend the charter school, including:
 - Any criteria or requirements for admission;
 - The registration, application, and enrollment period for the applicable school year;
 - The preference procedures in place for students enrolled in the preexisting school (if applicable);
 - The step-by-step lottery procedures to be implemented in the event timely applications for admission exceed the available spaces, including the date on which you intend to hold the lottery, if necessary, and the precise manner in which the lottery will be conducted;
 - The waiting list process, including the length of time the waiting list will be maintained; and
 - Anti-discrimination policy
 - A description of how you plan to ensure that students with disabilities are served

F. Professional Development

Describe the school's professional development plan during the grant project period, including a description of all professional development activities with a chronological timeline.

G. Implementation Timeline

What is your program implementation timeline for the grant project period? Indicate the number of months that will be used for planning and implementation, noting key activities and milestones during each period.

H1. Budget Details and Justification

Provide a detailed budget narrative identifying how all the requested grant funds will be expended. Demonstrate how expenditures support the achievement of your goals and objectives. Describe how these funds will be used in conjunction with other state and federal programs, if applicable.

H2. Required Use of Funds

Describe the school's plans for allocating CSP resources to the five items contained in the Required Use of Funds section of the application. The Department has identified certain activities considered essential for a successful charter school start up, including, but not limited to, Curriculum, Governance, Professional Development, Data Analysis and Reporting, and Special Education Program Design will be implemented in your school.

I. Program Evaluation

Describe how you will monitor and evaluate your progress in achieving your goals and objectives. Describe any data that will be collected and the methods used to determine whether progress is being made and how the results will be used to improve the programs.

IV. CONTINUATION REQUEST INSTRUCTIONS

For applicants who were approved for start-up subgrants in previous years and who wish to access first-year or second-year implementation grant funding in 2008-09.

General Instructions

1. *Address the questions in the order in which they appear in the application.* A suggested format is provided to help you address all of the required elements and facilitate the review of the application. Be sure to review the application components and address each of those items in the application in the order in which they are asked.
2. Implementation subgrant applications **must not exceed 15 typed pages** plus all essential attachments. **Do not use covers; do not add title pages; do not add enclosures; do not submit related materials.** Your application will be **evaluated only on the basis of the 15 or fewer typed pages submitted, except for the essential documents**; no other written materials will be provided to the review panel. If additional information is needed, LDE will contact the applicant.
3. The Application Cover Page must be used as the cover of your application. This form is **not** considered part of the 15 page maximum.
4. A minimum of an eleven (11) point font must be used for the body of your application.
5. Arial or Times Roman font should be used when preparing your application.
6. Please number the pages of your application narrative.
7. **The original and two (2) hard copies of each application must be submitted to the LDOE Education Finance Office.**
8. One electronic copy should be sent via e-mail to lacharters@la.gov and to karen.mccarvy@la.gov.
9. Failure to include any of the required parts of the proposal may result in the proposal not being funded.

Grant Application Sequence

1. Completed and signed Application Cover Page including programmatic assurances
2. Application narrative (not to exceed 15 pages)
3. Plan for Use of Funds Chart
4. Updated Budget (developed using the electronic Excel spreadsheet)

Narrative Requirements (maximum of 15 pages)

A. Executive Summary

Please provide a one-page executive summary with clear evidence that the school is using grant funds to address the vision and mission of the charter.

B. General Progress Report on Each Project Goal

Please provide both a narrative and a quantitative update on progress made towards achieving the goals in the school's original PCSP application. Include an update on the schools Program Evaluation efforts (describing data that is being collected and the methods that are being used to determine whether progress is being made and how the results are being used to improve the programs).

C. Professional Development

Please provide an update on the status of the school's professional development plan from the previous grant period (including Board Development activities) and any planned changes going forward.

D. Project Budget Narrative

The budget narrative should be aligned with project goals established in the first year. Report on funds that were spent and any budget revisions or reallocations, being sure to address the items in the Required Use of Funds section of the application.

E. Continued Operation

Describe how the governing board of the charter school will provide for the continued operation of the school once this Federal grant has expired. This should not be a repeat of what was submitted in the previous year's application. Instead, it should be an update on the progress made on that plan. Note which Federal Title funds the charter school receives through their authorizer and a general description of how those funds are being used.

V. BUDGET INFORMATION

Complete a Budget Summary and Budget Detail form and include with your application.

INSTRUCTIONS: The budget forms and the PCSP Subgrant Application containing instructions for completing the budget forms may be downloaded from the Louisiana Department of Education's website at either of the following addresses:

<http://www.doe.state.la.us/lde/charter/2624.html>

<http://www.doe.state.la.us/lde/charter/2420.html>

These forms may be accessed using Microsoft Excel.

