



Arizona Charter Schools Program  
Arizona Department of Education

Mission: AZ Charter School Program Ensures High-Quality Educational Choices by  
Selecting, Monitoring, and Assisting Transformative Leaders

## Arizona Charter Schools Program Start-up Grant Project Years 2020-24 Subgrantee\* Application

*\* In compliance with Uniform Guidance 2 CFR §200.330, AZCSP awardees have been determined to be subrecipients of CFDA 84.282 A awarded to the Arizona Department of Education, Charter Schools Program, October 1, 2018. Subrecipients will also be known as non-federal entities.*

### Eligibility

The entity applying for this grant must be a Not for Profit organization registered and in good standing with the Arizona Corporation Commission at the time of the application submission.

Applicants can apply in 2018 if they meet the following conditions:

1) the applicant has already submitted its charter application to the Arizona State Board for Charter Schools (ASBCS) in May 2018 or 2) must have already submitted a replication application to ASBCS. Either application must be approved by ASBCS at its December 2018 public meeting. New Arizona State University (ASU) sponsored charter schools must also be approved by December 2018. Applicants must notify its sponsor prior to the grant submission deadline that it intends to apply for the AZCSP grant; the applicant must send a copy of the notice to [azcharterschoolprogram@azed.gov](mailto:azcharterschoolprogram@azed.gov) prior to submission.

### Notice

1. The charter school must meet the federal definition of a charter school found in ESEA §4310(2). (2) CHARTER SCHOOL —The term “charter school” means a public school that—

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

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

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

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

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

(F) does not charge tuition;

(G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act;

- (H) is a school to which parents choose to send their children, and that—
  - (i) admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
  - (ii) in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
- (I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;
- (J) meets all applicable Federal, State, and local health and safety requirements;
- (K) operates in accordance with State law;
- (L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and
- (M) may serve students in early childhood education programs or postsecondary students.

2. The proposed school shall meet one of the following definitions of educationally disadvantaged:
- 1) A school serving at least 40% racially and ethnically diverse students; or
  - 2) A school serving at least 40% economically disadvantaged students eligible for federal lunch program support; or
  - 3) A school serving at least 40% students with disabilities; or
  - 4) A school serving at least 40% English Language Learners (ELL).

Select one of the four categories on page 2 of the accompanying AZCSP Eligibility Form.

3. To receive a replication or expansion subgrant, the applicant must demonstrate that is a high quality charter school as per ESEA §4310 (8).

**HIGH-QUALITY CHARTER SCHOOL.** —The term “high-quality charter school” means a charter school that—

- (A) shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;
- (B) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
- (C) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
- (D) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

4. A subgrant may be no more than 5 years of which no more than 18 months can be used for planning and program design. ESEA §4303(d)(1)(B) & 4303(h)(1)(B).
5. AZCSP encourages applicants to propose academic programs and instructional practices that work for all students including serving students in rural communities.
6. Allowable costs are described in the Budget Narrative Section G. Instructions for describing Planning and Implementation activities are in the Budget Narrative Section G.

## Application Evaluation

The AZCSP grant is aligned with the US Department of Education Charter Schools Program Priorities and the submitted application will be scored in light of these priorities. All applicants will be subject to review of previous state and federal education performance. 2 CFR §200.205 (1) The Evaluation Criteria are provided to assist in meeting the expectations of the application. It is not the application.

## Application Submission

In preparing the application for submission, use 12-point Times New Roman, Arial or Calibri font, double line spacing, and 1-inch margins. Tables may be in an 11-point font.

Submit in pdf format to [AZCharterSchoolProgram@azed.gov](mailto:AZCharterSchoolProgram@azed.gov)

Application deadline is **November 9, 2018, 11:59 PM (MST)**

Capacity interview will be held during the week of December 3, 2018.

## Application Assistance

In-person application assistance is available in public trainings provided by AZCSP staff. Locations and dates are posted on the AZCSP webpage: <http://www.azed.gov/charter-school-program/>. Important written information regarding the application, its policies and procedures are also located on the AZCSP web page. AZCSP recommends applicants to attend the public training opportunities and to use the resources provided.

