

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities

CFDA # 84.282A

PR/Award # S282A200022

Grants.gov Tracking#: GRANT13108164

OMB No. , Expiration Date:

Closing Date: May 15, 2020

PR/Award # S282A200022

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/15/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="School Transformation"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-012720-001

* Title:

Office of Elementary and Secondary Education (OESE): Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A

13. Competition Identification Number:

84-282A2020-2

Title:

Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

South Carolina Quality Charter Schools

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

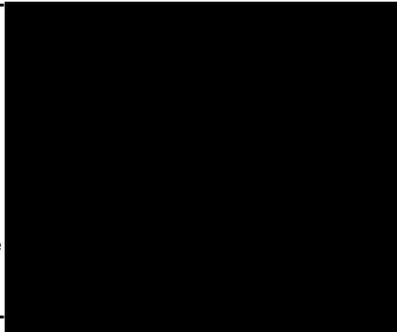
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

- * a. Federal
- * b. Applicant
- * c. State
- * d. Local
- * e. Other
- * f. Program Income
- * g. TOTAL



*** 19. Is Application Subject to Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

- Yes
- No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

South Carolina Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						135.00
3. Travel						849.00
4. Equipment						0.00
5. Supplies						21.00
6. Contractual						500.00
7. Construction						0.00
8. Other						564.00
9. Total Direct Costs (lines 1-8)						1,445.00
10. Indirect Costs*						446.00
11. Training Stipends						0.00
12. Total Costs (lines 9-11)						1,891.00

***Indirect Cost Information (To Be Completed)**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2020 To: 06/30/2021 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S282A200022

Name of Institution/Organization South Carolina Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: South Carolina Department of Education

* Street 1: 1429 Senate St., Ste 1005 Street 2: _____

* City: Columbia State: SC: South Carolina Zip: 29201-3730

Congressional District, if known: SC-06

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Not applicable Middle Name _____

* Last Name N/A Not applicable Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A Not applicable Middle Name _____

* Last Name N/A Not applicable Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Molly M Spearman

* Name: Prefix Mrs. * First Name Molly Middle Name M.
* Last Name Spearman Suffix _____

Title: State Superintendent of Education Telephone No.: _____ Date: 05/15/2020

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [redacted] and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1236-GEPA Statement.pdf	Add Attachment	Delete Attachment	View Attachment
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South Carolina Department of Education
Statement of Compliance
General Education Provisions Act (GEPA) Section 427

The South Carolina Department of Education (SCDE) ensures equitable access to, and participation in, all federally assisted programs awarded to the SCDE for all students, teachers, and other beneficiaries. Partners in *South Carolina Quality Charter Schools (SCQCS)* will be required to provide all activities and services in accessible formats for all participants, contractors, and evaluators. The SCDE and partners fully support Equal Employment Opportunity and Affirmative Action principles, practices, and programs, and do not discriminate among applicants or employees on the basis of gender, race, national origin, color, disability, religion, political affiliation, marital status, sexual orientation, veteran status, or age. Applicants or employees capable of performing the duties of a position or job classification may not be discriminated against for any reason, including a physical or mental disability.

Project staff will ensure that the materials and resources are accessible to all stakeholders, including those with disabilities and English learners by complying with Section 508 of the Rehabilitation Act of 1973 and the Web Content Accessibility Guidelines 2.1 AA (WCAG 2.1 AA) set forth by the World Wide Web Consortium's Web Accessibility Initiative. All materials developed through this project will be internally reviewed using the built-in accessibility checkers in programs such as Microsoft Word, PowerPoint, and Adobe Acrobat Pro and checklists created by the SCDE to identify any issues with, but not limited to, the order of content, contrast ratios and uses of color, and the inclusion of alternative text. In addition, materials developed will be made available in multiple forms to accommodate accessibility needs. Project staff will disseminate all materials in formats that comply with Section 508 on the SCDE [Charter Schools Program](#) website, maintained in conformance with Section 508 and

WCAG 2.1 AA. Thus, the project's development efforts will deliberately address equitable access and participation by all students, teachers, and other program beneficiaries.

We will ensure that all buildings and facilities used for project activities, technical assistance, and meetings are in compliance with the American with Disabilities Act of 1990 (ADA). All project activities will be available through assistive technologies upon request. Project partners are mandated by federal law to comply with ADA. Training materials will be provided upon request in a variety of modalities including print, Braille, auditory form, and experiential activities.

The SCDE will not prohibit participation of any particular gender, race, national origin, color, disability, or age. South Carolina charter schools and their authorizers must remain in full compliance with the Individuals with Disabilities Education Act (IDEA) to receive federal funds and retain their public school status. In their subgrant application, charter school applicants will sign an assurance indicating they will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services; and adhere to all provisions of federal law relating to students with disabilities, including IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the ADA.

The SCDE recognizes that possible barriers may exist that would prevent teachers and other program beneficiaries from participating in grant activities. Two such barriers and the SCDE's steps to overcome them are listed below.

Barrier: Charter school staff may not be able to participate in provided technical assistance (TA) sessions due to costs associated with travel or obtaining a substitute.

Solution: The use of grant funds for travel and substitute costs will be an allowable cost for subgrantees.

Barrier: Authorizers and Charter Developers may be unable to attend TA sessions because of low staff numbers, daytime job responsibilities, and travel distance/time to the offered TA session.

Solution: The SCDE will record TA sessions and post all related resources and fully accessible recordings on the charter webpage.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) 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 an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) 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 contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any 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 commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION South Carolina Department of Education		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Mrs.	* First Name: Molly	Middle Name: M.
* Last Name: Spearman	Suffix:	
* Title: State Superintendent of Education		
* SIGNATURE: Molly M Spearman	* DATE: 05/15/2020	

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Kayla		Audette	

Address:

Street1:	1429 Senate St., Room 603-D
Street2:	
City:	Columbia
County:	
State:	SC: South Carolina
Zip Code:	29201-3730
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

--

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

Now 24 years in existence, the South Carolina (SC) Charter School sector is one of the oldest in the country with 17 authorizers, 83 charter schools in operation, and more than 39,000 students enrolled. Shifting public and political perception of charter schools in SC has aided this growth and will continue to be a focus as the SC Department of Education (SCDE) works to improve the state's charter school landscape. As a prior grant recipient, the SCDE understands the impact the proposed SC Quality Charter Schools (SCQCS) project can have in developing high-quality charter schools.

SCQCS will serve the existing 83 charter schools and their 39,000 plus students, as well as an additional 32 charter schools to be formed and awarded subgrants through the project. The project also will serve all the charter school authorizers, including their staffs and boards, plus any new authorizers that come into existence during the next 5 years. SCQCS will increase SC's capacity to provide a solid and consistent system of support to serve its charter schools, authorizers, and stakeholders.

SCQCS strives to increase charter school options, particularly for educationally disadvantaged students, to increase the adoption of best practices by charter leaders and authorizers, and to invest in promising practices that increase public awareness and improve perception of charter schools in SC. The application addresses all seven Competitive Preference Priorities by demonstrating how SCQCS will enhance current work in SC. SCQCS objectives are

1. Increase high-quality charter school options available to all students in SC, especially those who are educationally disadvantaged.
2. Strengthen and support authorizer quality and promote adoption of best practices for authorizers.

3. Increase community awareness and improve perception of high-quality charter schools.

Activities include a robust subgrant program, needs-based technical assistance for new and existing charter schools, charter authorizers, and stakeholders; an incubator program for new charter schools; and the public dissemination of best practices and information. Expected outcomes are growth of sustainable, high-quality charter schools, improved authorizer policies and practices, and an increase in collaboration among charter schools. SCQCS's proposed activities align with its objectives and will result in an improved charter school experience for South Carolinians.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

South Carolina Quality Charter Schools (SCQCS)

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Competitive Preference Priorities (CPP)

CPP1 Spurring Investment in Qualified Opportunity Zones

The South Carolina Department of Education (SCDE) is proposing *South Carolina Quality Charter Schools* (SCQCS) to increase the number of quality charter schools in the state, and will provide incentives to charter schools proposing to locate in the state's Opportunity Zones (OZ). The SCQCS will provide services to all the state's OZ (Tract #45089970501; see Appendix F, page F-1).

To encourage the development of new charter schools in OZ, the SCDE will help foster a new Institute of Higher Education (IHE) authorizer, provide incentives for new charter schools in OZ to apply for subgrants, and offer targeted support for charter schools in OZ.

Conversations are ongoing with an IHE that plans to become a new authorizer and to partner with community development organizations to open a charter school in Fall 2021 that will be located in a qualified OZ. This prospective new IHE authorizer's mission is to create lab schools for training educators, leading to more qualified and effective educators in the state. This authorizer has plans to open additional charter schools to serve high need areas in several OZ. Their proposed plan includes creating residential spaces for educators near their charter schools, to support additional economic development in the OZ (restaurants, retail outlets, social, etc.).

To encourage new charter schools to open in OZ, the SCDE will provide competitive priority points in the subgrant competition for schools proposing to locate within OZ (see RFP draft in Appendix F). As an additional incentive, the SCDE will offer a one-time supplemental subaward once the charter school is open and operational at an address verified to be located in an opportunity zone (see page 2 of the draft RFP in Appendix F, page F-4).

Because the SCDE recognized the importance of supporting current and future charter schools in OZ, we will continue to collaborate with other SCDE offices and external stakeholders, including TransformSC, the SC Manufacturers Alliance, and the SC Municipal Association, to ensure high quality, targeted support is provided to any charter school opening in OZ. Technical assistance (TA) sessions will focus on each charter school's specific needs and be tailored to the school's goals and mission as outlined in their charter and subgrant applications. Possible topics include enrollment, marketing, family and community engagement, and afterschool planning. Currently, some OZ include charter schools that are federally designated improvement schools under the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) and these schools receive additional funding and support through the SCDE's Office of School Transformation (OST).

CPP2 Authorized Chartering Agencies and Appeals Process

South Carolina (SC) currently has two authorized public chartering agencies in addition to local education agencies (LEAs) that authorize charter schools for a total of 17 authorizers. SC has three types of charter school authorizers: (1) the SC Public Charter School District (SCPCSD) Board of Trustees that can authorize charters statewide; (2) the school board of the local school district in which a charter school will be geographically located; and (3) a public or independent institution of higher education (IHE) that has registered with the SCDE as a charter school authorizer. The Charter Institute at Erskine (CIE) is currently the state's only IHE authorizer; it can authorize charter schools statewide. By SC law, a charter school authorizer is considered an LEA, only LEAs can authorize charters, and a charter school operates as a public school within its LEA.

SC’s Appeals Process: Since 2008, a charter applicant may appeal directly to the state’s Administrative Law Court (ALC) if an authorizer denies their charter school application. At a hearing, the ALC determines whether to overturn the authorizer’s decision and grant a charter for the proposed school or to uphold the authorizer’s decision to deny the application. (Page F-69 of Appendix F is a flowchart of the application and appeals process). The ALC’s decision is final.

CPP3 Equitable Financing

The SC Legislature’s support for increasing state funding for charter schools has increased, particularly for providing more equitable funding for charter schools authorized by the two statewide authorizers, the SCPCSD and CIE. Charter schools authorized by the SCPCSD and CIE receive their base per pupil funding via a direct line-item appropriation in the state budget. While funding has increased for charter schools across the state since 2015, some charter schools receive higher per pupil funding than others; the range for charter schools authorized by local school districts is approximately \$5,200—\$10,060, depending on a district’s local taxes/millage and funding allocated in the state budget. Charter school developers planning to open a charter school in SC are advised that funding levels vary from one authorizer to another and are given access to the funding information during their development process. Per pupil funding is a significant factor for charter schools deciding to which authorizer they should apply.

South Carolina Public School Per-Pupil Funding			
Year	Charters Authorized by Local School Districts	Charters Authorized by Statewide Authorizers	Non-Charter Schools
2015	\$5,800 (average)	\$5,729 (brick & mortar) \$4,020 (virtual schools)	\$5,290
2019	\$7,442 (average)	\$6,089 (brick & mortar) \$4,389 (virtual schools)	\$6,606

In 2015, SC charter schools received funding comparable to non-charter schools. Funding is projected to be comparable for the upcoming year as well.

Funding for charter school facilities remains a challenge in SC. Although charter schools receive per-pupil funding from the state comparable to non-charters, charter schools must use a portion of that money to fund their facilities because most do not have access to the type of local bond initiatives that support the building of local public schools. By contrast, non-charter schools receive per-pupil funding and additional funds for facilities, so they can use their per-pupil funding exclusively for educational programming and support. Additional discussion regarding facility financing and acquisition is addressed in CPP4 (see page 5 below).

Equitable and timely funding is necessary for the continued growth and success of charter schools in SC. In addition to informing charter schools about funding and available Charter School Program (CSP) subgrants, during SCQCS, the SCDE will continue to provide funding guidelines that are updated annually, published online, and distributed to LEAs and charter schools.

The SCDE's Office of School Transformation (OST) will use these guidelines to initiate annual discussions between charter schools and their authorizers to ensure that charter schools are considered in the authorizer's applications for federal formula education grants (such as Title I and IDEA). Because SC's Charter Schools Act makes charter schools part of the LEA that authorizes them, the LEAs must consider these schools in all state funding and applications for federal formula grants. As part of its federal formula grant application, the authorizing LEA must have charter school principals verify in writing that they were consulted in the LEA's preparation of the application.

The authorizer must distribute all state and local funding to the charter school monthly beginning July 1st following approval of the charter school application, and must continue to disburse funds to the charter school for the duration of its charter and for the duration of any

subsequent renewals. Authorizers must also distribute to the charter school federal funds that are allocated to the authorizer on the basis of the number of applicable characteristics of the students attending the charter school. The SCDE verifies these amounts prior to the first disbursement. The proportionate share of state and federal resources generated by students or staff serving them must be directed to the authorizer. After receipt of federal or state categorical aid funds, authorizers shall, within ten business days, supply to the charter school the proportional share of each categorical fund for which the charter school qualifies. If the authorizer fails to do so, the SCDE may fine the authorizer an amount equivalent to the withheld amounts. Fines imposed must be remitted to the charter school from which the amounts were withheld.

CPP4 Charter School Facilities

(a) Funding for facilities. As referenced in CPP 3, funding for charter school facilities is a challenge in SC. Although schools authorized by SCPCSD and CIE receive higher per-pupil funding from the state, these schools must use a portion of that money to fund facilities because the state does not provide additional facility funding. By contrast, non-charter schools can use their per-pupil funding exclusively for educational programming and support because they receive additional funds for facilities and can benefit from local bond initiatives.

Acquisition of real estate and facilities remains a primary barrier for charter schools in SC. Of the six charter schools that were approved and scheduled to open for the 2020–21 school year, four (66%) of them will not open due to a lack of facilities. However, the Charter School Facility Revolving Loan Program (CSFRLP) that was created in 2012 is a sign of progress. The CSFRLP serves SC’s public charter schools by providing low-interest loans to help these schools with facilities to establish high quality, high performing operations for SC’s students and their families. The program provides accepted applicants with initial funding for constructing,

purchasing, renovating, and maintaining public charter school facilities. Loan options range from \$250,000 to \$500,000 with loan terms ranging from one to 15 years. Pursuant to the SC Charter Schools Act, the state treasurer's office established CSFRLP guidelines and procedures for application, approval, allocation, and repayment.

Despite the CSFRLP being available since 2012, charter schools in SC have not accessed the funding on a regular basis. As part of the TA planned for SCQCS, the SCDE will better publicize the availability of the funding and encourage charter schools to use this resource when securing facility financing. As this revolving loan fund continues to grow, the SCDE anticipates that additional charter schools will be able to use the CSFRLP for both new charter school facility purposes and existing charter school needs such as updates and expansions to facilities.

(b) Assistance with facilities acquisition. The annual charter school conferences and meetings include breakout sessions on a variety of topics regarding facility acquisitions; presenters include charter school finance companies, developers, state fiscal agencies, and the SCDE Office of School Facilities. These breakout sessions provide important assistance to charter schools as they navigate the process and options available to them in initial building of a school facility, expanding into a new facility, or planning land acquisition and location selection.

(c) Access to public facilities and (e) The right of first refusal to purchase public school buildings. The SC statute authorizing charter schools requires that a list of vacant buildings and unused portions of suitable buildings owned by LEAs be made available to charter schools. In addition, if the LEA owner declares a building or portion of a building as surplus or chooses to sell or lease the space, a charter school within that LEA must be given the right of first refusal. A charter school choosing to take advantage of such an opportunity must be given the same or better terms and conditions as would be offered to the public (Section 59-40-170).

The SCDE compiles the list of such spaces and the SCDE's Office of School Facilities makes the list available to charter schools.

(d) The ability to share in bonds or mill levies. Currently, the ability to share in bonds or mill levies is limited to charter schools authorized by LEAs. Some charter schools have taken advantage of such opportunities, including Charleston Charter School for Math and Science, James Island Charter High School, Orange Grove Elementary, and East Cooper Montessori Charter School. Charter schools authorized by a statewide authorizer (CIE and SCPCSD) do not have the ability to be included in local school bonds.

(e) The right of first refusal to purchase public school buildings. See (d) on page 6.

(f) Low- or no-cost leasing privileges. The 2012 amendment to the SC Charter Schools Act (Section 59-40-140)(K) exempted charter schools from state and local taxation, except for sales tax, on their earnings and property, whether owned or leased. Instruments of conveyance to or from a charter school are exempt from all types of local or state taxes and transfer fees. The provision provides property tax exemption for charters that rent property from for-profit landlords, and gives charter schools the same allowances as non-charter schools and non-profits.