1. The budget summary and budget detail forms must be submitted with this application.
2. Supplement, not Supplant: Funds from this grant shall be used to supplement, and not supplant, any other Federal, State, or local education funds.
3. Payment for indirect costs is not an allowable expense under this subgrant program.

Please test-print the electronic budget before submitting to ensure reports are printable and legible on standard letter-size paper without an excess number of blank lines that waste paper.

Questions concerning the budget may be addressed to Karen Sheppard at (225) 342-3668 or karen.sheppard@la.gov or to Karen McCarvy at (225) 342-3776 or karen.mccarvy@la.gov.

General Budget Information

PCSP grant funds may not be spent or encumbered until the grant has received final approval.

The proposed budget and the budget narrative should support the project goals in the application. There should be a clear relationship between the proposed activities and how the funds will be spent. Startup applications should contain budgets for three years of funding; Implementation (years two and three) should contain budgets for two years and one year, respectively.

Since the final subgrant amounts are not known at this time, provide a general budget (within annual funding limits) on the PCSP Budget Form, using the Excel electronic file. The budget must conform to the object code categories in the spreadsheet. When the applications have been reviewed, final grant amounts will be determined and a more detailed budget for the first year may be required. The final budget will comply with the application review comments and the proposed budget. If required, revisions to initial budgets must be submitted and approved within 30 days of the date on the grant award letter or supplemental grant letter. Any subgrantees not providing an approved, revised budget by the deadline may be subject to losing their grant award.

The budget period for this grant is upon final approval through June 30 of each year. The proposed subgrantee budget should reflect that timeframe.

To ensure that federal funds go as far as possible, proposed budgets must adhere strictly to the federal “supplement not supplant” policy. Funds must supplement rather than supplant local effort. PCSP funds may not be used for school year salary and fringe benefits for staff members, but may be used for staff development and extended contracts. Funds may not be used for routine operational costs of the school that are a regular ongoing part of a school budget.

Proposed budgets should reflect actual projected costs at a reasonable level. Budget line items that are unrealistic will be cut or trimmed. For example, if \$5,000 is requested for a new laptop computer, only \$2,000 may be approved. It is in the best interest of the charter school applicant to request only reasonable funding levels in order to maximize the total award.

Any subgrantee not drawing down at least half of their awarded funds by May 1 or all of their awarded funds by October 1 in any year, may have their grant award revoked.

Grant funds must be spent sequentially. First year funds must be drawn down before accessing second year funds, etc.

Under NO circumstances will an implementation grant be awarded to a charter school that has been notified by its authorizer that the charter contract will be terminated.

All line items should have sufficient detail, including the number of units, cost per unit and the purpose for the proposed expenditure. Items without sufficient detail will result in a request for additional information, which will delay final approval.

Periodic Budget Revisions

Periodically an approved grant budget must be revised due to a change in need at the school or a supplemental grant award.

If the revision is to address a modification requested by the charter school, it is best to contact LDOE staff first to make sure the change will be approved. The email request should completely explain the reason for the request. Expenditure of un-approved grant costs is not allowable. Upon LDOE approval, the revised budget replaces the previously-approved budget. Emails and approved revised budgets must be provided to the subgrantee’s fiscal agent. The email from the Department’s Charter Schools Office or the Education Finance Office will be the official documentation to begin spending or encumbering grant funds. Funds should not be spent or encumbered until such approval has been received.

Budget Management

Authorized Grant Contact. The person who has the legal authority to sign legal documents on behalf of the school. If this is not the chair of the governing board’s board (due to a conflict of interest), the school must submit a copy of the board’s resolution/motion designating someone else as the Authorized Grant Contact. The board authorization needs to delegate responsibility to execute the approved grant application, comply with the certifications of the grant program, including all fiscal requirements, and act as the board’s authorized official for the grant award. The Grant Contact can have no conflict of interest with any party (employee, contractor, vendor, etc.) that has a financial interest in the grant award.

Authorized Grant Contact Responsibilities. Responsibilities of the Grant Contact include:

- Funds should not be spent or encumbered until the grant has received final approval.
- Oversight of the entire CSP grant project;
- Manage CSP grant budget;
- Responsibility for compliance with federal and state laws regarding grant management;
- Liaison with LDOE; attend required CSP subgrantee meetings;
- Liaison with charter school governing board; provide regular updates;

Disposition of Grant Property. When property is no longer needed or a charter school that has received CSP funds closes, the following policy applies:

- Closing/closed charter schools: All non-consumable items of value purchased with CSP grant funds must be distributed to other public charter schools; schools in the affected district receive first priority and schools throughout the state second priority. The charter school's authorizer is responsible for notifying the LDOE the reason for the school's closure, a statement of how the assets were/will be distributed and file a Final Report.
- Operational charter schools wishing to sell, give away or dispose of non-consumables purchased with CSP grant funds. Any proceeds from the sale of property must go back into the funded program (i.e., money from the sale of computers goes into the technology fund). Grant records should reflect depreciation, disposition, and an updated inventory record for six years after completion of grant funding.
- Change of Status. Should the charter school change to non-charter status within ten years of receiving CSP grant funds, grant funds must be reimbursed to LDOE. An exception may be made for schools that convert status due to either federal or state law requirements for academic purposes.