## AZCSP 2020-24 Application

**A. ESEA 4303 Compliance – Non-Scoring Section.** *(It is recommended that applicants review the following citations from ESEA Title IV, Part C Expanding Opportunity Through Quality Charter Schools. Failure to address them accurately and completely will disqualify the application from consideration. Links to ESEA Title IV, Part C, 4301 et. al, CSP Nonregulatory Guidance, and Office of Management & Budget Uniform Guidance can be found at the AZCSP Website.)*

1. A description of how school governance is prepared to continue to operate once the subgrant funds are no longer available. *ESEA Title IV, Part C, Sec. 4303(f)(1)(A)(vi)(II)*

*Enter response here*

2. A description of how the eligible applicant will support all students once they are enrolled to promote retention and reduce the overuse of discipline practices. *ESEA Title IV, Part C, Sec. 4303(f)(1)(A)(viii)(II)*

*Enter response here*

3. A description of the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners. *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(I)*

*Enter response here*

4. A description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under AZCSP. *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(IV)*

*Enter response here*

5. A description of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funds under AZCSP. *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(VI)*

*Enter response here*

6. A description of how the eligible applicant will consider and plan for the transportation needs of the school's students. *ESEA Title IV, Part C, Sec. 4303 (f)(1)(E)*

*Enter response here*

7. A description of the administrative relationship between the charter school and the authorized public chartering agency including how the school's performance in the State's accountability system and impact on student achievement will be one of the most important factors for renewal or revocation of the school's charter, and how the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school. *ESEA Title IV, Part C, Sec. 4303 (f)(1)(C)(i)(II)*

*Enter response here*

SAMPLE

**Assurance (Signed by the LEA Authorized Representative).**

- a) The applicant will make following information publicly available, consistently with the dissemination requirements of the annual State report card, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including –
  - i. Information on the educational program;
  - ii. Student support services;
  - iii. Parent contract requirements (as applicable), including any financial obligations or fees;
  - iv. Enrollment criteria (as applicable); and
  - v. Annual performance and enrollment data for each of the subgroups of students, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
- b) The applicant will annually provide AZCSP such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives.
- c) The applicant will cooperate with AZCSP in evaluating the program assisted under this subpart.
- d) Such other information and assurances as AZCSP may require.
- e) The applicant will comply with the State’s open meetings and open records laws. *ESEA Title IV, Part C, Sec. 4303(f)(1)(F)*.
- f) The applicant shall ensure that a student’s records and, if applicable, a student’s individualized education program as defined in IDEA, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable State law. *ESEA Title IV, Part C, Sec. 4308*.
- g) The applicant will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and

program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. 2 *CFR* §200.302&303

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LEA Authorized Representative

Title

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**eSignature** of LEA Authorized Representative

Date

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Applicant Organization

Date Submitted

SAMPLE

**B. Abstract - Non-Scoring Section.** (Max 300 words)

The abstract narrative should include objectives, expected outcomes, and impacts.

*Enter response here*

**C. Preference Points - Not Required -- Total points possible: 5 points added to the total score**

A description of how the applicant will increase high school student academic achievement and graduation by participating in dual or concurrent enrollment programs or early college high schools.

*Enter response here*

**D. Charter Entity Founders – Total points possible: 40 points**

1. Provide a clear and concise mission statement aligned with the needs of educationally disadvantaged students - **Non-Scoring Section.** (Max 75 words)

*Enter response here*

2. Describe the background of the applicant’s founders/leaders and their past experience to support the successful planning and implementation of the school. 2 *CFR* §200.205 **Non-Scoring Section.**

*Enter response here*

3. Participate in a Capacity Interview<sup>1</sup> to be scheduled by AZCSP. **(15 points)**
4. Using the most recent data available, select the appropriate table below to enter the percentage of disadvantaged students in a previous school or classroom managed by the applicant that passed the state assessment. (Choose one table and only one table). 2 *CFR* §200.331 (b)(1) **(15 Points)**

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<sup>1</sup> A standardized interview conducted to gauge the applicant’s actual or potential ability to perform.



Table 1

Academic Year <sup>2</sup>	State	School Name	Position	State Assessment used	% of disadvantaged students passing	
					Math	Reading

*Use this box to provide source documentation to support the submission in the above table.*

Table 2

Academic Year	State	School Name	Position	State Assessment or Independent Benchmark Assessment <sup>3</sup> used	% of disadvantaged students passing	
					Math	Reading

*Use this box to provide source documentation to support the submission in the above table.*

Table 3

Academic Year	State	School Name	Position	Locally Developed Assessment <sup>4</sup> used	% of disadvantaged students passing	
					Math	Reading

*Use this box to provide source documentation to support the submission in the above table.*

<sup>2</sup> Submit the full academic year; i.e., FY 17-18.