CPP5 Best Practices to Improve Struggling Schools and Local Education Agencies

South Carolina (SC) is committed to improving its charter schools. Since 2015, charter schools identified as needing improvement have been included in the state's **cycle of school improvement**, through which the SCDE provides support for planning and evaluation, additional funding, transformation coaches (TCs) to help school leadership implement improvements, and access to high quality professional learning and collaboration between the SCDE, schools, and educators across the state. Charter schools identified as Comprehensive

Support and Improvement Schools (CSI) and Targeted Support and Improvement Schools (TSI) are allocated additional state and federal funding, supports, and TCs in the same manner as non-charter schools. Work of the TCs is tailored to the specific needs of the charter school, based on a third-party diagnostic review and report that includes improvement priorities. The TC assigned to a charter school works with the school leadership to develop and implement strategic plans to ensure the school is working towards success in areas of greatest need and areas that will yield the highest impact (instructional, operational, leadership, etc.).

The design of SC's school improvement program allows the SCDE to **leverage data and successful charter models and practices**. This drives improvement in traditional public schools across the state and creates more accountability. The SCDE's Charter School Program can focus on these efforts because it is housed in the Office of School Transformation (OST) which manages school improvement and innovation programming.

The state's school improvement program and other SCDE programs share best practices with charter schools and non-charter schools alike. While TCs work with CSI schools, the SCDE has **identified promising practices** that have been shown to yield implementation improvements; such practices are shared and showcased at professional conferences like those hosted by AdvancED and Communities of Practice (COPs), so they reach all public schools across SC and inform school and LEA leaders' decisions.

Charter schools also **share best practices** across the state through the work of TransformSC and the SCDE's Office of Personalized Learning. Several charters schools have been identified as either TransformSC or Personalized Learning Schools and have been tapped to present at professional conferences and host other schools on their campuses to disseminate their models of instruction, leadership, or other practices. Other charter schools that use various

approaches, such as early college, dual enrollment, and specialized instruction or focus (i.e., Montessori, dyslexia, motor sports/mechanics, health occupations, and more) also informally serve as models of transformation throughout the state. Charter schools implementing these models serve as examples for other schools that are looking for ways to reach all students. Often these models are presented at annual professional conferences such as those hosted by the South Carolina Association of School Administrator (SCASA) and the South Carolina School Boards Association (SCSBA).

CPP6 Serving At-Risk Students

The SCDE serves, supports, and encourages charter schools in all areas of SC with a mission to serve all public-school student learners. Specifically, the SCDE ensures that charter schools serving at-risk students and fragile populations provide an environment in which these students can develop and flourish. The agency's approach begins with encouraging charter schools to open with a mission to focus on critical need students who would benefit most from charter schools. Previous CSP subgrant competitions awarded priority points for charter schools proposing to serve at-risk students. The SCDE will continue this focus throughout SCQCS to encourage new charter schools to serve at-risk students, providing educational options for this vulnerable population. (see draft RFP in Appendix F, page F-4).

SC charter schools have been successful using specific themes, areas of focus, and models geared to keep students engaged in their learning and reduce drop-out rates. Examples include middle colleges that allow students to graduate from high school with a head start on their post-secondary curriculum, a high school for health professions that gives students hands-on learning and experience in a community where the health system is among the biggest

employers, and a vocational high school for motorsports that focuses on bodywork, welding, paint, and graphics in an area of the state where the motorsports is a significant employer.

In addition to specialized content and models, multiple virtual charter schools in SC provide learning environments for students who are over-aged and under-credentialed, populations that might otherwise fall through the cracks. These virtual charter schools have the capacity to focus their intervention services specifically to their student populations.

SC also has charter schools that extensively work to support some of the most fragile and disadvantaged student populations; two charter schools are located on the campuses of group homes and serve the home residents along with other students in the community. Another charter school focuses instructional models and curriculum on assisting learners with dyslexia and similar learning challenges (some with and some without dyslexia). This setting helps these students to flourish among their peers where they receive instruction and supports seamlessly interwoven throughout their learning environment. The state has other charter schools with generalized attention to students with varying needs and abilities to ensure the best academic and holistic outcomes.

CIE has created a scholarship program specifically for students who graduate from one of its charter schools. Students who complete their high school requirements, graduate accordingly, and meet enrollment requirements for the IHE, Erskine College, are eligible for a special scholarship. This partnership between the authorizer and its charter schools provides incentive to students in those schools to graduate and further their education; it is an opportunity for students who might not otherwise consider post-secondary education, specifically those with financial limitations. This agreement illustrates the unique offerings that an IHE authorizer in SC can offer to a portfolio of charter schools and their students.

In addition to these examples, the SCDE serves all at-risk students enrolled in charter schools. Charter schools are included in statewide programs, including Positive Behavioral Interventions and Supports (PBIS), the state's Read to Succeed Act programs, the Multi-Tiered System of Supports (MTSS), and many other initiatives that support educationally disadvantaged students and work to eliminate gaps in achievement. These supports and initiatives are provided by the SCDE's offices of Early Learning & Literacy, Career & Technology Education, Student Intervention Services, Family & Community Engagement, and Special Education Services. These initiatives and offices equip charter schools with resources, supports, TA, and one-on-one guidance to best serve and meet the needs of at-risk student populations.

CPP7 Best Practices for Charter School Authorizing

While SC charter school law does not give the SCDE direct authority to oversee charter school authorizers, the SCDE's charter associates in the OST offer regular and ongoing TA and advice to all authorizers in the state. Through these interactions, the SCDE has identified areas where more support or development is needed and tailored interactions to address such needs.

The SC Charter Schools Act states that the authorizer is the LEA under which a charter school operates. Mechanisms in law, regulations, and policy enable the SCDE to hold authorizers accountable, just as it holds any other LEA in the state accountable. This includes, but is not limited to, monitoring to ensure authorizers fully comply with IDEA and other federal and state laws related to educational equity, nondiscrimination, and access to public schools for educationally disadvantaged students. When an authorizer is found to be in non-compliance, the SCDE takes necessary actions that may include additional monitoring, a letter from the state

superintendent or state board of Education (SBE) to the authorizing superintendent, leader, or board, and placing a hold on funding.

In 2019, interactions with the two current statewide authorizers, SCPCSD and CIE, indicated that additional supports and guidance were needed regarding the Education Department's General Administration Regulations (EDGAR). SCDE offices worked collaboratively to develop and host a day-long TA session where a third-party firm provided training on federal compliance for these authorizers and their entire portfolio of schools, which comprises approximately 50 percent of the state's 83 charter schools. The training provided information and resources and engaged participants with examples and hands-on exercises.

During a prior CSP grant project, the SCDE began developing a set of standards and principles for quality authorizing specific to SC statutes and regulations, current operational structures, and the state's overall charter school landscape. The SCDE collaborated with a vendor to convene work groups with both statewide and local charter school authorizers, school leaders, and other key stakeholders to determine best practices for quality charter school authorizing. SCQCS will allow the SCDE to continue refining these principles, standards, and best practices given the ever-changing landscape of charter schools in SC and across the nation. The SCDE will provide additional professional learning and TA sessions for authorizers with a focus on current topics, trends and specific needs.

The SCDE anticipates and increase in the need for updated guidance and training for new authorizers in the coming years. The SCDE will provide this support in collaboration with regional and national consultants who are experts in the field of charter schools.

The SCDE will continue to work closely with authorizers and charter schools to gather feedback and data on the **implementation of authorizer best practices**. Data gathering tools

will include formal surveys of authorizer staff, authorizer boards, charter school boards, and charter school leaders, as well as anecdotal observations and conversations. This data will provide insight into what policies are in place at the authorizing agency and how board members and charter school leaders see the policies and practices implemented and their applicability directly to the charter schools.

By law, the SCDE collects an annual report on the performance of each charter school; the SCDE uses this tool to ensure authorizers are completing the minimally required monitoring and oversight of their charter schools. While the charter schools are tasked with completing their annual reports, the law states that the authorizer must collect and review the annual reports before sending the portfolio of all their charter schools' reports to the SCDE. Authorizers sign and submit a Statement of Assurances for Charter School Authorizers with their portfolio of annual reports, indicating that they are the LEA and that they are carrying out all duties required.

The SCDE will work with authorizers to develop a broad template for a **performance framework** using examples from across the country and measures specific to SC that will be a resource for all authorizers. Performance frameworks are used nationally throughout the charter school sector and assist authorizers in evaluating their portfolio of charter schools. The tool uses indicators to help a school and its authorizer monitor the schools' performance in all areas, including a summary of the academic, operational, and financial standards by which the school is measured. The performance framework template developed during SCQCS will help strengthen the authorizers that have frameworks currently in place by establishing a peer-to-peer discussion and review of these tools.

While it does not have statutory or regulatory authority to require authorizers to adopt or put into place specific policies and practices, the SCDE can offer to authorizers high quality

professional development and opportunities focused on **industry best practices**. By facilitating and hosting quarterly authorizer meetings/trainings, the SCDE can foster a culture of collaboration and growth. Meeting topics will include best practices on reviewing new applications and renewal contracts, updates to federal and state guidance/regulations; and best practices to support/monitor new school openings. Meetings also will feature opportunities for authorizers to share updates and solicit professional peer feedback from other authorizers regarding ongoing projects or trends.

The SCDE sees positive value in approaching authorizer quality from the perspective of supports and collaboration as opposed to only focusing conversations around statutory mandated compliance.

Selection Criteria (a) Quality of the Project Design

(a)(1) The extent to which the proposed project demonstrates a rationale

The South Carolina Department of Education (SCDE) proposes *South Carolina Quality Charter Schools (SCQCS)*, a five-year project to achieve three objectives:

1. Increase high-quality charter school options available to all students in South Carolina (SC), especially those who are educationally disadvantaged.
2. Strengthen and support authorizer quality and promote adoption of best practices for authorizers.
3. Increase community awareness and perception of high-quality charter schools.

SCQCS aligns with the state's overall education strategy as expressed in the [Profile of the South Carolina Graduate](#) (*the Profile*; see Appendix F, page F-70), a framework that outlines the world class knowledge, skills, and life and career characteristics that students need to be college

and career ready. State Superintendent of Education Molly Spearman realigned the work of the SCDE to support *the Profile*. The State Chamber of Commerce, the Education Oversight Committee (EOC), the State Board of Education (SBE), the SC Arts in Basic Curriculum Steering Committee, and TransformSC LEAs and schools have adopted and endorsed *the Profile* and the SC Legislature codified it into law in 2016.

The SCDE's philosophy is that school improvement is a continuous process that all schools should engage with, not just schools identified as low-performing, in order to see optimal results in students. This philosophy is demonstrated through the work of the SCDE's Office of School Transformation (OST), which houses the state's CSP that will administer SCQCS.

A crucial component of SCQCS is the development and support of three primary charter stakeholder groups using targeted, needs-based, and research-driven TA. Research indicates that the success of a charter school and its student performance starts with leadership's ability to evaluate the school's current data and to make data-driven decisions that lead to high-quality education for students. In [*The Untapped Potential of Charter School Turnaround*](#) (Evan, 2019), Aimee Evan states "To be sustainable, you have to build everyone's capacity to perform at a higher level, and that doesn't happen overnight." The SCQCS models that process by using surveys and evaluating data to determine the areas of need for the TA sessions and supports, followed by the implementation of support in the targeted topics.

The same article indicates that underperforming charter schools can benefit from turnaround efforts and are not forced to face closure or restart as the only options. The article highlights a charter school in Washington, DC, that was struggling in the areas of poor academic performance and school culture, among other things. The study demonstrated that when the charter school board developed the training and capacity to lead the improvement process, the

school had measurable gains on their accountability framework and was recognized in DC's highest-performing tier. The TA supports proposed in SCQCS will be needs-based and focus on topics which both the stakeholders self-identify as areas of need and those which are identified through evaluating current school outcomes and authorizer performance and practices.

The development of charter school boards and their capacity to lead transformative initiatives is crucial to the overall success of any charter school, but especially one that is not meeting the bar of high-quality. Through work with charter school leaders and their boards through the TA, incubator program, and board training events, the SCDE anticipates the strengthening of those key stakeholders and their capacity to lead the schools in all elements, to include turnaround when necessary.

A successful and capable charter school leadership team will be able to use resources and models, such as [*From the Brink of Closure: Key Factors in One Charter School's Successful Turnaround*](#) (Evan, 2019). The SCDE will use this resource as a guide and provide accompanying materials to aid stakeholders in comprehensive improvement for their school.

Using a resource such as [*Considering Turnaround for Low-Performing Charter Schools*](#) (Chait, et al., 2019), the SCDE will equip authorizers to evaluate their portfolios and identify schools that may be ideal candidates for turnaround efforts versus closure or re-start. The publication provides “insights for authorizers” and can help guide them through conversations with their low-performing charter schools.

The **three SCQCS objectives** align with the expected project impacts as identified in the project logic model.

SCQCS Logic Model				
Inputs/ Assets	Activities	Short-Term Outcomes	Long-Term Outcomes	Impact
CSP-SE Funding	<ul style="list-style-type: none"> • Subgrant Funding • Funding for Grant Activities 	<ul style="list-style-type: none"> • New High-Quality Applicants 	<ul style="list-style-type: none"> • Average of 8 new charter schools each year 	<ol style="list-style-type: none"> 1. Increase in high-quality charter school options available to all SC students, especially educationally disadvantaged 2. Improved authorizing practices 3. Increase in community awareness and perception of high-quality charter schools
South Carolina Department of Education (SCDE)	<ul style="list-style-type: none"> • Technical Assistance (TA) • Subgrant Oversight • Grant Management • Charter Oversight • Authorizer Support • Disseminate Information 	<ul style="list-style-type: none"> • Sustainable High-Quality Charter Schools • High-Quality Authorizing Policies and Practices 	<ul style="list-style-type: none"> • An increase of 2 additional schools per year with a rating of Meets and/or Exceeds • 25% increase in number of charter schools disseminating their practices 	
South Carolina Association of Public Charter Schools, Inc. DBA Public Charter School Alliance of South Carolina (PCSASC)	<ul style="list-style-type: none"> • New School Incubator • Disseminate Information • Identify Needs • Provide Support 		<ul style="list-style-type: none"> • Increase to 30% of authorizers implementing at least 75% of the essential authorizing practices 	

Based on previous pipelines within the charter school sector in SC, the SCDE projects an average of eight (8) new charter schools each year will be eligible to apply for and receive a subgrant. This projection is based on current trends (2016–17 = 6, 2017–18 = 10, 2018–19 = 3, 2019–20 = 12 *anticipated*) that indicate an average of 7.75 schools over 4 years.

This projection does not include replication or expansion pipeline projections. After further evaluation of the current charter sector and SC statute, and from discussions with

stakeholders, the SCDE determined that it will **not award replication or expansion subgrants**, because the state does not have statutory provisions or processes for replication charter schools in the current charter school law. On occasion, a charter school developer who has experienced success at a charter school wants to open a new charter school in a different location using the same models, curriculum, or other resources; however, under current state law, each charter school must be independent of one another and exist as a separate entity. Although this may resemble replication, such schools are treated as new charter schools within the state. Each entity must go through the new charter school process to obtain a charter from an authorizer and must meet all of the benchmark requirements and opening conditions for a new charter school.

To **strengthen SC's existing statewide system of support** developed with assistance from previous Charter School Program (CSP) grants, the SCDE proposes additional supportive activities geared to help groups prepare new charter schools to include an incubator program, robust TA for all charter stakeholders, and a dedicated staff person to assist in the development of high-quality charter school applications. SCQCS will create a Charter School Development Manager (CSDM) position that will work directly with chartering groups during their charter school application development and the first year of planning to open the school. The purpose of the CSDM is to assist chartering groups with developing and executing high-quality charter school applications that ultimately receive approval by an authorizer to move forward with the opening the charter school. This role addresses the **priority to develop or strengthen a cohesive statewide system that supports the opening of new charter schools**; ultimately it will lead to more high quality charter school applications submitted to authorizers for consideration. Once the charter school application is approved, that chartering groups will have the needed foundation to lead to their high-quality charter school opening on time.

The CSDM will be housed at the Public Charter School Alliance of South Carolina (PCSASC), the state's only charter support organization, which is partnering in SCQCS. The SCDE works cohesively with the PCSASC to provide mandatory charter school board member orientations and additional trainings, act as thought partners for one another in the support of charter schools across the state, and plan and provide annual professional development opportunities (i.e., Summer Leaders' Meeting, Leadership Summit, Annual Charter School Conference) for SC charter schools and authorizers.

The CSDM will assist chartering groups with developing of all areas of the charter school application including curriculum/instruction, structure/operations, and fiscal/budgetary items. The role will also assist to ensure well-thought-out planning for the charter school to meet the proven needs of a community as demonstrated by current resources/choice options available to families, community input/reception of a charter school in their area, current market saturation, and prospective physical locations with regard to the area's real estate market.

A high-quality charter application has great implications for the future school it will yield. While SC has seen its share of high-quality applications, the need and fit for the proposed community can be the biggest hindrance to the new charter school's success. For example, despite the approval and opening of a mandarin language immersion charter school in an area of the state that has seen proven success with charter schools, the school failed to thrive and did not remain open through its first operational year. The community was receptive to choice in general, including charter schools; the mandarin language-immersion model was successful in other areas of the state; and generally speaking, the application for the proposed charter school was high-quality and had all of the necessary components. But ultimately, the charter school did not meet enrollment targets. While there was an overall acceptance in the community, and the

program offered was not duplicative of other choices in the area, it was simply not what the families in that community were interested in.