Conflicts of Interest. Schools must avoid apparent and actual 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 charter school governing board to be in compliance with conflicts of interest policies. Authorized Grant Contacts and governing board members must have no real, apparent, or potential conflict of interest with any vendors contracted to provide services funded under a school's CSP grant or personnel compensated for CSP grant-sponsored activities.

Grant Closeout. A request for end date extension must be received by the LDOE no later than May 1 of the year the grant is due to be completed. If it is determined that any grant funds have been misused, grant funds must be returned to LDOE. LDOE may terminate a grant award upon thirty days notice if it is determined that the applicant is not fulfilling the funded program responsibilities as specified in the approved application.

Each awarded charter school is responsible for annual fiscal audits including these grant funds. Federal audit requirements contained in the Single Audit Act of 1984 may also apply. The charter school is expected to provide its fiscal agent with complete financial information to satisfy federal and state requirements.

Annual Financial Report. An Annual Financial Report (AFR) is required to be filed within 30 days of the grant end date. The AFR reports actual expenditures made from the grant. If an AFR is not filed, grantees risk losing their funds for following year.

Extension of Time to Expend Grant Funds. There may be circumstances that lead to expending less funds in the budget period than anticipated. If this is the case, grantees may request an extension of time to expend grant funds. The grantee is still bound by the budget that was submitted and approved and are expected to adhere to that budget. The extension is subject to approval by LDOE and is not guaranteed. It's important for grantees to monitor their spending throughout the year and make the necessary budget revisions to meet the original deadline. Grantees should not assume they will be granted an extension, rather an extension should be the last resort when budgeting funds.

VI. FINAL GRANT REPORT

A final report is due to the Charter Schools Office at LDOE within 30 days after the end of the final budget period. The final report should contain the following items:

A. Executive Summary

Please provide a one-page executive summary.

B. Report on Each Project Goal

Please provide a final report on each grant goal, including a summary of the progress made on those goals and objectives.

C. Financial Report

Please provide a financial narrative report on how the grant was expended for each of the previous three years and total for the three-year period.

D. Final Expenditure Report

Please provide an expenditure report that details 100% of awarded grant funds, including a property inventory of all equipment and non-consumable goods purchased with PCSP grant funds.

VII. START-UP/IMPLEMENTATION GRANT NARRATIVE RUBRIC

This evaluation rubric is separated into ten categories (ordered A-I) that correlate with the headings found in the Start-up/Implementation Grant Narrative Application. Under each heading, a guiding question or statement is presented, followed by a stimulus status and rating scale. Each item should be rated on a scale from 1 to 3, with 3 being the highest score. Items should be rated based on the criteria in the 3-point scale below.

Scale	Rating
1	Fails to Meet Standards
2	Partially Meets Standards
3	Fully Meets Standards

The maximum number of points allowable in each category is three (3), with a maximum total score of thirty (30) for each application. A three-person peer-review team will review and score each application individually. The scores from the review team will be averaged to determine eligibility for funding. Any application receiving an average peer-reviewed score of less than twenty (20) will require significant revision of the PCSP application. Additionally, any category receiving an average score of less than 1.66 also will need to be revised. Staff from the Charter Schools Office may seek other revisions at its discretion to ensure PCSP applications meet the spirit and intent of the grant program.

A. Executive Summary

How is your charter school better serving students than what is currently available?

Characteristics of both the community and the students (in enrollment area) present a need for the proposed school. It is apparent that this school will better serve students than what is currently available.

Executive Summary	Fully Meets Standards 3	Partially Meets Standards 2	Fails to Meet Standards 1
<input type="checkbox"/> 3 Fully Meets Standards <input type="checkbox"/> 2 Partially Meets Standards <input type="checkbox"/> 1 Fails to Meet Standards	Applicant demonstrates there is a definitive need for the school in the area it is seeking to serve, and there is evidence that the school will better serve students than what is currently available.	There is a need for the community school in the proposed enrollment area but the applicant does not demonstrate how its school will better serve students than what is currently available.	Demonstration of need is not present or there is no apparent need for the community school in the area to be served

B. Goals and Objectives

Derived from the School's stated Goals and Objectives

The funding application should contain measurable goals and objectives. At least one goal must address school and student performance as measured by the Louisiana School Accountability System. Sound strategies will be implemented to ensure progress towards goals and objectives.