<sup>3</sup> An assessment that is free from out-side control demonstrating a comparison of student understanding or performance against a set of uniform standards within the same school year.

<sup>4</sup> A local assessment consists of a formal set of assessment approaches and tools developed or selected by school(s) to meet their own needs. It is distinct from assessments developed by an individual classroom teacher for his or her own purpose. Reliability and validity of the assessment must be included in the description.

5. Define the geographical and demographic community the charter school will serve; provide the supporting data on how the applicant would address the needs of the defined community; name community partners and how they will assist the planning and implementation of the school. **(10 points)**

*Enter response here*

**E. Governance – Total points possible: 25 points**

1. Describe how the charter school will be governed and managed. An organizational structure chart shall be submitted.

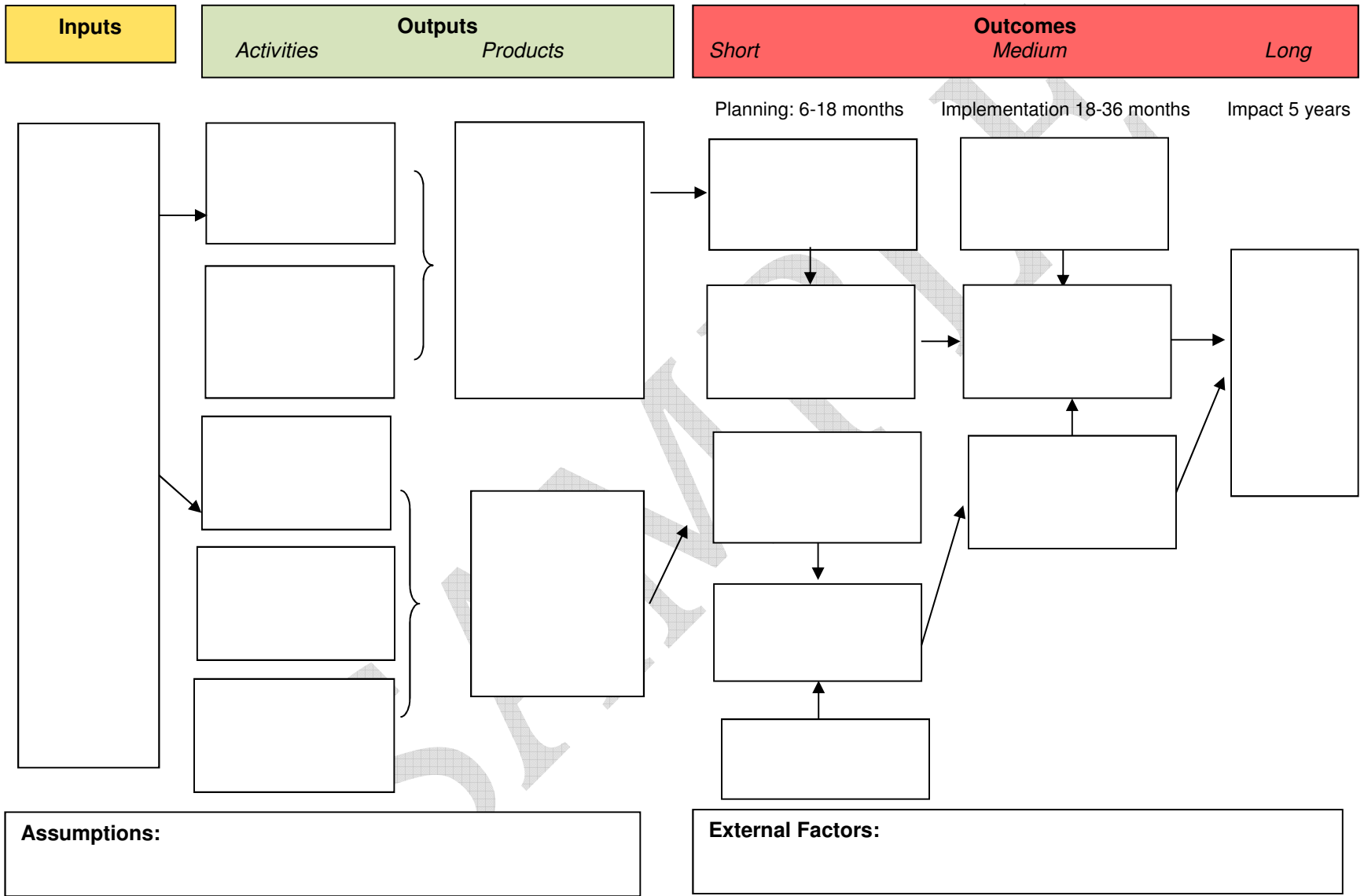
*Enter response here*

2. Describe how the governing authority will create and monitor the strategic planning and implementation of the school using the logic model template provided. See the Logic Model Components Definitions in “Terms to Know”

<https://cms.azed.gov/home/GetDocumentFile?id=5bbd2fff1dcb250b9035198c>

## Arizona Charter Schools Program Logic Model

Project's Objectives:



3. What is the succession plan for governing body members and key school leadership to sustain the school's mission?

*Enter response here*

4. Describe how the charter school that is considered a local educational agency under ARS§15-181 will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act. *ESEA, Title IV, Part C, Sec. 4303(f)(1)(A)(iii)(III)*

*Enter response here*

**F. Leadership – Total points possible: 25 points**

1. What process is in place or will be in place to develop challenging curriculum including supplemental curriculum aligned with the state standards that meets the unique needs of disadvantaged students?

*Enter response here*

2. What process is in place or will be in place to design and implement instructional practices aligned with the curriculum to meet the unique needs of disadvantaged students?

*Enter response here*

3. What process is in place or will be in place to develop a comprehensive academic assessment system to measure the performance of disadvantaged students?

*Enter response here*

4. What process is in place or will be in place to recruit, select, and hire quality educators?

*Enter response here*

5. What process is in place or will be in place to monitor and measure educator effectiveness?

*Enter response here*

6. What process is in place or will be in place to engage leaders and instructional staff members in reflective self-assessment and school-wide assessment to identify areas for continuous improvement that aligns with the school's mission?