If this mandarin language-immersion model school had been able to access a charter school professional, like the proposed CSDM, with experience and knowledge of what makes a successful charter school, the chartering group may have been guided to look in other areas or reconsider their approach based on the needs, wants, and desires in the community. Working beyond what is on paper and meets high-quality marks on a charter school application rubric is critical to the success of a prospective charter school.

The CSDM will have qualifications and experience with application writing but also will have the soft skills of being able to guide a group to best evaluate the community they are proposing to serve. The ideal candidate for this position will know SC charter school laws and regulations, have a strong understanding of local politics and perceptions as they relate to charter schools, and possess the ability to work well with all stakeholders in SC's charter sector (see position description in Appendix B-6). The CSDM's services will be free to applicant groups as the position will be grant-funded and housed at the PCSASC, instead of at the SCDE to avoid conflict-of-interest and the fact that the SCDE abstains from the writing, development, or guidance of charter school applications beyond logistical and TA.

The relationship between the CSDM and the applicant groups/charter schools will continue throughout the charter school's planning year, which is a crucial time during which the school must meet specified opening benchmarks outlined by their authorizer and other parties including the SCDE's Office of School Facilities, and Department of Transportation. The CSDM will have the experience and knowledge to assist the new schools in navigating the various

inspections and requirements. They will offer guidance on best-practices in marketing, student enrollment, faculty/staff recruitment and hiring, and setting up for the initial year of operation.

A charter school's lack of success can also be attributed to the difficulty associated with the planning year. Newly approved charter schools often are overwhelmed by all the moving parts and have a hard time navigating all the various components. Having a CSDM dedicated to assisting schools through the processes as a mentor will mean fewer charter schools have to extend their planning year or fail to make it out of planning and into operation.

The SCDE proposes creating the CSDM position to provide the necessary supports and resources for new charter schools because the model some states use, pairing an existing charter school leader as a mentor to a new charter school, has some areas of weakness. For example, a highly successful charter school leader at an existing charter school may be highly recommended and able to mentor a fellow school leader, but a newly approved charter school has a great deal to accomplish before they are ready to hire a school leader. Once a school leader is hired for a newly approved charter school, he or she must possess the skills and expertise needed to successfully open the charter school, which are different skills than those needed to maintain and guide an established charter school.

All charter schools in SC receive the same supports, professional development opportunities, and monitoring activities as non-charter schools. The SCDE's Office of School Transformation (OST) supports charter schools in LEAs with a significant number of schools identified for comprehensive support and improvement by providing a **professional development course in school improvement**, open to all SC schools, that guides participants through modules on the School Improvement Framework. The framework provides a plan and process to ensure high-level learning for all students at all SC public schools. Another

component of the course is a deep dive into the SC Evidence-based Interventions and Practices Guide, which is a tool to support schools with their continuous improvement process and is a companion document to the School Improvement Framework. The framework provides the processes and structure for identifying evidence-based interventions (EBI), including details and strategies adopted by the SCDE.

In addition to routine state and federal monitoring of all public schools, the OST provides monitoring, feedback, and advanced notice before a charter school reaches the threshold of being identified with a federal school improvement designation. This oversight and monitoring is required for all charter schools, including those in an LEA with a significant number of schools that the state has identified for CSI. Schools receive annual notification following an evaluation of subgroup performance; this notification identifies any potentially underperforming subgroup(s), before the three-year average calculation that triggers designation of a TSI school.

Charter school authorizers also monitor and provide feedback to their charter schools. Authorizers complete a comprehensive review of each of their charter school's annual reports; if data demonstrate a trend in poor performance in any area (academic, operational, or fiscal), the authorizer notifies the school of the deficiencies and gives the charter school an opportunity to implement a corrective-action plan. Such monitoring and feedback is a proactive measure to ensure the success and stability of charter schools throughout SC.

As referenced in CPP 5 (page 7), SC is committed to supporting the **use of charter schools to improve/turn around struggling schools** (both charter and other public schools). The SCDE uses Communities of Practice (COPs) and other professional learning opportunities to help affect change and growth in SC's struggling schools. In these learning opportunities, school leaders, LEA leaders, and other agents of change learn from schools that have had improvement

success using specific models, approaches, or courses of action; the facilitators are from both charter schools and non-charter schools. In addition to charter schools sharing successful strategies to improve or turn-around struggling schools, highlighted schools also serve as potential turn-around models and are an option for the state superintendent to implement during state take-over situations of underperforming districts.

SCQCS will feature expanded TA and professional learning opportunities, including new quarterly TA sessions for authorizers, to **encourage collaboration and sharing of best practices and promising techniques between charter schools, other public schools, and LEAs**. Currently, SC charter schools successfully share their successes and best-practices with one another through the Summer Leaders' Meeting, the Leadership Summit, and the Annual Charter School Conference.

New professional learning opportunities will focus on moving charter schools beyond their comfort zone and connecting them to other non-charter public schools and LEAs. The first step is TA to charter schools on how to define their message and successfully tell their story. A successful charter school that doesn't have the skills or ability to share what they're doing and how they're accomplishing success has "best kept secrets." Helping charter schools craft their message has substantial benefits. TA sessions on publicity and methods of sharing successes can help the charter school in multiple ways – it may increase student interest and thus enrollment; it may foster a local or statewide partner who wants to help the school capitalize on current projects; it may lead to a partnership with another charter school that wants to share ideas or resources to grow both schools; it may lead to partnerships with an area public school to/from which their students matriculate that benefits these students as they move in and out of the

charter sector; it may attract any of numerous organizations that can assist the school's students with internships, scholarships, or other opportunities.

The SCDE will work with other state professional organizations, including the SC Association of Middle Level Educators (SCAMLE), SCASA, SCSBA, and others to ensure charter schools are included as presenters for their annual conferences and meetings. This allows charter schools to reach out to other charter schools, non-charter schools, and LEAs and share strategies, proven results, best-practices, and promising techniques. The SCDE's charter school staff will develop relationships with the professional educator/education organizations throughout the state as a liaison/advocate for the charter schools.

In partnership with the PCSASC, the SCDE's CSP staff will publicize opportunities and encourage charter schools to participate in conferences and calls for presenters. The SCDE will highlight charter schools' participation in conferences through press releases, listserv emails, and the program's webpage. Other opportunities for charter schools to disseminate their best and promising practices to audiences outside of the charter school sector include TransformSC and the SCDE's Office of Personalized Learning (see page 8 in CPP 5).

(a)(2) Methods of Evaluation

SCQCS will use multiple measures of evaluation to ensure ongoing and overall success of SCQCS. The SCDE will contract with University of South Carolina's Research, Evaluation, and Measurement Center (REM Center) to conduct an external evaluation of the program, which will include an evaluation of available data, review of records, processes, etc., and a survey of charter school stakeholders as appropriate (see (d)(2) on page 58). The SCDE proposes the following performance measures for SCQCS, presented with corresponding activities under each

project objective in the table below.

<i>Objective 1: Increase high-quality charter school options available to all students in SC, especially those who are educationally disadvantaged</i>				
Number (Type)	Activities	Performance Measure	Baseline	Target
1.A (project)	Support charter school developers with developing the charter application to produce high quality submissions to authorizers	Number of charter developers that work with the Charter School Development Manager (CSDM) to develop their charter school application	No baseline data (CSDM is not a current position)	10 per year
1.B (GPRA)	Increase the number of charter schools in operation around the nation	Number of charter schools in operation in SC	83 schools	Actual number
1.C (project)	Increase the number of students accessing charter schools as a public school option	Number of students enrolled in charter schools for current school year	39,417 students (data from 45-day count SY 2019–20)	Increase by 800 students per year
1.D (project)	Increase charter school opportunities, specifically for educationally disadvantaged students	Number of all charter schools with alternative education campus (AEC) designation	6 schools	1 additional school per year
1.E (project)	Use the subgrant program to enable eligible applicants to open and prepare for the operation of new charter schools	Number of subgrant awards made per competition cycle	Average of 8 subgrants per year in previous cycles	8 subgrants per year
1.F (project)	Support and sustain subgrant recipients to ensure success throughout full subgrant cycle	Number of eligible subgrantees (<i>on target for opening and with valid charter</i>) receiving continuation awards	No baseline data (information not currently measured)	85%
1.G (project)	Strengthen the supports provided to new subgrant recipients through the Incubator program	Number of subgrantees participating in the Incubator program	No baseline data (not a current program offered)	85%
1.H (project)	Identify best practices within the charter school sector	Hold at least one annual meeting specifically targeted to present and discuss best practices	0 sessions	1 per year

Objective 1: Increase high-quality charter school options available to all students in SC, especially those who are educationally disadvantaged

Number (Type)	Activities	Performance Measure	Baseline	Target
1.I (project)	Facilitate annual charter school conferences to disseminate best practices to charter schools in order to increase high-quality charter options in SC	Number of statewide charter school conferences (charter school conference, leadership summit, summer leaders meeting, etc.)	No baseline data (information not currently measured)	3 per year
1.J (project)	Disseminate identified best practices and charter school success to charter schools and non-charter schools	Publish an annual bulletin highlighting best practices and progress in the charter school sector, supported by research and relevant articles	0 publications	1 per year
1.K (project)	Facilitate ongoing needs-based technical assistance (TA) sessions to sustain high-quality charter schools in SC	Hold quarterly TA sessions	0 sessions	4 per year
1.L (project)	Increase the number of high-quality charter schools in SC	Of the charter schools receiving overall ratings, the number of schools achieving meets and/or exceeds (or equivalent rating) on state accountability reports will increase	77 schools (data from most recent state accountability reports SY2018–19)	Increase by 2 additional schools per year
1.M (GPRA)	Provide professional development, needs-based TA, and capacity building and engagement opportunities for charter schools and authorizers to improve outcomes for charter school students.	The percentage of fourth grade charter school students who achieve at or above the proficient level on state examinations in mathematics will increase at least one percent annually.	46% (data from most recent state accountability reports SY2018–19)	Y1 – 47% Y2 – 48% Y3 – 49% Y4 – 50% Y5 – 51%
1.N (GPRA)	Provide professional development, needs-based TA, and capacity building and engagement opportunities for charter schools and	The percentage of fourth grade charter school students who achieve at or above the proficient level on state examinations in reading/language arts	52% (data from most recent state accountability reports SY2018–19)	Y1 – 53% Y2 – 54% Y3 – 55% Y4 – 56% Y5 – 57%

Objective 1: Increase high-quality charter school options available to all students in SC, especially those who are educationally disadvantaged

Number (Type)	Activities	Performance Measure	Baseline	Target
	authorizers to improve outcomes for charter school students.	will increase at least one percent annually.		
1.O (GPRA)	Provide professional development, needs-based TA, and capacity building and engagement opportunities for charter schools and authorizers to improve outcomes for charter school students.	The percentage of eighth grade charter school students who achieve at or above the proficient level on State examinations in mathematics will increase at least one percent annually.	33% <i>(data from most recent state accountability reports SY2018–19)</i>	Y1 – 34% Y2 – 35% Y3 – 36% Y4 – 37% Y5 – 38%
1.P (GPRA)	Provide professional development, needs based TA, and capacity building and engagement opportunities for charter schools and authorizers to improve outcomes for charter school students.	The percentage of eight grade charter school students who are achieving at or above the proficient level on State examinations in reading/language arts will increase at least one percent annually.	49% <i>(data from most recent state accountability reports SY2018–19)</i>	Y1 – 50% Y2 – 51% Y3 – 52% Y4 – 53% Y5 – 54%
1.Q (project)	Charter schools serving high school students will provide high quality instruction, resulting in students achieving success through graduation.	75% of charter schools for which graduation rate is available will meet or exceed the state standard of 70%	73% <i>(data from most recent state accountability reports SY2018–19)</i>	75%
1.R (GPRA)	Effective use of charter schools as a means to educate students in the public school system	Federal cost per student in implementing a successful school (defined as a school in operation for three or more years).	No baseline data (information is not currently collected)	Actual value

Objective 2: Strengthen and support authorizer quality and promote adoption of best practices for authorizers				
Number (Type)	Activities	Performance Measure	Baseline	Target
2.A (project)	Identify essential authorizing practices in SC aligned to national best practices	Hold stakeholder meetings for collaboration, identification, and continuous discussion of practices	0 sessions	2 sessions per year
2.B (project)	Disseminate essential practices for charter school authorizers in SC	Hold quarterly TA sessions	0 sessions	4 sessions per year
2.C (project)	Conduct annual evaluation of SC's essential authorizing practices aligned to national best practices	Year 1 will be initial evaluation/survey, years 2-5 will be ongoing evaluation/survey with authorizer providing documentation	No baseline data (evaluation/survey is not currently administered)	100% authorizer participation
2.D (project)	Increase the number of authorizers using essential authorizing practices	Increase the number of authorizers implementing at least 75% of the essential authorizing practices	No baseline data (information is not currently collected)	Increase by at least 1 authorizer annually (5 total)

Objective 3: Increase community awareness and perception of high-quality charter schools				
Number (Type)	Activities	Performance Measure	Baseline	Target
3.A (project)	Create and disseminate promotional information about SC's charter school options	Create videos, graphics, informational flyers to inform community about charter school options	0 promotional items produced currently	2 items per year
3.B (project)	Disseminate information about charter development opportunities	Increase attendance of community members at charter development information sessions	1 per year	2 per year
3.C (project)	Disseminate charter success and best practices outside charter sector	Increase number of charter schools presenting at conferences and events	No baseline data (information is not currently collected).	At least 4 additional schools per year

(a)(3) Ambitiousness of the SCQCS objectives for SC’s quality charter school program

For SCQSC, the SCDE defines high-quality charter schools as those that are rated as Meets or Exceeds (or the equivalent rating) in the state’s accountability system. Each objective aims to increase the number of high-quality charter schools operating in SC. Objective 1 relates directly to the school-level performance and impact the project will have on charter schools being able to achieve high quality. Objective 2 focuses on improving authorizer quality in a way that will enable authorizers to better support and maintain high-quality charter schools by using best practices aligned to national best practices. Objective 3 aims to inform the community about the success of charter schools while also promoting charter schools as an option for both students and developers. An increased awareness and more accurate perception of charter schools will result in stronger community supports and encourage existing charter schools to reach and maintain high-quality status.

The activities and performance measures for Objective 1 (see pages X-X) center around the TA and supports the SCDE proposes to provide to all charter schools in the state. Those activities, coupled with the funding and supports available specifically to new charter schools through subgrant awards, are aimed to yield overall higher quality charter schools. To measure the impact of those supports on student achievement and school performance, the SCDE will report:

- the number of charter schools receiving a rating that aligns to Meets or Exceeds in the state accountability system;
- the number of students in fourth and eighth grade achieving Meets or Exceeds in mathematics and reading/language arts; and

- the percentage of charter schools serving high school students whose graduation rate is at or above the state standard.

The SCDE will use qualitative measures to determine if the proposed supports and resources are being offered to charter schools, while the student and school performance data provides quantitative data on student growth, achievement, and enrollment. The reported values for the quantitative data will be extracted from the state accountability system data files and aggregated for purposes of the annual performance report and final performance report, as required by the grant program. This data is available to all SCDE staff; the CSP staff will analyze it in collaboration with staff of the SCDE's Office of Research and Data Analysis.

For Objective 2, the SCDE proposes to measure the sessions providing guidance and support to authorizers on essential authorizing practices in SC (see page 28). In addition, the SCDE will measure how many authorizers are implementing essential authorizing practices by surveying all authorizers in the state. The survey will require each authorizer to indicate if they are currently implementing each of the identified essential authorizing practices and then include supporting documentation and evidence. From the survey, the SCDE will report a total number of respondents with the goal of 100% participation.

The SCDE will focus TA sessions, supports, and resources on weaknesses and gaps identified through the survey. In addition, the survey will be used to determine the number of authorizers implementing at least 75% of the identified essential authorizing practices. The SCDE proposes to increase the number of authorizers meeting the established threshold by 1 to 2 authorizers per year.

Objective 3 focuses on increasing the community awareness and perception of charter schools, primarily outside of the current charter school sector. The performance measures in this

objective include evaluating the use of promotional products (videos, infographics, etc.) to disseminate general information about charter schools to the mass public (see page 28). These resources will be available for use by the SCDE and other charter stakeholders in SC to reach as large an audience as possible. Using these products, the SCDE anticipates an increase in attendance at various charter development information sessions. Currently, these sessions are held annually for new charter applicants and focus on the technical and logistical aspects of the charter application process. The SCDE proposes to **increase these events to two per year** to reach a larger audience and increase public awareness of charter school opportunities.

Also, the SCDE proposes that by increasing the number of charter schools presenting or showcasing their work at non-charter school conferences and events (such as those hosted by the SC School Boards Association, the SC Association Middle Level Educators, and the SC Association of School Administrators), the awareness of charter schools will spread among non-charter schools throughout SC. Showcasing charter schools and highlighting their successes will improve perception and allow them to be seen as high-quality public school options. The target of this performance measure is an increase in the number of charter schools presenting in such venues. Currently, some charter schools participate in these opportunities but the practice is not promoted, nor measured; thus, an initial target of three schools presenting in the first year with two additional schools each subsequent year is ambitious, yet attainable.

Selection Criteria (b): Quality of Eligible Subgrant Applicants

Potential subgrant applicants must have received a charter from an authorizer before they are eligible to receive funds under the Charter Schools Program Planning and Implementation (CSP P&I) subgrant. To receive a charter, the potential applicants must complete a rigorous

application designed to yield high-quality charter schools. In addition, they must respond to the Request for Proposals (RFP; see draft in Appendix F page F-4) for the CSP P&I subgrant. The RFP is a stand-alone application to elicit high-quality subgrant recipients. This robust, dual process ensures that only the highest quality of eligible subgrantees receive awards. For SCQCS, the SCDE will continue this subgrant process to foster support and encourage growth of a variety of charter school models.