Goals and Strategies	Fully Meets Standards 3	Partially Meets Standards 2	Fails to Meet Standards 1
<input type="checkbox"/> 3 Fully Meets Standards <input type="checkbox"/> 2 Partially Meets Standards <input type="checkbox"/> 1 Fails to Meet Standards	Goals and/or strategies are well thought out and measurable and hold the promise of producing positive change.	Goals and/or strategies are in place and are observable and measurable, however they are unlikely to bring significant positive change; or are not clearly described or are very hard to measure.	Goals and/or strategies are not present or goals and/or strategies are unclear, not observable, not measurable, and/or are not significant.

C. Partnership Commitment

Identify the types of external support and assistance the school will rely upon in the development and implementation of the school's total program. Include how parents and other members of the community were or will be involved in the planning, program design, and implementation of the community school. Describe each partner's level of commitment.

A collaborative effort is present in the development of school. The application provides evidence of a high level of stakeholder support and commitment.

Partnership Commitment	Fully Meets Standards 3	Partially Meets Standards 2	Fails to Meet Standards 1
<input type="checkbox"/> 3 Fully Meets Standards <input type="checkbox"/> 2 Partially Meets Standards <input type="checkbox"/> 1 Fails to Meet Standards	Exceptional evidence of support and commitment by stakeholders with a clear plan for involvement throughout the project and clear roles of those who will participate.	Some evidence of support and commitment by stakeholders is present but stakeholders play a minor role in the project; pieces may be missing or not clearly described.	No evidence of support and commitment by stakeholders is present or there is minimal evidence of support and commitment by stakeholders is present; description of involvement is vague or not likely to yield success.

D. Education Program

Describe the educational program to be implemented including the curriculum, instructional delivery methods and key initiatives or themes. Include other school characteristics like: (a) the name of the school’s sponsor, (b) the traditional public school district in which your school will be located, (c) the target student population (if at-risk, provide definition) to be served, (d) the grade levels and ages of the students to be served, (e) academic calendar, (f) length of school day, and (g) instructional delivery method.

Applicant clearly addresses educational priorities and provides relevant information about the educational plan to be implemented.

Public Charter School Program Requirements	Fully Meets Standards 3	Partially Meets Standards 2	Fails to Meet Standards 1
<input type="checkbox"/> 3 Fully Meets Standards <input type="checkbox"/> 2 Partially Meets Standards <input type="checkbox"/> 1 Fails to Meet Standards	Ample information is provided that was requested.	Several pieces of information are provided that was requested; however, there is some unclear and/or missing information.	No information is provided or minimal information is provided; however, there is some unclear and/or missing information.

E. Student Access

Provide a description of how students in the community will be informed about the charter school. Discuss how your plan will assure equal access to the charter school for all students. Include a description of how you plan to ensure that students with disabilities will be served.

Ensure that student will have equitable access to your charter school and its services.

Student Access	Fully Meets Standards 3	Partially Meets Standards 2	Fails to Meet Standards 1
<input type="checkbox"/> 3 Fully Meets Standards <input type="checkbox"/> 2 Partially Meets Standards <input type="checkbox"/> 1 Fails to Meet Standards	The plan clearly shows that students will have equal access to the charter school, including a specific plan to address students with special needs.	The plan for equal access considers some factors but may not include any priorities for special needs students or an equal opportunity for all students.	The plan is missing or does not include a description of how students will be informed about the school nor does it explain how they may be given full access.

F. Professional Development

Describe the school's professional development plan and specific goals and assessment for all individuals associated with the school.

The applicant presents a specific plan for high quality professional development that supports the Goals and Objectives and relates to the school's vision and mission.

Professional Development	Fully Meets Standards 3	Partially Meets Standards 2	Fails to Meet Standards 1
<input type="checkbox"/> 3 Fully Meets Standards <input type="checkbox"/> 2 Partially Meets Standards <input type="checkbox"/> 1 Fails to Meet Standards	Plans are solid and hold the promise of producing significant positive results. Plan could serve as a model.	Plans are in place, but may not ensure student academic success; some pieces missing or not clearly defined.	There is no plan for ensuring student academic achievement or there is minimal evidence of a plan for addressing student achievement is present; the plan is unclear, vague or insignificant.

G. Implementation Timeline

What is your program implementation timeline for the grant project period?

A specific and reasonable timeline that outlines the program's implementation for the project period is provided.

Implementation Timeline	Fully Meets Standards 3	Partially Meets Standards 2	Fails to Meet Standards 1
<input type="checkbox"/> 3 Fully Meets Standards <input type="checkbox"/> 2 Partially Meets Standards <input type="checkbox"/> 1 Fails to Meet Standards	A good timeline is presented and has some likelihood for success in attaining implementation goals.	A timeline is presented, but pieces are missing or not described; the likelihood of achieving the implementation goals cannot be determined.	Timeline is not present or some form of a timeline is present, but the information is unclear or unreasonable.