*Enter response here*

**G. Budget Form and Narrative – Total points possible: 10 points**

A description of the eligible applicant's planned activities and expenditures of subgrant funds to support the activities of opening and preparing for the operation of new charter schools, or replicated high-quality charter schools, or expanding high-quality charter schools. If the applicant plans to open its school on August 1, 2018, Planning and Implementation expenditures must be identified as such in the Budget Narrative. If the applicant plans to open its school on August 1, 2019, all expenditures are Planning and need not be identified as such. *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(V)*

General guidance: costs must be reasonable, necessary, and allocable to meet the objectives of the grant. Activities: Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with— (A) providing professional development; and (B) hiring and compensating, during the eligible applicant's Planning period specified in the application for subgrant funds that is required under this section, one or more of the following: (i) Teachers. (ii) School leaders. (iii) Specialized instructional support personnel. (2) Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials). (3) Carrying out necessary renovations to ensure that a new

school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction). (4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school. (5) Carrying out community engagement activities, which may include paying the cost of student and staff recruitment. (6) Providing for other appropriate, non-sustained costs related to the activities described in subsection (b)(1) when such costs cannot be met from other sources. Also, salaries are covered only during the Planning period.

*Enter response here*

SAMPLE

LINE ITEMS DESCRIPTION			
Function Code	Object Code	Description	Budgeted Amount
<b>Instruction 1000</b>			
Salaries	6100		0.00
Employee Benefits	6200		0.00
Purchased Professional Services	6300		0.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600		0.00
Other Expenses	6800		0.00
<b>Support Services 2100, 2200, 2600, 2700</b>			
Salaries	6100		0.00
Employee Benefits	6200		0.00
Purchased Professional Services	6300		0.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600		0.00
Other Expenses	6800		0.00
<b>Support Services - Admin 2300, 2400, 2500, 2900</b>			
Salaries	6100		0.00
Employee Benefits	6200		0.00
Purchased Professional Services	6300		0.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600		0.00
Other Expenses	6800		0.00
<b>Operation of Non-Instructional Services 3000</b>			
Salaries	6100		0.00
Employee Benefits	6200		0.00
Purchased Professional Services	6300		0.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600		0.00
Other Expenses	6800		0.00
<b>Capital Outlay</b>			
Capital Assets	190		0.00

**Max points possible: 100 points + 5 optional preference points**