To date, the SCDE has awarded subgrants to virtual schools, brick and mortar schools, and blended learning environments that are a combination of the two. Other diverse models include content specific approaches like the motorsports, health professions, language immersion, and environmental science/renewable energy. The SCDE charter schools program (CSP) has supported charter schools with diverse structural approaches: several charter schools in SC use a dual-enrollment or early college model where students either spend the morning or afternoon learning and then switch with the other half of the student population, allowing them to participate in extra-curricular activities, internships, or jobs to help support their families. Others schools operate on an extended school day or school year based on what's most effective for their students and achieves the school's mission.

The state's authorization process and the RFP process for subgrants does not pose a barrier for diverse and unique models or approaches, and actively encourages charter schools to be innovative meeting the needs of their students. All of these models serve their respective communities be they urban, suburban, or rural. The SCDE and the subgrant process will continue to support and encourage diverse models of learning for prospective and new charter schools, including those schools in rural communities. Further, the SCDE will continue to encourage the development and opening of new charter schools that specifically serve high school students and

prioritize the opening of such schools. This will be accomplished through the work of the CSDM in their efforts to assist developers in creating and submitting high-quality charter school applications to authorizers.

The SCDE will take the following steps to ensure that teachers, parents, communities, and all stakeholders are informed of the SCDE's CSP subgrant program:

- Posting information to the charter website (<http://www.ed.sc.gov/agency/ie/School-Transformation/Charter-Special-Focus/>) and the announcement to the "SCDE Grant Opportunities" web page (<http://www.ed.sc.gov/SCDE-Grant-Opportunities/>);
- Announcements released via contact lists maintained by the Public Charter School Alliance of SC (PCSASC), the SC Public Charter School District (SCPCSD), the Charter Institute at Erskine (CIE), and hyperlinks to the subprogram information added to their websites;
- Press releases announcing a request for proposals released by the SCDE's Public Information Office Communications via their network to every major newspaper, television station, radio news networks, and school district public information office; and
- Direct contact with charter developers.

An applicant must meet all requirements outlined in the subgrant RFP (see Appendix F, page F-4) to be eligible to receive funding. The RFP has clear descriptions of the roles and responsibilities of the SCDE, the charter school authorizer, and the subgrantee. The school is responsible for writing and submitting a subgrant application and if approved, it is the school's responsibility to carry out all activities proposed within the subgrant application. The SCDE writes and distributes the RFP, collects and vets applications, convenes a team of peer reviewers to score applications, and then makes award determinations. If approved, the SCDE monitors

each subgrantee according to the benchmarks and conditions in the RFP, and oversees subgrant activity. The authorizer works collaboratively with the SCDE to monitor its charter schools and alert the SCDE of any issues of noncompliance or lack of performance.

The RFP directs applicants to provide an application narrative with three major components: School and its Stakeholders, Financial Sustainability, and Management Plan. Within the School and its Stakeholders portion of the applicant's response to the RFP, it must be evident that the school has a diverse population of supporters, in addition to demonstrating adequate local community support and the evident need for the charter school. The charter school's expected outcomes must be reflected in its vision. Stakeholder support must be evident in each of the three components and include family or community engagement activities conducted or proposed throughout the subgrant cycle.

Applicants must be able to demonstrate financial sustainability to ensure the school will be viable beyond initial support from the CSP P&I subgrant. The management plan must reflect the autonomy afforded to charter schools and demonstrate adherence to the SC Charter School Act and compliance with all applicable regulations. Charter schools in SC are well apprised of the flexibilities granted to charter schools from charter authorization through the subgrant process and beyond. Subgrant applicants are made aware of flexibilities granted to charter schools during the pre-award and post-award TA sessions, as well as those areas in which charter schools do not have flexibility – such as compliance with federal program and grant assurances and requirements.

The CSP P&I subgrant peer reviewer pool will include individuals with knowledge of and expertise with charter schools or alternative schools such as educators, school administrators, school board members, or charter developers. A call for reviewers is distributed each year and

interested individuals must complete a form indicating their desire to review applications, and include a list of qualifications. The SCDE's CSP staff reviews all submitted forms and contacts those persons who meet the qualifications as outlined in the RFP. All peer reviewers will receive training that covers the RFP, application and scoring rubric; applicable state Charter School laws, federal laws and regulations, and guidelines; definitions of high quality charter schools; and apparent or real conflicts of interest. All reviewers will be required to complete a Conflict of Interest form and acknowledgement of the reviewers training. Peer Reviewers are eligible to serve in this capacity for two consecutive years; SCDE employees or family members of SCDE employees cannot serve as peer reviewers.

The review process has three tiers. Tier one is initial vetting of the subgrant applications by the CSP staff to ensure that all required documents and components have been submitted. Tier two is the independent review of the subgrant application by three peer reviewers. Reviewers will use the scoring rubric to ensure applicants are planning innovative, creative models that improve educational results for children. The scoring rubric is provided in the RFP for transparency and to clearly outline the components of a quality application. Reviewers' scores and comments are compared for each section of the rubric. If the section scores vary by more than 10 percent, the reviewer(s) are asked to further explain the score given. Scores by the three peer reviewers are averaged for a final score.

Tier three is a review of the budget and awarding of competitive priorities to eligible applications. CSP staff examine the subgrantee budget to ensure adherence to applicable federal cost principles, SC Charter regulations, and SCDE financial requirements. The budget review process includes a review of the scoring rubric (rating is "Met" or "Not Met") to ensure that the budget reflects any activity requiring funding that is listed in the Project Narrative. The budget

narrative must be completed on the SCDE budget template and should mirror the curriculum plan and needs to fully meet the desired outcomes. CSP staff review subgrant applications that seek competitive priority points and assign additional points (up to 20 depending on criteria) one time to the final score of eligible applications.

Per the SCDE's appeals policy, scores may not be appealed, but an unfunded applicant may submit a request to the State Superintendent for a review of the application process. The State Superintendent will ask the appropriate deputy superintendent to investigate. After reviewing the process, the deputy superintendent will notify the applicant in writing as to whether the application process was followed. There is no further appeal. Like all subgrant programs the SCDE administers, the P&I subgrant operates on a reimbursement basis in which recipients must expend funds and then request reimbursement.

SC Charter school law does not require, and funding streams do not establish, direct support for charter schools to provide transportation of their students. However, to be eligible to receive P&I subgrant funds, applicants must have completed the SC charter application, which includes a transportation plan, and received a charter from an authorizer. The SC charter school application that prospective schools must submit to an authorizer to obtain a charter, requires that applicants outline their plans to provide transportation for students for whom a lack of transportation presents a barrier to attending the school.

Selection Criteria (c): State Plan

(c)(1) The Plan to Adequately Monitor Subgrantees

The SCDE currently has a robust subgrant process that includes a high-quality RFP, (see Appendix F, page F-4) comprehensive benchmarks throughout all stages of the current grant and

subgrant timeline, and consists of both desktop and on-site monitoring of subgrantees. The authorizer is responsible for oversight and monitoring of the charter school in all areas and the SCDE and authorizer work collaboratively in alerting one another of noncompliance issues that might warrant actions from freezing subgrant funds to revocation. The SCDE makes available the benchmarks, conditions, monitoring plan, and performance expectations in the RFP and TA webinars, ensuring that interested applicants are aware of all requirements prior to application for the subgrant competition.

When an applicant submits a subgrant application, they agree to all terms and conditions of the subgrant program and a pre-award risk assessment. The SCDE conducts the pre-award risk assessment of potential subgrantees before a subgrant award is issued. Each applicant must complete the pre-award audit questionnaire as part of this process. The SCDE's Office of Auditing Services evaluates this questionnaire and may conduct a further evaluation of the applicant's financial system, internal controls, and policies and procedures.

If a subgrantee fails to comply with any federal, state, or programmatic requirements throughout the life of the subgrant, fails to complete any performance requirement, or fails to conduct the final project evaluation report before the end of the subgrant period, the SCDE may consider the subgrantee a high risk. Such a subgrantee is notified of their deficiencies and given an opportunity to remedy the issue, which may include a corrective action plan. Additional terms may be placed on the subgrant recipient to submit reporting more frequently, require attendance at supplemental TA, and increased overall monitoring. If remedies are not successful, the SCDE may discontinue access to subgrant funds; the loss of current CSP subgrant funds may disqualify the subgrantee from future funding opportunities.

The SCDE has safeguards to keep subgrantees from reaching this point, including TA through webinars, conference calls, and meetings. Informal TA is provided as needed and by request. The SCDE's Office of Auditing Services, in collaboration with program offices that manage federal funds, conducts the annual risk assessments of subgrantees required by 2 CFR Part 200; through the SCDE's annual risk assessment process, all subgrantees are rated on six criteria that include personnel turnover, reporting requirements, performance expectations, and others. CSP program-specific monitoring coupled with the annual risk assessment allows the CSP staff to quickly identify and address deficiencies with subgrant recipients.

The SCDE provides guidance on allowable activities in an effort to further mitigate risk and ensure that subgrantees are using the funds appropriately. Such guidance is administered through formal TA sessions but also through ongoing conversations with subgrantees each time a budget, budget amendment, or grant activity report is submitted. Subgrantees must explain why expenditures fall in any given category. Program staff within the SCDE review all budgets, amendments, and grant activity reports and frequently ask subgrantees to provide further clarifications or justifications on specific items. Through such discussion, it may be determined that an expense is not allowable, or while allowable, the expense does not meet other thresholds of being allocable or reasonable.

The goal of the SCDE's CSP, and demonstrated through the availability of subgrant awards, is to assist new charter schools in their initial start-up and offer continued support resulting in long-term success. The CSP provides TA to schools on topics such as risk evaluation, expenditures and allowability, and other matters related to fiscal performance. Applicants must include a clear and thoughtful plan for financial viability of the charter school in the "Financial Sustainability" section of the application. This includes addressing the project

beyond the subgrant-funding period and providing evidence of a long-term, sound business plan that is based on an awareness of current funding for public schools. The plan must demonstrate that the applicant intends to maintain effective internal controls and fiscal management practices and show a reasonable promise of sustainability beyond the scope of this CSP subgrant.

(c)(2) Plan to Work to Avoid Duplication of Work for Charter Schools and Authorizers

The SC charter school application (that developers must submit to an authorizer to obtain a charter) and the subgrant RFP have similar requirements. This provides consistency across both applications but also reduces the workload on eligible applicants when compiling resources, information, and content. Currently, combining the two applications is not feasible because the parties' responsible for review, funding decisions, and monitoring/oversight are not the same (authorizer for one process, SCDE for the subgrant). However, stakeholder feedback demonstrates that the effort to streamline the two applications is appreciated and effective.

Additional examples of avoiding duplication include the reporting that is required of the subgrantees. Each year, every charter school in SC must complete the Annual Report, as required by statute. The CSP staff ensures there is no duplication of work by gathering input from stakeholders and closely examining the statutory requirements. One example is the last section of the report that allows authorizers to request additional information—this helps authorizers collect any necessary information without an entirely separate report and also consolidates important information on the schools' data, performance, and general updates in one place.

The SCDE has implemented a grants electronic management system (GEMS) for most federal Title programs to use in automating and streamlining critical processes for all stakeholders. Charter schools can apply for applicable federal programs through GEMS;

including the periodic and annual reporting processes. The system allows for the SCDE to work with the subgrant programs when approving applications, making any necessary revisions, and submitting any required reporting. It also allows subgrantees to amend programs throughout the subgrant cycle. But the SCDE's Office of Finance/Grants Accounting uses a grants accounting processing system (GAPS) for subgrant budgets. Budgets are uploaded into GAPS and subgrantees use the system to request reimbursements. Budgets are managed in real time in GAPS. The SCDE is currently working to find a system that can combine the services of both systems to reduce the current budget duplication and house all aspects of federal subgrant programs in one system.

While the GEMS system reduces the burden on all schools in SC, it is currently only used for federal title programs and not the charter school subgrant program. Using the GEMS system as a guide and model for best practices, the SCDE proposes to solicit and contract for a similar platform for the management of this subgrant program. The proposed platform would allow for one central location in which subgrantees could submit all grant documentation: budgets, amendment requests, benchmark data, other required forms, etc. The contract for this platform would include the licensing/access for all users, ongoing maintenance of the platform, and TA for both the CSP program staff at the SCDE and the subgrantees.

(c)(3)i The Plan to Provide Technical Assistance (TA) and Support for Subgrantees

The SCDE proposes to support the growth, of high-quality charter schools in the state by providing TA to subgrant recipients. These supports will come in three different tiers: application development, new school assistance, and sustained support.

A large component of the TA provided to these individuals and schools will come from the CSDM who will provide TA and coaching to charter developers who are wishing to open new charter schools throughout SC. This role will work with developers in both one-on-one and group settings to identify needs and create an ongoing support plan to alleviate barriers to development work. The CSDM will aid in procedural and logistics navigation, share research on quality design elements, assist in collection, interpretation, and usage of data from parent and community feedback, collect and distribute information about possible supports or resources for the developers, and be an unbiased resource for best practices in charter school education.

One purpose for creating the CSDM is to strengthen charter applications to authorizers in SC. SCQCS proposes to impact the creation of high quality charter schools from their very inception, thus providing a reliable and high-quality pipeline of potential subgrant applicants. By having a dedicated position to work with groups through the application process, the individual is able to be responsive to the specific needs of the proposed charter school and unique barriers developers might encounter. Some solutions to these barriers may be the same for all applicants, while others would vary greatly from one community/theme/school model to the next.

The CSDM will have experience in the charter school sector, preferably specific to SC. They will work well with community members, the SCDE, and the charter school authorizers around the state and build upon existing relationships. Furthermore, the CSDM would need to be experienced in a variety of charter school models and have the ability to research and disseminate best practices among charter schools. While the individual would likely not be an expert in all models of charter schools, the ability to identify and guide schools to expert resources which fit the proposed model would be a critical qualification.

The second tier of the system of supports is designed to provide much needed assistance during the critical first few years of a charter school's operation. The SCDE proposes a new **Incubator program** to provide ongoing concentrated TA for new charter schools in partnership with the PCSASC. The Incubator program will provide support from the time a charter school receives approval by its authorizer through its second year of operation that will align with the 36-month life cycle of the subgrant. Incubator components will include various areas of TA and training and schools will receive general support in statewide critical need areas and targeted support specific to their unique needs and situations. All support and TA will be delivered through a variety of mediums including on-site visits, phone and email support, and webinars.

General support provided to all subgrant recipients will include assistance with conducting board elections, designing and conducting student enrollment lotteries, and charter-school-specific Human Resource trainings and support. Other support topics trending in the charter sector include effective and compliant policies to better ensure the school operates soundly and smoothly.

An important component of the Incubator program will be guiding schools in policy development and ensuring the school complies with all state and federal requirements. One policy for which support is a constant need is the student discipline handbook/policy. Training in this area will ensure that the practices outlined in the school's plan are compliant and will help minimize the unnecessary removal of students from the learning environment.

The Incubator program will provide TA and support on instructional strategies and best practices aligned to a charter school's performance measures. Support will include facilitating relationships with consultants or trainers to provide professional development to instructional staff, reviewing performance measures and monitoring progress towards achieving their goals,

and revising goals and performance measures as appropriate. In addition, the Incubator program will assist charter schools that need to amend their charter in coordination with their authorizers, based upon updated performance measures or other necessary changes.

In addition to TA and supports, the Incubator program will include one complementary registration/admission per charter school to the three annual meetings the PCSASC hosts—the Summer Leaders’ Meeting, Annual Charter School Conference in the fall, and Leadership Summit each spring—and access to the PCSASC’s in-house legal staff with the first three (3) billable hours at no additional cost to the school. While many schools retain their own legal counsel, complimentary access to this legal resource will allow a school to ask initial questions and receive legal guidance at no cost, prior to deciding if full legal services for the issue are needed.

The third tier of TA and support for all charter schools (including subgrantees) will be sustained support through quarterly TA sessions offered by the SCDE. Depending on venue availability, time of year, and other external factors, these sessions will be conducted using a variety of formats. One session may be best conducted on-site, while another may be conducted via webinar or in conjunction with a pre-existing event, such as a statewide professional conference. Topics will vary and be determined by need and/or circumstance.

For example, if the SC Legislature adopts any statutory or regulatory updates, a TA session will be warranted to share any changes and discuss their impact on the charter schools. Other possible topics include navigating, understanding, and complying with EDGAR and other federal regulations and requirements. In 2019, the SCDE provided a TA session that included a copy of *The Administrator’s Handbook on EDGAR* (Brustein & Manasevit, 2018) for each participant (also see CPP7, page 12). In feedback following this session, both charter schools and

authorizers found it informative, helpful, and effective, indicating that such a session is worth offering in the future. Additional topics of support will be determined by current trends, events, and needs expressed by charter school stakeholders.

(c)(3)ii Plan for Technical Assistance (TA) and Support for Quality Authorizing Efforts

In SCQCS, the SCDE will continue offering TA and support to authorizers to strengthen high-quality authorizing efforts in the state and expand on existing relationships and activities. Currently, the state's 17 authorizing agencies in the state include two statewide authorizers, one of which is an IHE, and 15 local/geographic school districts (see CPP2, page 2). The SCDE's CSP serves as both guide and facilitator for authorizers and collaborates between authorizers, charter schools, partner organizations, and other charter stakeholders. The work of the SCDE demonstrates the commitment to high quality authorizing.