H1. Budget Details

Provide a detailed budget narrative identifying how all the requested grant funds will be expended. Demonstrate how expenditures support the achievement of your goals and objectives. Include how these funds will be used in conjunction with other state and federal programs, if applicable.

The application includes a clear, efficient and effective budget that supports the Goals and Objectives. All expenditures are justifiable.

Budget Details and Justification	Fully Meets Standards 3	Partially Meets Standards 2	Fails to Meet Standards 1
<input type="checkbox"/> 3 Fully Meets Standards <input type="checkbox"/> 2 Partially Meets Standards <input type="checkbox"/> 1 Fails to Meet Standards	Budget is present; funds are appropriated correctly; explanations of expenditures are clear and most expenditures seem to align with the Program Goals	Budget is present; funds are appropriated correctly; little or no explanation as to how the budget supports the Program Goals,	Budget is not present or Budget is present, but is ill-defined or unclear as to expenditure; expenditures do not support the Program Goals

H2. Use of Funds

Ensure that certain activities considered essential for a successful charter school start up, including, but not limited to, Curriculum, Governance, Professional Development, Data Analysis and Reporting, and Special Education Program Design will be implemented in your school.

Funds are budgeted for required activities spelled out in the application.

Use of Funds	Fully Meets Standards 3	Partially Meets Standards 2	Fails to Meet Standards 1
<input type="checkbox"/> 3 Fully Meets Standards <input type="checkbox"/> 2 Partially Meets Standards <input type="checkbox"/> 1 Fails to Meet Standards	Budget is present; funds are appropriated correctly; explanations of expenditures are clear and most expenditures seem to align with the Program Goals	Funds are budgeted to the required activity explanation as to how the budget supports the Program Goals,	Budget is not present or required; expenditures do not support the Program Goals

I. Program Evaluation

Does the proposal contain an evaluation plan and indicators to measure the effectiveness of the project?

The proposal contains an evaluation plan and indicators to measure the effectiveness of the school's educational program. The use of data is used to improve and strengthen the program.

Program Evaluation	Fully Meets Standards 3	Partially Meets Standards 2	Fails to Meet Standards 1
<input type="checkbox"/> 3 Fully Meets Standards <input type="checkbox"/> 2 Partially Meets Standards <input type="checkbox"/> 1 Fails to Meet Standards	Evaluation plans are strong, observable, measurable, and hold the promise of producing positive results; strong chance of measuring the impact of the project on student academic achievement	Evaluation plans are presented and measurable, but the information is incomplete or not clearly described; indicators vary in quality.	No evaluation plan is present or minimal evidence of an evaluation plan is present; plans are unclear, ill-defined, not significant, and/or not realistic.

Upon completion of the review, ratings in each category should be transferred to the chart below.

Categories	Rating	Categories	Rating
A. Executive Summary		F. Professional Development	
B. Goals and Objectives		G. Implementation Timeline	
C. Partnership and Commitment		H1. Budget Details	
D. Education Program		H2. Required Use of Funds	
E. Student Access		I. Program Evaluation	

Total Points Awarded:

Grant Review Comment Form

Please list any questions or concerns about the Charter Schools Program-Application for Funds or specific questions about the applicant's proposal.

Reviewer's Signature

Date

VIII. CONTINUATION REQUEST NARRATIVE RUBRIC

This evaluation rubric is separated into five categories (ordered A-E) that correlate with the headings found in the Continuation Request Narrative Application. Under each heading, a guiding question or statement is presented, followed by a stimulus status and rating scale. Each item will receive a score of zero or two (2) with two (2) being the highest score. Items should be rated based on the criteria in the 2-point scale below.

Scale	Rating
0	Fails to Meet Standards
2	Meets Standards

The maximum number of points allowable in each category is two (2), with a maximum total score of ten (10) for each application. A three-person peer-review team will review and score each application individually. The scores from the review team will be averaged to determine eligibility for funding. Any application receiving an average peer-reviewed score of less than eight (8) will not be funded until the charter operator submits a plan that meets Department approval for increasing the charter school's likelihood of meeting its PCSP goals and objectives.

A. Executive Summary

How is your charter school better serving students than what is currently available?

Executive Summary	Meets Standards 2	Fails to Meet Standards 0
<input type="checkbox"/> 2 Meets Standards <input type="checkbox"/> 0 Fails to Meet Standards	Clear evidence the school has used grant funds to address the vision and mission of the charter	Very limited evidence the school has used grant funds to address the vision and mission of the charter

B. General Progress Report on Each Project Goal

Please provide both a narrative and a quantitative update on progress made towards achieving the goals in the school's original PCSP application. Include an update on the schools Program Evaluation efforts (describing data that is being collected and the methods that are being used to determine whether progress is being made and how the results are being used to improve the programs).