The SCDE collaborates with authorizers throughout the year on various projects and a primary collaboration centers around the charter school application that developers must use to petition an authorizer for a charter. SC charter school law makes the SCDE responsible for developing and providing the application template with compliance guidelines. To do this, the SCDE solicits feedback from the authorizers, previous applicant groups, and support organization at the end of each application cycle to inform revisions and modifications for the next application cycle.

Soliciting input for revising and modifying the charter school application is one example of **how the SCDE facilitates and fosters collaboration between and among authorizers**. This process has led to important conversations around charter application reviews and monitoring of charter schools, often leading to informal TA.

After feedback is solicited and the application is updated to reflect any changes, the SCDE hosts a TA session for all authorizers to discuss each component of the new charter school application, outline the necessary steps in the review process, and share best practices regarding reviews and decision-making about charter applications.

Best practices used to guide the application are taken from and guided by national resources including the National Association for Charter School Authorizers' (NACSA) Standards for Quality Charter School Authorizing. The standard outlines that for the application process and decision making, an authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate strong capacity to establish and operate a quality charter school.

The SCDE works with authorizers to ensure that the application includes clear application questions and guidance. The SC charter school law outlines a basis for reviewing applications but leaves discretion to authorizers for developing their own specifics within those parameters. During the application TA session for authorizers, the SCDE's CSP presents characteristics of a high-quality review process, including a multi-stage process in which authorizers provide applicants with information at each stage and an opportunity to respond during the process. NACSA best practices advise that quality authorizers explain how they conduct and evaluate each stage of the application process.

The SCDE advises all authorizers to ensure they have a handbook in place prior to the start of the application cycle that clearly outlines their process and makes the information public. The SCDE provides similar guidance to authorizers regarding renewals, revocations, and non-renewals. Often this assistance is conveyed via one-on-one phone calls as authorizers typically

have more focused questions around the time that their charter schools are up for renewal; the CSP has observed this TA is more frequently sought by local school district authorizers who may have only 1 to 3 charter schools in their portfolio. The CSP also presents this TA during forums and state annual conferences when authorizers are gathering for larger meetings and break-out sessions, which helps the SCDE reach authorizers at multiple points throughout the year and in different settings.

The SCDE also continuously provides TA to authorizers on large-scale topics, such as proposed updates to charter school law. In the previous legislative session, lawmakers indicated there may be an opportunity for new legislation to update and clarify SC's charter school statute. Throughout the session, the SCDE worked alongside charter school authorizers and other stakeholders to determine which areas need updates and opportunities for further development. Central ideas of these discussions included assessing charter schools' annual performance data and holding them accountable to their performance agreements including financial review and annual audits.

While these were informal discussions, not formal TA sessions, these conversations among stakeholders provided an opportunity to build on current practices and ideas and to further strengthen the success of charter schools throughout SC. Conversations continue and have remained at the forefront of one-on-one TA supports to authorizers. The SCDE will continue these forms of TA and continue to address the topics during annual state conferences, targeted authorizer TA webinars, and consultation meetings with individual authorizers.

Since authorizers in SC are also the LEA for all schools in their portfolios, authorizers also receive direct LEA support and TA from other SCDE offices. For example, when the SCDE's Office of Special Education Services holds TA sessions or other meetings for district

staff, authorizers are invited to participate. Authorizers also participate in TA sessions on federal programs, the state accountability system, district-level PowerSchool training and support, and MTSS.

The SCDE has provided support with school closure protocols. Just as a charter school authorizer is guided in its earliest stages to develop a comprehensive charter school manual that includes the charter application and renewal process, the authorizer also is guided to create or update their policies and practices regarding school closure. The SC charter school law states that school closure protocols should ensure timely notification to parents, orderly transition of students and student records to new schools, and other logistical or operational business items. The law includes that the authorizer shall oversee and work with the closing school to ensure a smooth and orderly closure and transition for students and parents. The SCDE uses this statutory reference as a guide for authorizers and expands on it to stress to an authorizer that these transitions should prioritize assisting students enrolled in a charter school that closes to attend another high-quality charter school when the option is available and appropriate (grade levels served, geographic proximity, etc.).

For SCQCS, the SCDE will continue to use NACSA principles to guide targeted supports to authorizing staff and will continue to identify areas of need and responsively develop and disseminate resources to improve the quality of authorizing in the state.

Increasing student equity through practices and relationships is a critical area of need, especially for educationally disadvantaged students. The SCDE will gain buy-in with national partners and resources to improve equity and access through targeted TA. Supports and materials will facilitate strong practices, strengthen relationships, and increase charter school access and

service for traditionally underserved and disadvantaged students while overall improving the quality of charter school authorizing in the state.

(c)(4) Plan to Consider Input from Parents and Community Members on SC Charters

The SCDE will use a variety of methods, including surveys, stakeholder meetings, collaboration with outside organizations, and anecdotal feedback, to solicit and consider input from parents and other members of the community on the implementation and operation of charter schools in the state. Already, systems and processes exist to solicit parent and community input and feedback. All SC charter schools must demonstrate in the charter application that they have solicited and considered community feedback in the initial development of their school by providing evidence in narrative descriptions and supporting documents. Further, the charter application must include an ongoing plan of how parent and community support and involvement will continue throughout the life of the charter.

In addition to this evidence required for a charter application (to secure a charter from an authorizer), applicants seeking a P&I subgrant must describe the support for the charter school from individuals, parents, and partner organizations within the community that the school serves. Subgrant applicants also must explain how individuals (parents) and partner organizations in the community will continue to be involved with the school and how these stakeholders will be involved in designing and implementing the charter school through both traditional and innovative methods.

For SCQCS, the SCDE will develop and implement new mechanisms for parents and community members to provide feedback including an online feedback/comment form and an electronic survey, while continuing to provide community feedback via telephone and email. The CSP Program Manager (who will be the SCQCS Project Director) serves as an ombudsman for

all charter school-related communications, which includes addressing questions about charter school laws and the location and availability of charter schools as a choice for families, and receiving feedback and concerns about charter schools operating in communities around the state. The OST values its reputation for being available and responsive to constituent communications and will continue to do so.

To enhance this method and provide another tool for soliciting for additional feedback and input, the SCDE will develop an online feedback/contact form to be accessible through the CSP webpage to help parents and community members submit questions and concerns easily.

The SCDE also will develop a survey using an online platform (LimeSurvey, Formstack or similar tool) to gauge current public perceptions of charter schools in SC and provide prompt feedback on what respondents feel could be done differently. Several platforms that the SCDE currently uses include integrations that automatically generate tables and graphics from responses that allow users to quickly review a visual representation of responses. The CSP intends to use a survey tool with this capability when implementing this phase SCQCS to quickly reference information and use the data for decision making.

Surveys will be disseminated through the CSP webpage, in school and authorizer communications with parents and community members, and with the assistance of the PCSASC. Follow-up surveys will be used as necessary.

The CSP staff will review all data collected and use it to make determinations on future TA sessions, dissemination of information/resources, and communications. Examples of possible outcomes include a general charter school community meeting to inform the public about charter schools (what they are, how they are governed, choices available in their immediate community) and informational resources or videos highlighting the basics about charter schools in SC to be

shared via social media, press releases, or mass media as appropriate. Such resources can be shared directly by the SCDE, through partner organizations like the PCSASC, and by authorizers and charter schools. While these activities are examples of an outward flow of information, they will include directions for how community members can use the survey or feedback form to contact the CSP. The SCDE will be better equipped to disseminate information and increase feedback and input.

This data will help the CSP staff make proactive decisions. For example, if a particular geographic region or community is less receptive to charter schools based on misconceptions, the SCDE could work with existing charter schools and partner organizations to better reach that community with accurate information for better-informed decisions. The data will help position the SCDE to better identify areas of the state underserved by charter schools and overcome existing barriers.

The CSP staff will work with other SCDE offices and external partners to develop survey questions for their pre-existing surveys. Currently, the agency is evaluating the possibility of streamlining survey needs from all offices into one that would be collected and analyzed in a single database, which is anticipated to increase response rates. This approach will aid in reaching different populations that otherwise may not have interest or desire to respond to a charter school-specific survey.

Outside of surveys, the CSP staff will continue to attend stakeholder meetings conducted by charter schools, charter authorizers, and other support organizations to solicit and collect parent and community input. During these meetings, staff take notes on community feedback and comments. Additionally, the CSP staff will work with meeting coordinators to secure spots on meeting agendas to address stakeholders directly. Organizations that facilitate such meetings

include charter schools and charter authorizers throughout SC, the PCSASC, SCASA, and the SCSBA. If needed, the SCDE will host its own stakeholder meetings; however, SCQSC will reach a larger and more diverse audience by using existing meetings hosted by established entities with longstanding stakeholder attendance.

The SCDE will continue to foster an environment of partnership and open communication through additional collaborative opportunities, such as attending regular association meetings, participating in conferences, and regular communication with these organizations also fosters an environment of partnership and open communication. An effective partnership will encourage these organizations to share information they receive or observe through trends or from conversations with stakeholders that directly or indirectly relate to charter schools and their success in SC. Such anecdotal feedback will be just as valuable as formal input gathered through surveys, panel discussions, or other forums.

(c)(5) Flexibility of SC’s Charter School Law and How the SCDE will Maximize It

SC’s charter schools are autonomous entities that operate under the auspices of the [South Carolina Charter Schools Act of 1996](#) (Section 59-40-10), which provides them flexibility and exemptions from laws and regulations applicable to public schools or school boards and gives them total control over their budgeting and expenditures. This flexibility, however, is tempered with the demand for results. The Charter Schools Act does not mandate processes for charter schools but demands that they achieve a product—student achievement.

Under section 59-40-50(A), a charter school has both the freedom to innovate or modify the school’s organizational structure without undue restriction and the right to abide by the laws or regulations it chooses:

Except as otherwise provided in this chapter, a charter school is exempt from all provisions of law and regulations applicable to a public school, a school board, or a district, although a charter school may elect to comply with one or more of these provisions of law or regulations.

For example, public schools must have a School Improvement Council but charter schools can bypass this requirement because their governing board functions as that council. Likewise, a charter school can gain exemptions from particular laws and regulations that do not jeopardize the health and safety of students; they pursue such exemptions either through their charter committee (in planning) or their annually elected governing board (during implementation).

Any public school has the flexibility, granted by the charter legislation, to convert to charter status. Traditional public schools can convert as long as two-thirds of the staff and two-thirds of the parents vote to support conversion. Once this requirement is met, their charter application proceeds, thereby granting the school flexibility from regulations as stated in Section 59-40-50(A).

Section 59-40-40(4) establishes multiple authorizers, allowing charter developers flexibility in selecting an authorizer. Charter developers can apply to their local geographic school districts to operate as an autonomous school within that district, or apply to one of the two statewide authorizers, SCPCSD or CIE (see CPP2, page 2). All authorizers have the independent authority to approve and terminate charters.

The charter contract outlines the roles, power, responsibilities, and performance expectations for both the charter school and its authorizer. Section 59-40-60(B) requires authorizers to include in the charter contract “all agreements regarding the release of the charter school from school district policies,” language that was added to prevent confusion when

authorizer leadership changes and ensure new leaders can access the specific provisions from which the charter school is freed.

At any time during the 10-year contract term, and with the approval of both parties, a charter school could switch authorizers (per Section 59-40-115). Once all parties have agreed to a switch, the charter school serves the remainder of their ten-year charter term with the new authorizer and then goes through the renewal process with the new authorizer.

The SCDE's OST will continue to work with the agency's legislative affairs coordinator to ensure that education bills take charter school implications into consideration in an effort to maintain maximum flexibility for SC's charter schools. The CSP staff regularly meets with other SCDE offices for this same purpose; such meetings are generally programmatic and pertain to internal policies and procedures. The purpose remains to ensure that charter schools are able to maintain their flexibilities, that practices and policies retain charter school autonomy, and that charter schools are meeting and exceeding the standards for all public schools in SC. Evidence of these efforts include the work the CSP staff has done regarding charter flexibilities in teacher evaluation systems, food and nutrition programs, and meeting facility timelines for new or renovated facilities.

Selection Criteria (d) Quality of the Management Plan

(d)(1) Adequacy of the Management Plan to Achieve the SCQCS Objectives

The CSP staff will work collaboratively with SCDE staff, and all external partners, vendors, and contractors to achieve the SCQCS objectives. The SCDE has a Grants Policy and clear procedures and its Grants Program and Grants Accounting staff work closely with CSP staff for internal accountability to ensure that projects and subgrantees operate in compliance

with applicable federal and state laws, provisions, and regulations; including 2 CFR Part 200. The SCDE has set the following timeline for keeping SCQCS on track and within budget.

Timeline of Activities

<p><u>Key:</u> Project Director – PD (also the Program Manager – PM); P&I Grant Manager – GM; Assistant Director – AD; OST Director – OST-D; Charter School Development Manager – CDSM; SCDE Office of School Transformation – OST; SCDE Office of Auditing Services – AS; SCDE Office of Finance/Grants Accounting – GA; SCDE Grants Program – GP; SCDE Office of Federal and State Accountability – OSFA; US Department of Education – USED South Carolina Association of Public Charter Schools, Inc. (DBA Public Charter School Alliance of South Carolina) - PCSASC</p>		
<p><u>Subgrant Administration:</u> The SCDE CSP staff and partner offices (GA and GP) have clear policies and procedures regarding grant processes and GP and GA staff work closely with CSP staff to ensure effective grant management. This partnership provides additional accountability internally to ensure that the CSP subgrant operates in compliance with applicable federal and state laws, provisions, and regulations pertaining to the use and administration of federal funds. The SCDE has the necessary infrastructure to do the following: disseminate communications regarding CSP subgrant opportunities; elicit high-quality applications; execute the subgrant application and review process; distribute funding; maintain a consistent practice of reporting, monitoring, and evaluation; provide technical assistance (TA); and maintain effective lines of communication with the USED.</p>		
Timeline	Responsible Party	Milestone
Annually each winter*	GM, PD, GA, GP, USED	Finalize RFP for subgrant competition with approval from USED and all SCDE appropriate offices
March, annually*	GM, GP, PD, external partners, authorizers	Publish RFP and disseminate information regarding the subgrant opportunity
April, annually*	GM, PD, GP	Conduct pre-award TA for eligible subgrant applicants
April, annually*	GM, GP	Conduct TA for peer reviewers
May, annually*	GM, GP	Collect and conduct review process for submitted subgrant applications
June, annually*	GM, GP	Notify qualified subgrant applicants of awards
June, annually*	GM, GP, AS, GA, OSFA	Conduct post-award TA for awarded subgrant recipients
July, annually *	GM	Collect, review, and approve subgrant budgets
Ongoing*	GM	Review and approve subgrant expenditure requests for reimbursement
Ongoing*	GM	Conduct ongoing monitoring for compliance of subgrants and completion of benchmark requirements (desk-top monitoring)
Spring, annually*	GM, PD	Conduct on-site monitoring visits for subgrants

Ongoing, quarterly*	GM, PD, GA, GP	Provide ongoing TA for subgrantees on budgets, allowable expenditures, compliance, upcoming deadlines, updates to the program, etc.
Spring, annually*	GM, PD	Evaluate subgrant projects to determine continuation funding and distribute Subgrant Award Notifications as appropriate
July-September, annually*	GM, PD	Conduct close-out monitoring of subgrantees that have completed their projects

*Activities begin in year 2; no subgrant competition will be held in year 1 due to a no-cost extension of the SCDE's 2015 CSP grant.

Dissemination of Best Practices: The SCDE will collaborate with the Public Charter School Alliance of SC (PCSASC) and other field experts to develop a comprehensive TA plan, which will be the primary vehicle for disseminating best practices to charter schools, authorizers, and other target populations.		
Timeline	Responsible Party	Milestone
October-March 2021	PD, AD, PCSASC	Post position, advertise for, and hire CSDM
Spring, Summer, & Fall – annually (applications due to authorizers in February annually)	CSDM	CSDM work with charter development groups to strengthen and develop charter applications to be submitted to authorizers
March, annually	PD, GM, AD	Hold meeting with charter stakeholders to identify, discuss, and collect charter school best practices
Ongoing	PD, GM	Collection of charter school best practices via electronic communication and surveys
Fall, Spring, & Summer – annually	PD, GM, AD	Coordinate charter school conferences to disseminate best practices
Spring, annually	PD, AD	Create bulletin to highlight best practices and progress in the charter school sector to be supported by research and relevant articles/resources
Quarterly	PD, GM, AD	Coordinate quarterly TA sessions on needs-based topics for charter school leaders and charter school boards
Winter 2020	PD, AD	Conduct charter school authorizer meeting to discuss and identify essential authorizing practices for SC charter school authorizers
Spring 2021	PD, AD	Develop written guide outlining identified essential authorizing practices
Summer 2021	PD, AD	Publish Essential Authorizing Practices Guide
Quarterly	PD	Coordinate quarterly TA sessions for charter school authorizers on needs-based topics and to disseminate best practices surrounding essential authorizing practices

October, annually beginning 2021	PD	Distribute and collect survey identifying which authorizers utilize which of the essential authorizing practices
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Increasing Community Awareness and Perception: The SCDE will conduct activities focused on increasing the community awareness and perception of charter schools, primarily outside of the current charter school sector. This will be accomplished through the production of resources and materials and through meetings/events.

Timeline	Responsible Party	Milestone
January 2021	GM, PD, AD, charter schools, PCSASC, charter school authorizers	Gather data and information to be included on infographic(s)
Spring 2021	PD	Draft initial infographic(s)
Summer 2021	PD	Final revisions and publication of infographic(s)
January 2021	GM, PD, AD, charter schools, PCSASC, charter school authorizers, SCDE technology team	Develop outline of what is to be included in promotional video (video to be developed in-house at no charge)
Spring 2021	GM, PD, AD, charter schools, PCSASC, charter school authorizers	Coordinate with schools, other charter stakeholders, to be included in video
Early Summer 2021	PD, SCDE technology team	Begin production of promotional video
Late Summer 2021	PD, SCDE technology team	Finalize promotional video and distribute
Annually	PD, with input as needed	Update infographic(s) with new data and distribute
Annually	PD, with input as needed	Review content of promotional video and update as needed with new data and different schools/stories highlighted
Quarterly and in advance of call for presenters	GM, PD, AD, charter schools, PCSASC, charter school authorizers	Identify charter schools to be highlighted/showcased at non-charter events/meetings/conferences
Late summer/fall, annually	PD	Conduct charter development sessions for community members interested in applying to open new charter schools

Technical Assistance (TA) and Sustained Supports: The SCDE will conduct activities focused on providing TA to new charter schools, existing charter schools, and charter school authorizers (to include leaders, staff members, and board members from each audience). These TA sessions and supports will be offered via in-person meetings, webinars, one-on-one work sessions, etc.

Timeline	Responsible Party	Milestone
Fall/Winter 2020	PD	Soliciting quotes and acquiring furniture and technology to outfit the TA Center
January 2021	GM, PD, SCDE technology team	Establish and setup TA Center
January 2021	GM, PD	Open/launch the TA Center
June, annually*	GM, PCSASC	Initial Incubator kick-off meeting for new subgrantees, per contract for services under Incubator program
Summer, annually*	GM, PCSASC	One-on-One meetings with each subgrantee to establish current status of school and conduct needs-based assessment for next steps, per contract for services under Incubator program
Ongoing*	GM, PCSASC	Provide on-going support in small- and whole-group settings on needs-based topics, per contract for services under Incubator program
Fall and Spring, annually*	GM, PCSASC	Initial board training for charter school board members, per contract for services under Incubator program
Spring, annually*	GM, PCSASC	Human Resources for Charter Schools Training, per contract for services under Incubator program
Summer, annually*	GM, PCSASC	Charter School Leadership Meetings, per contract for services under Incubator program
Spring, annually*	GM, PCSASC	Charter school board elections support, per contract for services under Incubator program
Winter/Early Spring, annually*	GM, PCSASC	Charter school enrollment lottery support, per contract for services under Incubator program
Ongoing	PCSASC	Legal assistance as needed, per contract for services under Incubator program

* Activities begin in year 2; no subgrant competition will be held in year 1 due to a no-cost extension of the SCDE’s 2015 CSP grant.

Within the OST, two SCDE charter associates— the Grant Manager (GM) and the Program Manager (PM)—along with the OST assistant director and director, will support the work of SCQCS. Both the GM and PM actively participate in SCDE trainings on

grant management, including financial management under 2 CFR Part 200, cost principles, procurement and management of property, subrecipient monitoring, and the development of internal controls and policies.

The GM and the PM will ensure that subgrant recipients are meeting all goals by their expected timelines, adhering to all subgrant requirements, and fully complying with federal, state, and grant requirements and regulations. The PM will serve as the SCQCS Project Director (PD) and will monitor and ensure that the project is on target with programmatic objectives, will monitor the GM's work, and assist as needed. The PM will be responsible for coordinating and monitoring work with external partners, vendors, and any contractors.

To help the GM monitor the SCQCS subgrants, the SCDE will contract with a vendor to provide a web-based grant management platform that will allow for the organization of work, submission of required documentation, and project tracking. Using the platform will ensure that all resources and documentation are located in one, easy-to-access location and will streamline communication between the GM and subgrant recipients. This platform will be used in conjunction with the SCDE's GAPS that records and tracks budget approvals, budget amendments, and expenditures. The grant management platform will include supporting documentation and provide a system for checks and balances between the two platforms. The proposed contract will include the necessary licensing and access for all users, platform maintenance, and initial and ongoing TA support by the vendor for CSP staff and subgrantees.

(d)(2) Procedures to Ensure Feedback and Continuous Improvement During SCQCS

To collect documented feedback for purposes of continuous improvement in the operation of SCQCS, the SCDE will use TA surveys, subgrant recipient feedback, and a formal external review process. Participants will complete an online survey after TA sessions to provide

feedback on the applicability and quality of the session by responding to questions about the quality of the material, mode of delivery, and the effectiveness of the provider(s)/speaker(s). The survey will give respondents an opportunity to indicate any questions not addressed and inform decisions on how future sessions will be conducted.

Ongoing feedback from subgrant recipients will be solicited immediately when feasible and appropriate. Subgrantee feedback has helped the CSP staff to provide templates in differing formats such as Excel and Word. Other feedback from subgrantees has led to additional TA support through informal phone conferences similar to the quarterly state charter talks conducted by the USED program staff.

The CSP staff will collect program reports from subgrantees when they are transitioning from one phase of the subgrant to the next (planning to implementation 1 and implementation 1 to implementation 2) and upon closeout of the subgrant; such feedback will inform subgrant revisions and additional TA when needed.

In addition to soliciting feedback from TA attendees and subgrant recipients, the SCDE proposes to continue to work with the University of South Carolina's REM Center as external evaluators of the CSP. This evaluation group is nationally recognized and already has a strong partnership with the SCDE. The REM Center offers a wide range of education-related evaluation, assessment, and research services to public and private agencies, including educational institutions, government agencies, museums, and other organizations. They work with teams of research assistants and affiliated university faculty to plan, develop, and carry out program evaluation, assessment, and research projects. The CSP staff will use reports from the REM Center to address any issues and strengthen internal controls to prevent future compliance issues and audit findings as well as to evaluate the effectiveness and management of SCQCS.

(d)(3) Appropriate SCQCS Staff Time Commitments

The CSP staff are housed within OST which is in the SCDE's Division of Federal Programs, Accountability, and School Improvement (FPASI). The GM will dedicate 100% FTE to SCQCS and will be responsible for coordinating the day-to-day grant and subgrant activities, manage the subgrant application process, provide training and TA to subgrantees, collaborate with charter stakeholders in planning activities, coordinate and conduct subgrant monitoring (both on-site visits and desk reviews), complete year-end reports and evaluations, and other activities as needed to accomplish the SCQCS objectives. The GM position is the only personnel position to be supported with grant funds.

The PM will serve as the Project Director for SCQCS. The PM is responsible for all aspects of the CSP related to the SC Charter Schools Act and will dedicate approximately 30 percent of their time to SCQCS (in-kind by the SCDE). PM activities for the project will include providing TA sessions to authorizers and all charter schools in the state, and for collecting and publicly disseminating charter school best practices. The PM will facilitate and coordinate relationships and communications with external partners and organizations, which may include assisting with planning annual conferences, attending meetings of partner organizations as an SCDE representative, working alongside lawmakers to strengthen laws and regulations, and advocating on behalf of charter schools to non-charter organizations.

Other OST staff will lend support to SCQCS, including a program coordinator, assistant director, and director. The program coordinator will assist with tasks such as collecting and preparing reports for review by the GM and PM, coordinating the logistics of TA sessions, assisting with the preparation of contracts, and other tasks.

The assistant director helps the OST director with high level oversight and management of the CSP; the current assistant director previously served as the CSP manager and has strong expertise in charter schools, as well as established relationships with partners crucial to the success of the CSP and the charter school sector in SC. The assistant director will dedicate approximately 15 percent of their time to SCQCS (in-kind by the SCDE). In addition to work with the CSP, the assistant director provides oversight and management for the OST's School Improvement team; this benefits the CSP when considering how charter schools are able to impact the improvement of struggling schools and serve as models of best practices for all schools in the state. The assistant director also has previous experience as OST interim director. The OST director is charged with the general oversight and management of all programs within the office and additional special projects upon request of the Deputy Superintendent of FPASI or the State Superintendent of Education.

Additional Items

1) (I)(A)(5) In the Case of a State entity that is not a State educational agency (SEA)...

Not applicable: the SCDE is SC's state educational agency (SEA).

2) (I)(A)(12) a. How the SCDE Will Oversee Authorizing Activity

The SCDE will provide oversight of authorizing activity to the extent allowable under the SC Charter School Act of 1996. Current legislation does not provide for the SCDE to have specific oversight of charter school authorizers in SC, but the SCDE does have the ability to hold charter school authorizers accountable in the same manner that it holds all LEAs accountable. This accountability and oversight includes SCDE monitoring of all federal and state programs for compliance; the ability to freeze funding for or retain funding from the authorizer; the ability

for the state superintendent to conduct a takeover of the LEA under certain circumstances; and the ability to issue letters of caution or warning and require corrective action as necessary.

Beyond the powers given to the SCDE by statute and regulations, the SCDE's proposed TA offerings for SCQCS also will help ensure that authorizers are implementing best practices. This will begin with work to identify authorizing practices essential for quality authorizing.

Conversations with charter stakeholders will include the SCDE CSP staff, authorizers, charter school leaders and board members, and other key partners. Initial conversation will focus on reviewing existing best-practice guides and models for charter authorizers from around the country to determine which fit with SC's unique charter school sector. Topics of such essential practices will include authorizers monitoring their schools in the areas of student achievement, student safety, financial and operational management, and compliance with all applicable statutes and regulations.

From those conversations, the CSP staff will develop a written guide of essential authorizing practices to be distributed and revised until a final product is ready for dissemination. By design, this guide of essential practices will be based on national industry standards but will take into consideration the specific nuances of the SC charter school sector.

3) (I)(B)(1) The extent to which the SCDE is Able to Meet and Carry Out CPPs 2 through 7

The SCDE is able to fully meet and carry out each of the priorities 2 through 7; specifics are addressed for CPP2 on pages 2–3, for CPP3 on pages 3–5, for CPP4 on pages 5–7, for CPP5 on pages 7–9, for CPP6 on pages 9–11, and for CPP7 on pages 11–14.

4) (I)(F) How SC Addresses Charter Schools in its Open Meetings and Open Records Laws

The SC Charter Schools Act, Section 59-10-50 (10), requires that all charter schools to comply with Title 30 Public Reports, Chapter 4, known and cited as the “Freedom of Information Act.”

(10) be subject to the Freedom of Information Act [FOIA], including the charter school and its governing body. A board of directors of a charter school shall notify its authorizer of any regular meeting of the board at least forty-eight hours prior to the date on which it is to occur;

In addition, this law requires all board members to be trained in their duties and responsibilities. A significant portion of the board member training focuses on complying with FOIA, conducting board meetings in proper order with advance public notice, making minutes available to the public, and retaining all records properly. Proof of participation is submitted in the school's annual report to their authorizer and the SCDE.

SECTION 59-40-155. Orientation programs for board members and administrators.

(A) Within one year of taking office, all persons elected or appointed as members of a charter school board of trustees after July 1, 2006, shall complete successfully an orientation program in the powers, duties, and responsibilities of a board member including, but not limited to, topics on policy development, personnel, instructional programs, school finance, school law, ethics, and community relations. The orientation must be provided at no charge by the State Department of Education or an association approved by the department.

In partnership with the PCSASC for board orientation, newly approved charter schools receive training on how to comply with open meetings and open records laws before opening their schools. Open charter schools also receive ongoing training and support on open meeting and open record laws, best practices, and operationalizing these requirements at the school level.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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South Carolina Quality Charter Schools (SCQCS)

Other Attachments

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Appendix D: Proof of Nonprofit StatusN/A

 The South Carolina Department of Education (SCDE) is a State Education Agency (SEA)

Appendix E: Proprietary Information.....N/A

 The SCDE is not including any proprietary information in its application for SCQCS

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*Appendix A - Expanding Opportunity Through Quality Charter Schools Program (CSP)
Grants to State Entities
Charter Schools Program Assurances*

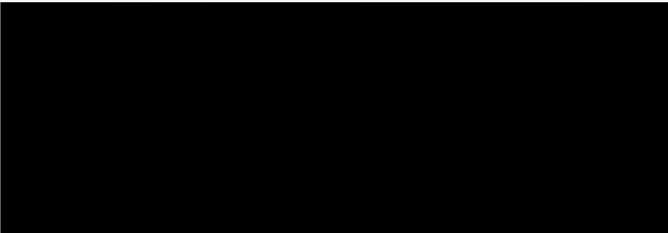
Pursuant to section 4303(f)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), recipients of CSP grants to State Entities must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

- (A) Each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions;
- (B) The State entity will support charter schools in meeting the educational needs of their students, including children with disabilities and English learners;
- (C) The State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners;
- (D) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in section 4303(f)(1)(A)(viii) and (f)(2)(B) of the ESEA;
- (E) The State entity will promote quality authorizing, consistent with State law, such as through providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by--
 - 1) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;
 - 2) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles, and ensuring that any such audits are publically reported; and
 - 3) Holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as through renewal, non-renewal, or revocation of the school's charter;
- (F) The State entity will work to ensure that charter schools are included with the traditional public schools in decisionmaking about the public school system in the State; and
- (G) The State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including--

- 1) Information on the educational program;
 - 2) Student support services;
 - 3) Parent contract requirements (as applicable), including any financial obligations or fees;
 - 4) Enrollment criteria (as applicable); and
 - 5) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, 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.
- (H) For a State entity that is a State educational agency, State charter school board or Governor of a State, the State entity will expend and account for the Federal award in accordance with State laws and procedures for expending and accounting for the State's own funds. In addition, for all State entities, the State entity's and other non-Federal entity's financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, 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.
- (I) The State entity will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

____Molly M. Spearman_____



State Superintendent of Education_
TITLE

14 May 2020
DATE

South Carolina Department of Education_
APPLICANT ORGANIZATION

May 15, 2020
DATE SUBMITTED

KAYLA K. AUDETTE

EDUCATION

Coastal Carolina University, 2012 - 2013
Graduate studies in Gifted/Talented Education
Columbia College, 2011 – 2012
Master of Education in Divergent Learning
Newberry College, 2007-2011
Bachelor of Science in Elementary Education

EXPERIENCE

South Carolina Department of Education, Columbia, SC

2014- Present

Education Associate

- Serve as the Charter Schools Program Manager
- Meet with charter stakeholders to discuss concerns and develop solutions
- Collaborated with team members, other agency offices, and external stakeholders to develop State Charter School Accreditation plan
- Revised and further developed online forms for charter school use
- Assisted in revising State Board of Education Charter School Regulations
- Assisted in revising SC Charter School Application
- Attended local, state, and national professional learning opportunities
- Facilitated state level professional learning opportunities for charter school leaders
- Updated database of magnet, single-gender, and Montessori schools/programs in SC
- Provide guidance to parents, teachers, school leaders, and community members regarding choice options in SC

Interim Grant Manager

2019

- Managed all aspects of Planning and Implementation grants for Charter Schools to include monitoring, awarding funds, reviewing budgets, and approving reimbursement claims within regulatory and non-regulatory guidance
- Conducted desk top and on-site monitoring reviews
- Facilitated Technical Assistance training as needed for new and existing Charter Schools
- Developed and Facilitated training tools for External Grant Reviewers and developed grant application scoring rubrics
- Developed evaluation instruments for External Grant Reviewers

Muller Road Middle School, Blythewood, SC

2011 - 2014

Math and English Language Arts Teacher

- Taught 7th grade and 7th grade Honors Language Arts and 6th, 7th, and 8th grade math
- Collaborated with team members to develop cross-curricular Project Based Learning units of study to include technological elements
- Incorporated a wide variety of technology applications in lesson planning and collaborated with technology specialist for project/lesson designs
- Differentiated instruction for students at various stages within content disciplines
- Adapted existing curriculum to function within a one-to-one computing environment and ensured alignment to State Learning Standards

NATASHA C. ANDERSON

Columbia, SC | [REDACTED] | [REDACTED]

EDUCATION

University of South Carolina, Columbia, SC
Master of Public Administration, August 2017

University of South Carolina, Columbia, SC
Bachelor of Arts, Criminology and Criminal Justice, December 2013

Midlands Technical College, Columbia, SC
Associate of Arts in Criminal Justice, May 2013

EXPERIENCE

South Carolina Department of Education, Columbia, SC

Grant Manager November 2019-present

Manages Planning and Implementation (P&I) Grant for Charter School Program (CSP), providing funding to newly opened Charter Schools statewide during their first three years of operations

- Awards funds to sub-grantees annually, ensuring that benchmarks are met by sub-grantees for continued funding during grant lifecycle
- Develops and facilitates all technical assistance and program development services to potential and current CSP P&I Grant applicants and recipients.
- Facilitates and participates in the planning and development of policies and practices to implement within the grant
- Corresponds with the United States' Department of Education's charter school liaison as requested
- Attends charter school meetings and conferences on the local, state, and national levels as directed
- Serves as a resource/liaison to local, state and national associations in planning meetings, conferences, and trainings for charter schools
- Audits schools for the South Carolina Department of Education to determine schools' risk assessments

National Center for State Courts, Williamsburg, VA

Program Coordinator May 2018-August 2019

Provides grant management oversight and support and administrative services to various project managers and directors within the Research Division to improve state court judicial policies throughout the United States

- Assisted in proposal review and drafting and completion of the project/grant application submission
- Monitored compliance between federal, state, local, and non-profit organizations with grant contract details to ensure all task timelines were met promptly and efficiently
- Provided technical assistance to sub-grantees and constituents at the state and local levels of court administration that benefited from grant research tasks
- Prepared, reviewed, and monitored monthly and annual budgets for federal and organizational grants and projects for two (2) project directors, totaling \$1.5M
- Developed and generated quarterly progress reports to funding agencies of grants
- Supported project staff in data collection, data entry, and survey analysis and production of project deliverables
- Participated in the planning and implementation of case studies, literature reviews and focus groups