Progress Report	Meets Standards 2	Fails to Meet Standards 0
<input type="checkbox"/> 2 Meets Standards <input type="checkbox"/> 0 Fails to Meet Standards	<p>Progress report indicates progress is being made toward achieving each project goal</p> <p>Progress demonstrates strong likelihood of improving student academic achievement during the Implementation Grant period</p>	<p>Progress report indicates very limited or no progress on project goals</p> <p>Progress demonstrates minimal impact on student academic achievement during the Implementation Grant period.</p>

C. Professional Development

Please provide an update on the status of the school's professional development plan from the previous grant period (including Board Development activities) and any planned changes going forward.

Professional Development	Meets Standards 2	Fails to Meet Standards 0
<input type="checkbox"/> 2 Meets Standards <input type="checkbox"/> 0 Fails to Meet Standards	<p>Professional development plan has been implemented faithfully</p> <p>Professional development activities are aligned with school's vision, mission, instructional approach, and major program elements</p>	<p>Professional development plan has been inconsistently implemented</p> <p>Professional development activities have little or no connection with the school's vision, mission, instructional approach, and/or major program elements</p>

D. Project Budget Narrative

The budget narrative should be aligned with project goals established in the first year. Report on funds that were spent and any budget revisions or reallocations, being sure to address the items in the Required Use of Funds section of the application.

Budget Narrative	Meets Standards 2	Fails to Meet Standards 0
<input type="checkbox"/> 2 Meets Standards <input type="checkbox"/> 0 Fails to Meet Standards	Budget request aligns with project goals Almost all previous grant award funds spent or encumbered	Budget request not aligned with project goals Small portion of previous grant award spent or encumbered

E. Continued Operation

Describe how the governing board of the charter school will provide for the continued operation of the school once this Federal grant has expired. This should not be a repeat of what was submitted in the previous year’s application. Instead, it should be an update on the progress made on that plan. Note which Federal Title funds the charter school receives through their authorizer and a general description of how those funds are being used.

Ensure that student will have equitable access to your charter school and its services.

Continued Operation	Meets Standards 2	Fails to Meet Standards 0
<input type="checkbox"/> 2 Meets Standards <input type="checkbox"/> 0 Fails to Meet Standards	Charter school moving toward financial stability without PCSP funds in the future Student demand is strong and clearly evident	Charter school is not moving toward financial stability Very limited evidence the school has used grant funds to address the vision and mission of the charter

Upon completion of the review, ratings in each category should be transferred to the chart below.

Categories	Rating
A. Executive Summary	
B. General Progress Report on Each Project Goal	
C. Professional Development	
D. Project Budget Narrative	
E. Continued Operation	

Total Points Awarded:

Grant Review Comment Form

Please list any questions or concerns about the Charter Schools Program-Application for Funds or specific questions about the applicant's proposal.

Reviewer's Signature

Date

IX. FORMS

**LOUISIANA DEPARTMENT OF EDUCATION
PUBLIC CHARTER SCHOOL PROGRAM
PLANNING AND PROGRAM DESIGN POST-CHARTER SUBGRANT
CFDA #84.282A – CHARTER SCHOOLS
APPLICATION COVER PAGE**

Complete the Application Cover Page, read the programmatic assurances and have the president of the charter school's governing board sign the completed cover page in blue ink

Check All Boxes That Apply to Your Proposal:		For LDOE USE (this block only)	
<input type="checkbox"/> LEA Request for Type 4 Charter School; or <input type="checkbox"/> Non-Profit Corporation for Type 1, 2, 3, or 5 Charter School		Date of Receipt: _____	
<input type="checkbox"/> Created as a New Start-up School; or <input type="checkbox"/> Created as a Conversion of an Existing Public School		Charter School Type (circle one): 1 2 3 4 5	
		BESE or LEA Approval Date: _____	
Any Prior Charter School Federal Grant Funding?	Yes/No? (Circle one) If yes, list prior grant award amount(s) here:	Numbers and Grade-Levels of Students To Be Served:	

Charter School Name:			
Name of Nonprofit Corporation/LEA:		Name of President of Charter School Governing Board authorized as application contact:	
Full Address		Full Address	
Phone Number:	() Ext:	Phone Number:	() Ext:
Fax Number:	()	Fax Number:	()
E-Mail Address:		E-Mail Address:	

BY SIGNING THIS APPLICATION FORM, THE UNDERSIGNED OFFICER OF THE APPLYING ENTITY'S GOVERNING BOARD, WHO IS AUTHORIZED BY BOARD MOTION TO SIGN THIS DOCUMENT, AFFIRMS AND ASSURES THAT ALL OFFICERS AND MEMBERS OF SAID GOVERNING BOARD ARE FULLY AWARE OF ALL OF THE FOLLOWING AND WILL PERFORM IN STRICT COMPLIANCE WITH:

- ASSURANCES: By signing below, each applicant hereby agrees to comply with all of the following requirements:**
- Applicant certifies that this charter school is designed to accomplish one or more of the education objectives listed in LA R.S. 17:3972.B.
 - Applicant certifies that the charter school is designed to create and/or support the establishment of a non-sectarian charter school which will meet all of Louisiana's charter school laws and administrative rules and policies.
 - Applicant certifies that the information contained herein is true and correct to the best of my knowledge and belief.
 - Applicant certifies that the program and fiscal affairs will be conducted consistent with the purposes intended by and in compliance with the ESEA, as amended to create charter schools, and consistent with the requirements of EDGAR.
 - Applicant certifies the charter school will participate in all data reporting, evaluation, or auditing activities as requested by the U.S. Department of Education, the Louisiana Department of Education, the Louisiana Legislative Auditor, or BESE, including participation in all state accountability and testing programs, attendance at a reporting conference, providing a final grant report document, providing a financial statement and independent audit, if requested, and providing any other information related to evaluating the program and determining if the school is making satisfactory progress toward achieving the objectives describe in this application.
 - Applicant certifies the charter school will comply with all provisions of the Non-regulatory Guidance for the Public Charter Schools Program of the United States Department of Education.
 - Applicant certifies the charter school operator is a legally constituted public agency or a non-profit corporation duly incorporated under Louisiana law and in compliance with the Louisiana Charter School Law.
 - Applicant certifies that the charter school will conduct an open, non-biased student registration, selection and admission process that conform with requirements of Louisiana and federal charter school law, regulation, guidance and policy, including a lottery in case of over subscription.

Printed Name and Signature of President of Charter School Governing Board:

(Printed Name of Authorized Officer of Corporation) (Signature of Authorized Officer of Corporation, in blue ink) (Date)

FISCAL ASSURANCES

INSTRUCTIONS: Carefully read the required assurances; fill in the blank spaces with the required information.

- The CHARTER SCHOOL APPLICANT assures that it has made application and has been approved to receive grant funding for Public Charter School Grant Program, CFDA # 84.282A, Title V, Part B awarded by the U.S. Department of Education.
- The CHARTER SCHOOL APPLICANT has been informed of the requirements imposed by Federal laws, regulations, and the provisions of contracts or grant agreements as well as any supplemental requirements imposed by the Louisiana Department of Education.
- The CHARTER SCHOOL APPLICANT has provided the **TOTAL AMOUNT \$_____** of prior year expenditures of Federal Funds according to regulations issued by Office of Management and Budget Circular A-133 from all sources (described as funds received as direct or pass through funds).
- The CHARTER SCHOOL APPLICANT assures that it has been advised that subrecipients expending \$500,000 or more in Federal awards (funds received as direct or pass thru funds) during the subrecipient's fiscal year receive a single audit or program specific audit for that year according to regulations issued by Office of Management and Budget Circular A-133.
- The CHARTER SCHOOL APPLICANT assures that when using Federal funds to enter into a contract for equipment or services, it will comply with the procurement standards set forth in 34 CFR 74.40 – 74.78. Those standards require Federal grant 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 charter 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. 34 CFR 74.42-74.44.
- The CHARTER SCHOOL APPLICANT certifies that it will comply with all Federal statutory or regulatory provisions in the absence of a written request and approval of a waiver of such provisions from the Louisiana Department of Education.
- The CHARTER SCHOOL APPLICANT assures that it will permit the Louisiana Department of Education, the Legislative Auditors, and all other required personnel to have access to the records and financial statements as necessary.
- The CHARTER SCHOOL APPLICANT agrees to use program funds only to supplement and not supplant funds from non-Federal sources, and to the extent practical, increase the level of funds that would, in the absence of the Federal Funds, be made available from non-Federal sources.
- The CHARTER SCHOOL APPLICANT agrees to maintain all books, records and other documents for at least (3) federal fiscal years after the final payment or as described in 4CFR 74.53(b) whichever is longest.

Section 427 of GEPA (2001 (P.L. 107-110))

The applicant ensures equity of access and participation of students, teachers, and parents in all federal programs through the LEA Consolidated Application. All activities are without barriers that can impede equitable access or participation related to gender, race, national origin, color, disability or age. All activities of this program include equity concerns so as to involve full participation in this program without barriers, including provisions of native language translations and interpreters for participants. Activities are held in physical facilities that accommodate visually and physically challenged participants.