Hampton City Attorney, Hampton, VA

FOIA Coordinator, Litigation Paralegal May 2017-May 2018

Assisted in the management, processing and provision of timely responses to Freedom of Information Act (FOIA) requests, as well as performed confidential paraprofessional work assisting four (4) attorneys on litigation team

- Managed 1000+ Freedom of Information Act requests and responses, assisting with the collection, organization, processing and redaction/withholding of documents
- Implemented FOIA and other public records compliance practices to ensure timely execution of responses by designated deadlines and ensuring that all information disclosed is within FOIA

- laws in coordination with 12+ City departments
- Assisted in the training of new employees on policies and best practices of FOIA procedures in retention, receiving, and correspondence of requests for the City of Hampton
- Analyzed anti-discrimination policies and statutes for implementation of grants for the City of Hampton, to include the Hampton Community Emergency Response Team, a \$42,000 grant administered by the U.S. Department of Homeland Security's (DHS) Federal Emergency Management Agency (FEMA)
- Prepared litigation team's semi-annual report and annual audit of office caseload for dissemination to City Council members and the city's Finance department
- Researched, analyzed, drafted, and proofread application of existing legal case law, statutes/ordinances, administrative ruling, or other legal authorities for use in attorney preparation of pleadings, contracts, and other legal documentation for proper form, accuracy, and completeness
- Communicated and coordinated with court personnel, administrative agencies, and outside attorneys on as needed basis

South Carolina Attorney General, Columbia, SC

Legal Assistant

January 2015-April 2017

Provided expert legal guidance, assisting in the operation of Food Stamp Fraud Prosecution division of the Attorney General's Office

- Advised assigned attorneys on groundbreaking Food and Nutrition Services grant with a total budget of \$300,000 during CY15-16, administered by the U.S. Department of Agriculture
- Managed the prosecution of 175 cases leading to court ordered restitution totaling \$670,000 statewide in CY15-16
- Formulated unit's policies and procedures to provide interagency correlation between the Department of Social Services (DSS) and the Attorney General's Office through Memorandums of Understanding
- Prepared Food Stamp Fraud annual report by performing unit-generated trend analyses and query requests in collaboration with DSS, Department of Probation, Parole, and Pardon, and county Solicitor's Offices
- Maintained case management process to include opening and closing of 300+ cases files, referring cases for investigation to DSS special agents, as well as other legal documents for detailed accuracy
- Assisted in planning, scheduling, and monitoring of attorney's work by maintaining appointment calendar, address list and correspondence log, as well as information regarding legal forms and deadlines
- Performed criminal background investigations on potential defendants, utilizing NCIC/VCIN systems to determine if they are eligible for pretrial intervention, to prevent felony criminal records
- Developed the prosecution unit's training curriculum and facilitated unit-wide training on program's policies and procedures
- Received phone calls from constituents requesting contact for various Food Stamp Fraud issues

SKILLS

Language: Intermediate Spanish Reading, Writing

Computer: Microsoft Products, Worldox

Tableau, Sitecore, Project Online, Adobe

Certifications: Department of Justice Grant Compliance

Donna Manning

Assistant Director, Office of School Transformation (OST)



PROFESSIONAL EXPERIENCE

2018-Present

**Assistant Director, Office of School Transformation, South Carolina
Department of Education- Columbia, SC**

- Monitor and support the implementation of all program requirements for state and federal programs administered by the OST
- Develop and provide professional development for OST staff to support their growth and development and ensure staff is equipped to provide effective support to all stakeholders
- Implement a system to monitor work plans and completion of tasks for all OST staff members to ensure deliverables are met in a timely fashion
- Monitor existing and new provisions and legislative compliance for all OST programs and serve as the legislative liaison for the OST
- Develop RFPs or contracted service agreements for OST programs ensuring they comply with agency guidelines
- Oversee all program reports as required by legislation, federal law, or agency guidelines
- Develop productive relationships and engage with important internal and external stakeholders related to various OST programs

2013-2018

**Team Leader, Office of School Transformation, South Carolina Department
of Education - Columbia, SC**

- Oversee the school improvement team which is responsible for providing funding and technical assistance to the state's lowest performing schools
- Oversee the innovation team which is responsible for supporting schools with funding and technical assistance to develop innovative choice options
- Acquire and implement 30-million-dollar USED Charter School Planning and Implementation Grant
- Oversee all state, federal, and grant awarded budgets
- Develop and monitor project management goals for all OST staff and conduct yearly staff evaluations
- Develop and facilitate technical assistance sessions to teachers, school leaders, district office staff, charter developers, and community stakeholders
- Assist in the development of yearly accountability reports

2011-2013

South Carolina State Manager, Interactive Achievement - Roanoke, Virginia

- Maintain annual budget and develop/implement annual territory plan for K-12 formative assessment and longitudinal data software provider
- Establish organization, process, and goals for the SC Accounts Department
- Generate all client estimates, invoices, and contracts
- Manage all communications, conflict resolution, and compliance on all client needs
- Provide training to effectively implement software and provide additional professional development to schools and districts as needed
- Create and conduct presentations at major state and national conferences

2008-2011

**Education Associate, Office of Career and Technology Education, SC
Department of Education - Columbia, SC**

- Develop and maintain a database of best practices within the *HSTW/MMGW* network
- Facilitate Data Workshops for the analysis and application of the *HSTW* Assessment for all principals and site/district coordinators
- Collect and analyze *HSTW/MMGW* site data in order to provide site specific technical assistance and professional development to reform sites
- Respond to legislative provisos and reporting related to *HSTW/MMGW* sites
- Calculate and distribute yearly grant awards to *HSTW/MMGW/CTCTW* sites and monitor to ensure compliance with state laws, rules and regulations governing reform-focused education

2006-2008

Magnet Program Director, Dent Middle School - Columbia, SC

- Conduct ongoing assessments of the effectiveness of programs and activities within the TLC magnet program and coordinate all staff development activities
- Assist teachers in the usage of data to design instruction
- Coordinate TLC information seminars
- Monitor expenditures for multiple grade level accounts and prepare budgetary reports
- Supervise and perform yearly evaluations of TLC faculty

2001-2006

Administrator, Spring Valley High School - Columbia, SC

- Coordinate and supervise state and district testing administrations
- Oversee summer credit recovery programs
- Assist with master schedule development, curriculum alignment and data analysis
- Manage textbook inventory and distribution/collection procedures
- Interpret the educational programs of the school and present to the community
- Supervise the development and implementation of student 504/IEP plans
- Facilitate communication with parents regarding student behavioral and academic progress

1998-2001

Science Teacher, Spring Valley High School, Columbia, SC

- Director of Biological Sciences
- Explorations Magnet Coordinator and Discovery Research Advisor
- After-school Tutoring Coordinator
- Graduation committee chairman

1996-1998

Science Teacher, Lower Richland High School, Columbia, SC

- Science teacher grades 9-12
- School Improvement Council department representative
- Assistant softball coach

EDUCATION

- B.S., Biology, The University of South Carolina, Columbia, December 1995
- Minor in Secondary Science Education

CERTIFICATION

- South Carolina Certificate for Secondary Science Teaching
- Area of Specialization: Biological Sciences

South Carolina Expanding Opportunities through Quality Charter Schools (SCQCS)
Position Description
Charter School Development Manager (CSDM)

Qualifications

Minimum Requirements: Three to five years of successful experience in a charter school setting and/or equivalent experience writing and assessing initial charter school applications.

Preferred Requirements: The CSDM must have experience in the charter school sector, preferably specific to South Carolina. The ability to assist potential new schools in navigating the various inspections and requirements of the charter school application process, the ability to identify and guide developing groups to expert resources which fit the proposed model, and the ability to serve as an unbiased resource for best practices in charter school education is essential. Experience in the start-up process of establishing a charter school during the initial planning year is required. Established relationships with or the ability to build upon existing relationships with the South Carolina Department of Education (SCDE), South Carolina (SC) charter school authorizers, and other charter stakeholders is preferred. The CSDM must possess a thorough understanding of SC charter school laws and regulations and have a strong understanding of local politics and perceptions as they relate to charter schools.

Knowledge, Skills, and Abilities: Knowledge of current trends and best practices in charter school development and sustainability; ability to develop research-based capacity-building tools and planning documents; ability to provide online and face-to-face technical assistance and professional development; ability to gather, analyze, and apply data; and ability to collaborate and communicate effectively with stakeholders at the school, authorizer, state, and local levels both written and verbally.

Guidelines/Supervision: The CSDM will be housed at the Public Charter School Alliance of South Carolina (PCSASC), the state's only charter support organization, which is collaborating with the SCDE. The SCDE will work cohesively with the Director of the PCSASC to provide direction and oversight for this position. The CSDM is expected to work with a high level of independence and discretion.

Additional Comments: Frequent in state and occasional out-of-state travel is required.

Job Purpose

The goal of the SCDE Office of School Transformation (OST) Charter Schools Program (CSP) is to develop and strengthen a cohesive statewide system that supports the development, opening, and sustainability of high quality charter schools in South Carolina. The CSDM position will work directly with charter interest groups during their charter school application development phase and throughout their initial year of planning as they prepare to open the school. The purpose of the CSDM is to assist chartering groups with developing and executing high-quality charter school applications that ultimately receive approval by an authorizer, with additional emphasis on those applications that utilize diverse models of learning, establish charter schools in rural communities, and those that serve high school students. In addition, the CSDM will continue to provide technical assistance during the schools initial planning year, by providing them with the necessary foundational supports and guidance as they move

forward with an on-time opening of the charter school.

Specific Job Functions

1. Assist chartering groups with the development of a high-quality charter school application in all areas including curriculum/instruction, structure/operations, and fiscal/budgetary items.
2. Assist chartering groups to identify and interpret data to create a well-developed narrative, which ensures their application is high quality and meets the proven needs of a community. Assist in collection, interpretation, and usage of data from parent and community feedback, collect and distribute information about possible supports or resources for the developers.
3. Provide coaching, training, mentoring, technical assistance and critical feedback as needed during the application process.
4. Share current SCDE information and policies with development groups and help identify supports and resources that will assist the developers in creating a high quality application.
5. Establish, coordinate and facilitate ongoing technical assistance and/or professional development opportunities to build the capacity of charter school faculty and staff members during their initial planning year.
6. Research and disseminate best practices among chartering groups and to schools during the initial planning year.
7. Support the charter school during the initial planning year to meet specified opening benchmarks outlined by their authorizer, the SCDE, or other external parties.
8. Provide guidance during the initial planning year on best practices in PR, marketing, student enrollment, faculty/staff recruitment, hiring, and organizational set up.
9. Be responsive to the specific needs of the proposed charter school, identify and assist to remove any unique barriers developers might encounter which may impede the development of a successful charter school application or the successful opening of a charter school.
10. Attend all requested meetings and conferences at the local and state levels to connect with charter stakeholders and to support the growth of the CSDM position.
11. Communicate closely with the supervisor regarding work in any areas that will improve the integration and effectiveness of the CSDM role.

Appendix C - Letters of Support



CAMERON RUNYAN

CEO and Superintendent

1201 Main Street, Suite 300, Columbia, SC 29201

06 April 2020

The Honorable Molly Spearman
State Superintendent of Education
1429 Senate Street
Columbia, SC 29201

Dear Superintendent Spearman:

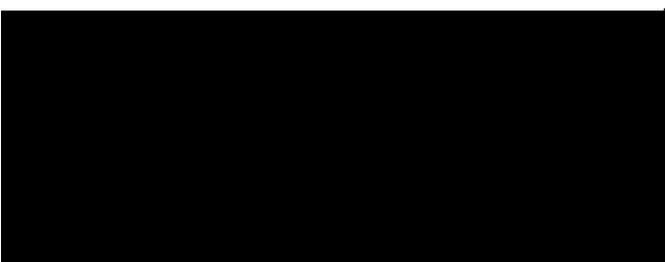
It is my honor on behalf of the Charter Institute at Erskine (Institute) to support the South Carolina Department of Education's SEA application to the U.S. Department of Education's Charter School Program. The Institute applauds the SCDE's history of support for charter school planning initiatives, including the pursuit of these funds.

School choice in South Carolina is critical for families as evidenced by the Institute's rapid growth. In only its third year as a charter school authorizer, 22 schools and approximately 17,000 students will be a part of the Institute portfolio for 2020-2021.

The mission of the Institute is to, "empower families and local communities through the establishment and competent operation of high-quality charter schools throughout South Carolina." From day one, the Institute has dedicated itself to becoming a national model for charter school authorizers. The Institute's unique support model recognizes that charter schools serve an important role, and have unique challenges, serving communities of need. Part of the Institute's job is to ensure that schools have the tailored resources needed to meet the unique needs in some of the most challenged communities in our state.

With the SCDE's continued support, the Institute will face the unique challenges of rural and at-risk schools head on. Our accountability team, backed by a K-12 veteran of 35 years and a Data Scientist, meets individually with schools to break down data and develop actionable pathways to increase student achievement. We believe this approach is changing the educational landscape for charter schools in South Carolina.

We look forward to continuing our partnership with the SCDE to work towards empowering families and local communities through the operation of high-quality charter schools throughout South Carolina.



Cameron Runyan
CEO and Superintendent



**LAKES &
BRIDGES**
Charter School

www.lakesandbridges.org

March 5, 2020

To Whom It May Concern:

On behalf of Lakes and Bridges Charter School, I am pleased to submit this letter of support of the South Carolina Department of Education's federal application for the Charter Schools Program (CSP) State Educational Agencies (SEA) Grant.

Lakes and Bridges Charter School, (LABCS) is the first charter school in South Carolina with a mission to provide an excellent education for children with dyslexia. When LABCS was chartered, we were committed to our mission and, thanks to the SEA Grant, were able to immediately hire a project director who helped us design the setting and specialized curriculum necessary for students with dyslexia to flourish. We also provided intensive staff development for all of freshly hired staff so that everyone started the first year with the specific training needed to provide students with exactly what they need to reach their academic potential.

LABCS used the SEA Grant to purchase computers, chrome books, and iPads for students and staff. Technology is expensive and crucial in today's educational environment. The SEA Grant made it possible for our school to provide this important technology.

With the SEA Grant, LABCS was able to purchase innovative furniture for our students. Most dyslexic students learn best when able to fit their physical and learning needs to the instructional setting. Using grant funds were able to provide adjustable desks that convert easily to standing desks. We also were able to provide a variety of seating options including chairs that rock, wiggle stools and floor pillows. Our students find this furniture extremely beneficial to their learning needs.

Early funding is a challenge for newly formed charter schools. We could not have started Lakes and Bridges Charter School without this grant. The Charter Schools Program State Educational Agencies Grant provided money for curricula materials, books, educational materials, furniture, technology, contract employees, consultants and professional development for our staff that has been crucial to the success of our school. We are most grateful for this grant and believe that it needs to be continued to help other charter schools.

Best Regards

Nancy Linv

Board Chair, Lakes and Bridges Charter School

Teach Innovatively. Learn constantly. Engage compassionately. Lakes and Bridges Charter School (LABCS) empowers students to achieve the academic, technical, and social skills necessary to accomplish further educational and career goals through a supportive and motivational environment that emphasizes specialized, systematic, multi-sensory, and individualized instruction.

April 1, 2020

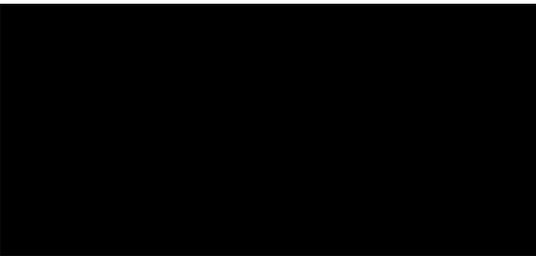
Superintendent Molly Spearman
SC Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Superintendent Spearman,

The Public Charter School Alliance of South Carolina (Alliance) is excited to support the South Carolina Department of Education's (SCDE) proposal for the Charter School Program SEA application to the US Department of Education. This funding is critical to the future growth of a diverse public charter school sector in South Carolina since it supports the development of new schools. Research has shown that the majority of public charter schools that start out on a solid foundation with clear academic goals and financial assistance are more likely to be successful moving forward.

The Alliance appreciates SCDE's commitment to working together with key stakeholders to improve new school development in our state. The CSP grant funds provide the developing schools access to critical resources needed to cultivate high quality schools for South Carolina's students. SCDE staff have developed key partnerships with charter sponsors and the Alliance and provide essential information to new charter committees.

The Alliance is committed to partnering with the SCDE to ensure the intent of the CSP funds are implemented with fidelity in South Carolina. With the addition of higher education sponsors in South Carolina, we are at another critical turning point in creating additional educational opportunities for students. We have no hesitation in fully supporting the SCDE Charter School Program SEA application and SCDE efforts.





**SC EDUCATION
OVERSIGHT COMMITTEE**

Reporting facts. Measuring change. Promoting progress.

PO Box 11867 | 227 Blatt Building
Columbia SC 29211 | WWW.SCEOC.ORG

March 11, 2020

The Honorable Molly Spearman
SC Department of Education
1429 Senate Street
Columbia, SC 29201

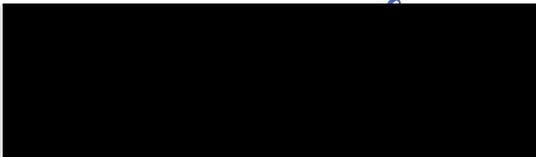
Dear Superintendent Spearman,

I understand that South Carolina has been invited to reapply for funding under the U.S. Department of Education’s Expanding Opportunities through Quality Charter Schools (CSP) Grants to State Entities Program.