CERTIFICATIONS REGARDING LOBBYING, DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS, AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an ongoing drug-free awareness program to inform employees about:
 - 1) The dangers of drug abuse in the workplace;
 - 2) The grantee's policy of maintaining a drug-free workplace;
 - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - 1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions

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

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 0348-0040

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C., 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C., 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C., 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C., 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C., 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C., 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

**STATEMENT OF ASSURANCES
FOR
APPLICATION FOR PCSP SUBGRANT FUNDS**

I, _____, President of Charter School Governing Board of

_____ Charter School, hereby assure the Louisiana Department of

Education that _____ Charter School is in compliance with all of the

GENERAL and SPECIFIC ASSURANCES enumerated on the preceding pages.

NAME	TITLE	DATE
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PLAN FOR USE OF FUNDS CHART
Add as many pages as needed

OBJECTIVES: Please list the objectives from the PCSP grant application and the activities that will support accomplishing each objective. The amount budgeted for each objective and its associated activities in this form should be compiled from different line items in the PCSP application budget. (For example, the budget for one objective and its activities may include amounts from salaries, professional development, equipment, or other line items.)

Measurable Objectives/Outcomes	Activity	Date to be Accomplished	Person/Position Responsible	Budgeted Amount Federal Charter Grant Funds

REQUIRED USE OF FUNDS: Please detail the planned activities and budget for each of the following categories. These items may be compiled from different line items in the PCSP application budget. (Items may be addressed as specific line items in the budget or as a combination of expenditures from different line items.)

Category	Activity	Date to be Accomplished	Person/Position Responsible	Budgeted Amount Federal Charter Grant Funds
Curriculum: Since a thoughtful approach to curriculum planning and review requires research,				

<p>discussion with key personnel and time to read and reflect, the Department strongly recommends that school leaders devote significant time and attention during the school's planning year to the curriculum. Each applicant must budget funds for developing, analyzing, and/or revising curriculum materials during both the start-up and implementation phases of the grant process.</p>				
<p>Governance: A common challenge for charter schools is governance. As with most new organizations, charter school boards and leaders can benefit from support in creating solid governance models early on. Board development and training is a required activity during each charter school's pre-opening period. Each applicant must budget funds during both the start-up and implementation phases of the grant process for Board development and training, to design and implement effective governance strategies for the Board and/or to develop strong policies and procedures for the Board and the school.</p>				
<p>Professional Development: Professional development opportunities funded under the Planning and Implementation grants should link directly to the mission of the school and expand the knowledge, skills, and other competencies needed to serve students well. Each applicant must budget funds during both the start-up and implementation phases of the grant process for professional development.</p>				
<p>Data Analysis and Reporting: Charter schools trade increased freedom from bureaucratic regulation for greater levels of accountability. It is, therefore, essential that charters develop strong systems for collecting, analyzing, and reporting academic and other types of performance data. To offset the cost associated with developing and/or acquiring such systems, each applicant must budget funds during both the start-up and implementation phases of the grant process for this purpose.</p>				
<p>Special Education Program Design: A charter school's education program must make provisions for all students, including students with disabilities, to receive a high-quality education. As new institutions,</p>				

many charter schools struggle with their responsibility to build strong special education programs in their first years of operation. To ensure charter schools fully understand and accept their responsibility to serve all students and to assist schools in developing sound plans for doing so, each applicant must budget funds during the start-up phase of the grant process for special education professional development, technical assistance, program design, and implementation.

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CHECKLIST FOR COMPLETION OF PCSP SUBGRANT APPLICATIONS

Instructions: Use this checklist as a guide to ensure all forms and documents are included prior to submission of Start-up Grant Applications.

- Completed and signed Application Cover Page including programmatic assurances
- Application narrative
- Plan for the Use of Funds Chart
- Budget Forms
- Required Documents
 - Signed fiscal assurances
 - Evidence of non-profit status and registration with Secretary of State (needed by Types 1,2,3 and 5 Charter School Applicants)
 - A copy of the Student Recruitment and Enrollment Policy
 - A completed and signed IRS W-9 Form
 - Official letter of charter award and issuance
 - Copy of charter agreement or Intent to Sign Charter Contract
 - Proof that IRS 501c(3) has either been obtained or that the application to obtain that status has been submitted to the IRS and is in process – needed by non-LEA applicants (not required for start-up applicants)

Instructions: Use this checklist as a guide to ensure all forms and documents are included prior to submission of Continuation Requests.

- Completed and signed Application Cover Page including programmatic assurances
- Application narrative
- Plan for the Use of Funds Chart
- Budget Forms

Intent to Sign Charter Contract

I, _____, President of _____,

Inc., hereby assures the Louisiana Department of Education that _____,

Inc. intends to sign a charter contract with an eligible authorizer and is currently submitting pre-opening tasks required of it prior to the execution of a charter contract.

NAME	TITLE	DATE
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For Completion by LDOE Staff:

I, _____, hereby certify that _____,

Inc. is submitting pre-opening tasks required of it prior to execution of a charter contract.

NAME	TITLE	DATE
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