It is a pleasure to write to you today to commend the work done through prior rounds of this grant by the South Carolina Department of Education’s Office of School Transformation to support the development and growth of exemplary charter schools. These schools represent a broad range of geographic, instructional, and authorizer diversity and are changing lives every day.

I am particularly pleased to see the formation of an award-winning charter school in one of our rural communities. As you know, the challenges we face in rural education are significant. Continuing to support this type of innovation to close performance gaps and create real opportunity for students who need it most is critical.

I’m pleased to offer my full support for South Carolina’s application to renew this important grant. With continued partnerships between your Department, the Public Charter School Alliance of South Carolina, and other key stakeholders, I am confident that if awarded, these funds will once again provide important support for South Carolina’s continued journey to help every student succeed.



Ellen Weaver
Chairman

- Ellen Weaver
CHAIR
- Bob Couch
VICE CHAIR
- Terry Alexander
- April Allen
- Neal Collins
- Raye Felder
- Barbara B. Hairfield
- Greg Hembree
- Kevin L. Johnson
- John W. Matthews, Jr.
- Henry McMaster
- Brian Newsome
- Neil C. Robinson, Jr.
- Molly Spearman
- John C. Stockwell
- Patti J. Tate
- Scott Turner

Dr. Rainey Knight
INTERIM EXECUTIVE DIRECTOR

April 7, 2020

From: Wayne Brazell, PhD
Superintendent of the South Carolina Public Charter School District, Retired
521 Stoneridge Dr.
Lexington, SC 29072
wbrazell@outlook.com
803 319-1590

To: Mrs. Molly Spearman
State Superintendent of Education
1429 Senate Street
Columbia, SC 29201

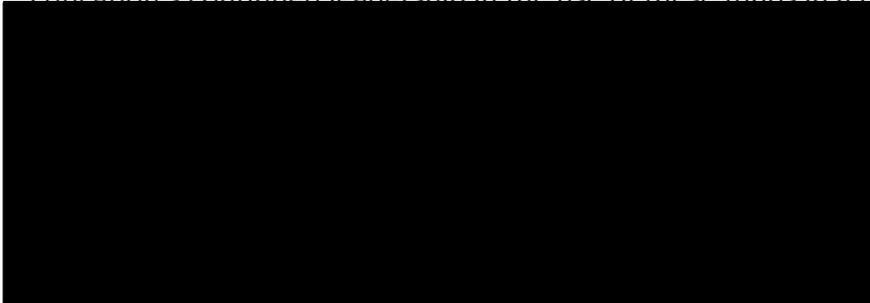
Dear Mrs. Spearman:

As the retired Superintendent of the South Carolina Public Charter School District and as a current Board Member of a virtual charter school, Cyber Academy, in South Carolina, I am delighted to offer my support for the South Carolina Department of Education's SEA application to the U.S. Department of Education.

These funds have made a significant difference in the quality growth of charter schools in South Carolina over the years. I have been involved in the South Carolina charter school movement for over 15 years in a number of capacities. I have witnessed first-hand the positive contributions the SEA funds have made. I have seen quality improvements in the way these funds are distributed and managed at the South Carolina Department of Education. The growth in the number and quality of charter schools in South Carolina has been steady and the future looks promising. The charter school leadership byf the Department of Education has been significant.

When I began as Superintendent of the South Carolina Public Charter School District in 2009 the District had five charter schools and less than 2,000 students. The state now has two statewide authorizers, over 50 charter schools and over 30,000 students. Charter schools have provided quality options for parents and students and now have some of the top performing academic schools in the state. The SEA funds have been a major part of this quality growth.

I know from my work in the charter school world how important the planning initiatives are in the development of quality charter schools. I look forward to the South Carolina Department of Education's continued leadership in the use of these funds in a professional and positive way.



...rict, Retired

Nancy Mace
District 99
Berkeley and Charleston Counties
295 Seven Farms Drive, Suite C-186
Daniel Island, SC 29492



Columbia Office
308-A Blatt Building
Columbia, SC 29201

Office: [REDACTED]
Cell: [REDACTED]

Committee
Judiciary

Subcommittee
Election Law

April 6, 2020

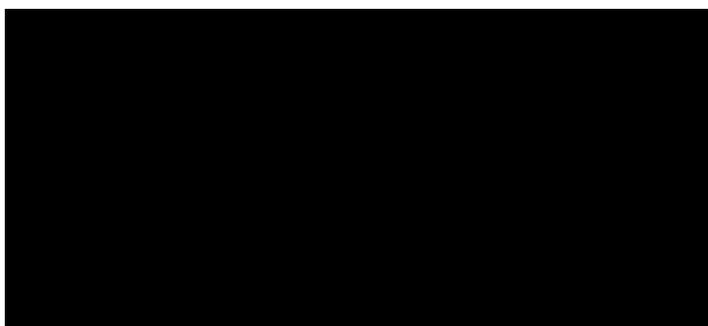
To Whom It May Concern,

As a member of the South Carolina House of Representatives and as a proud charter school parent, I am writing to you in support of the South Carolina Department of Education's application for funding under the United States Department of Education's Expanding Opportunities through Quality Charter Schools – Grants to State Entities Program.

As a state that has utilized charter schools as a key resource for improving our public education system, we have seen the opening and growth of some innovative high quality charter schools across the state that are doing remarkable work in support of the communities they serve.

As a parent of a charter school student, I have been able to witness first hand the need for such innovative opportunities within public education to help students reach their fullest potential.

When considering the positive impact that these high quality charter schools have made and when considering South Carolina's commitment to supporting quality schools, expanded options for students, and closing achievement gaps for all students, the need for this grant becomes ever so apparent. I therefore offer my full support for the Department's application for funding and encourage you to approve, this grant request.



Appendix F - Additional Information

Designated Qualified Opportunity Zones

This document was updated **December 14, 2018**, to reflect the final Qualified Opportunity Zone designations for all States.
Please note that the below list of designated tracts is not the official list. The official list will be published in the Internal Revenue Bulletin at a later date.

Click arrow to filter state				
State	County	Census Tract Number	Tract Type	ACS Data Source
South Carolina	Abbeville	45001950400	Low-Income Community	2011-2015
South Carolina	Aiken	45003020802	Non-LIC Contiguous	2011-2015
South Carolina	Aiken	45003020902	Low-Income Community	2011-2015
South Carolina	Aiken	45003021400	Low-Income Community	2011-2015
South Carolina	Allendale	45005970200	Low-Income Community	2011-2015
South Carolina	Anderson	45007000800	Low-Income Community	2011-2015
South Carolina	Anderson	45007011901	Low-Income Community	2011-2015
South Carolina	Anderson	45007012002	Low-Income Community	2011-2015
South Carolina	Anderson	45007012300	Low-Income Community	2011-2015
South Carolina	Bamberg	45009960100	Low-Income Community	2011-2015
South Carolina	Bamberg	45009960200	Low-Income Community	2011-2015
South Carolina	Barnwell	45011970500	Low-Income Community	2011-2015
South Carolina	Beaufort	45013000200	Low-Income Community	2011-2015
South Carolina	Beaufort	45013000600	Low-Income Community	2011-2015
South Carolina	Beaufort	45013010800	Low-Income Community	2011-2015
South Carolina	Berkeley	45015020102	Low-Income Community	2011-2015
South Carolina	Berkeley	45015020201	Low-Income Community	2011-2015
South Carolina	Berkeley	45015020302	Low-Income Community	2011-2015
South Carolina	Berkeley	45015020506	Non-LIC Contiguous	2011-2015
South Carolina	Calhoun	45017950200	Low-Income Community	2011-2015
South Carolina	Charleston	45019000700	Low-Income Community	2011-2015
South Carolina	Charleston	45019002400	Low-Income Community	2011-2015
South Carolina	Charleston	45019004000	Low-Income Community	2011-2015
South Carolina	Charleston	45019004300	Low-Income Community	2011-2015
South Carolina	Charleston	45019004400	Low-Income Community	2011-2015
South Carolina	Charleston	45019005300	Low-Income Community	2011-2015
South Carolina	Charleston	45019005400	Low-Income Community	2011-2015
South Carolina	Charleston	45019005500	Low-Income Community	2011-2015
South Carolina	Cherokee	45021970201	Low-Income Community	2011-2015
South Carolina	Cherokee	45021970401	Low-Income Community	2011-2015
South Carolina	Chester	45023020200	Low-Income Community	2011-2015
South Carolina	Chester	45023020300	Low-Income Community	2011-2015
South Carolina	Chesterfield	45025950101	Low-Income Community	2011-2015
South Carolina	Chesterfield	45025950502	Low-Income Community	2011-2015
South Carolina	Clarendon	45027960300	Low-Income Community	2011-2015
South Carolina	Clarendon	45027960500	Low-Income Community	2011-2015
South Carolina	Colleton	45029970401	Low-Income Community	2011-2015
South Carolina	Colleton	45029970402	Non-LIC Contiguous	2011-2015
South Carolina	Darlington	45031010600	Low-Income Community	2011-2015
South Carolina	Darlington	45031011500	Low-Income Community	2011-2015
South Carolina	Dillon	45033970300	Low-Income Community	2011-2015
South Carolina	Dillon	45033970400	Low-Income Community	2011-2015
South Carolina	Dillon	45033970600	Low-Income Community	2011-2015
South Carolina	Dorchester	45035010200	Low-Income Community	2011-2015
South Carolina	Dorchester	45035010400	Low-Income Community	2011-2015
South Carolina	Dorchester	45035010700	Low-Income Community	2011-2015
South Carolina	Edgefield	45037970400	Low-Income Community	2011-2015
South Carolina	Fairfield	45039960100	Low-Income Community	2011-2015
South Carolina	Fairfield	45039960300	Low-Income Community	2011-2015
South Carolina	Fairfield	45039960400	Low-Income Community	2011-2015
South Carolina	Fairfield	45039960500	Low-Income Community	2011-2015
South Carolina	Florence	45041000700	Low-Income Community	2011-2015
South Carolina	Florence	45041001000	Low-Income Community	2011-2015

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 Bulletin at a later date.

Click arrow to filter state				
State	County	Census Tract Number	Tract Type	ACS Data Source
South Carolina	Florence	45041002000	Low-Income Community	2011-2015
South Carolina	Florence	45041002201	Low-Income Community	2011-2015
South Carolina	Florence	45041002500	Low-Income Community	2011-2015
South Carolina	Georgetown	45043920201	Low-Income Community	2011-2015
South Carolina	Georgetown	45043920302	Non-LIC Contiguous	2011-2015
South Carolina	Georgetown	45043920700	Low-Income Community	2011-2015
South Carolina	Greenville	45045000500	Low-Income Community	2011-2015
South Carolina	Greenville	45045000700	Low-Income Community	2011-2015
South Carolina	Greenville	45045000800	Low-Income Community	2011-2015
South Carolina	Greenville	45045002005	Low-Income Community	2011-2015
South Carolina	Greenville	45045002303	Low-Income Community	2011-2015
South Carolina	Greenville	45045002505	Low-Income Community	2011-2015
South Carolina	Greenville	45045003401	Low-Income Community	2011-2015
South Carolina	Greenville	45045003904	Low-Income Community	2011-2015
South Carolina	Greenville	45045004300	Low-Income Community	2011-2015
South Carolina	Greenwood	45047970600	Low-Income Community	2011-2015
South Carolina	Greenwood	45047970702	Low-Income Community	2011-2015
South Carolina	Hampton	45049920300	Low-Income Community	2011-2015
South Carolina	Horry	45051020200	Low-Income Community	2011-2015
South Carolina	Horry	45051050600	Low-Income Community	2011-2015
South Carolina	Horry	45051050700	Low-Income Community	2011-2015
South Carolina	Horry	45051070200	Low-Income Community	2011-2015
South Carolina	Horry	45051070300	Low-Income Community	2011-2015
South Carolina	Horry	45051080102	Low-Income Community	2011-2015
South Carolina	Jasper	45053950300	Low-Income Community	2011-2015
South Carolina	Kershaw	45055970601	Low-Income Community	2011-2015
South Carolina	Kershaw	45055970800	Low-Income Community	2011-2015
South Carolina	Lancaster	45057010700	Low-Income Community	2011-2015
South Carolina	Lancaster	45057010800	Low-Income Community	2011-2015
South Carolina	Laurens	45059920301	Non-LIC Contiguous	2011-2015
South Carolina	Laurens	45059920400	Low-Income Community	2011-2015
South Carolina	Laurens	45059920700	Low-Income Community	2011-2015
South Carolina	Lee	45061920200	Low-Income Community	2011-2015
South Carolina	Lee	45061920302	Low-Income Community	2011-2015
South Carolina	Lexington	45063020201	Low-Income Community	2011-2015
South Carolina	Lexington	45063020300	Low-Income Community	2011-2015
South Carolina	Lexington	45063020505	Low-Income Community	2011-2015
South Carolina	Lexington	45063020509	Low-Income Community	2011-2015
South Carolina	Lexington	45063020706	Low-Income Community	2011-2015
South Carolina	Lexington	45063021402	Low-Income Community	2011-2015
South Carolina	McCormick	45065920200	Low-Income Community	2011-2015
South Carolina	Marion	45067950300	Low-Income Community	2011-2015
South Carolina	Marion	45067950600	Low-Income Community	2011-2015
South Carolina	Marlboro	45069960100	Low-Income Community	2011-2015
South Carolina	Marlboro	45069960302	Low-Income Community	2011-2015
South Carolina	Newberry	45071950502	Low-Income Community	2011-2015
South Carolina	Oconee	45073030602	Low-Income Community	2011-2015
South Carolina	Oconee	45073030701	Low-Income Community	2011-2015
South Carolina	Orangeburg	45075010200	Low-Income Community	2011-2015
South Carolina	Orangeburg	45075010600	Low-Income Community	2011-2015
South Carolina	Orangeburg	45075011300	Low-Income Community	2011-2015
South Carolina	Orangeburg	45075011400	Low-Income Community	2011-2015
South Carolina	Pickens	45077010700	Non-LIC Contiguous	2011-2015

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 Bulletin at a later date.

Click arrow to filter state				
State	County	Census Tract Number	Tract Type	ACS Data Source
South Carolina	Pickens	45077010801	Low-Income Community	2011-2015
South Carolina	Pickens	45077011001	Low-Income Community	2011-2015
South Carolina	Richland	45079000100	Low-Income Community	2011-2015
South Carolina	Richland	45079000200	Low-Income Community	2011-2015
South Carolina	Richland	45079000500	Low-Income Community	2011-2015
South Carolina	Richland	45079000700	Low-Income Community	2011-2015
South Carolina	Richland	45079010600	Low-Income Community	2011-2015
South Carolina	Richland	45079010703	Low-Income Community	2011-2015
South Carolina	Richland	45079010803	Low-Income Community	2011-2015
South Carolina	Richland	45079010900	Low-Income Community	2011-2015
South Carolina	Richland	45079011800	Low-Income Community	2011-2015
South Carolina	Saluda	45081960400	Low-Income Community	2011-2015
South Carolina	Spartanburg	45083020301	Low-Income Community	2011-2015
South Carolina	Spartanburg	45083020400	Low-Income Community	2011-2015
South Carolina	Spartanburg	45083020500	Low-Income Community	2011-2015
South Carolina	Spartanburg	45083020702	Low-Income Community	2011-2015
South Carolina	Spartanburg	45083020800	Low-Income Community	2011-2015
South Carolina	Spartanburg	45083023202	Non-LIC Contiguous	2011-2015
South Carolina	Sumter	45085000600	Low-Income Community	2011-2015
South Carolina	Sumter	45085001100	Low-Income Community	2011-2015
South Carolina	Sumter	45085001300	Low-Income Community	2011-2015
South Carolina	Union	45087030100	Low-Income Community	2011-2015
South Carolina	Williamsburg	45089970501	Low-Income Community	2011-2015
South Carolina	Williamsburg	45089970502	Low-Income Community	2011-2015
South Carolina	Williamsburg	45089970600	Low-Income Community	2011-2015
South Carolina	York	45091060200	Low-Income Community	2011-2015
South Carolina	York	45091060300	Low-Income Community	2011-2015
South Carolina	York	45091060401	Low-Income Community	2011-2015
South Carolina	York	45091060501	Low-Income Community	2011-2015



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

Request for Proposals (RFP)
Application Package
<REVISED DATE>

Public Charter Schools Program—Planning and Implementation
<XXXX-XX> Discretionary (Competitive) Subgrant

The Public Charter Schools Program Planning and Implementation Subgrant is funded by the United States Department of Education, authorized by the *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act*, and administered by the South Carolina Department of Education.

Deadline for Receipt of Applications: **Month, Day, Year, Time**

Technical Assistance for Applicants: **Month, Day, Year, Time**

For questions, contact:

Natasha Anderson, Grant Manager



Issued by:

South Carolina Department of Education (SCDE)
Office of School Transformation
1429 Senate Street, Suite 603E
Columbia, SC 29201

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PART I: General Information

A. Introduction and Purpose

The South Carolina Charter Schools Act (S.C. Code Ann. § 59-40-10 *et seq.* (Supp. 2019)) provides the mechanism for the design and operation of charter schools for the purposes of improving student learning; increasing learning opportunities for students; encouraging the use of a variety of productive teaching methods; establishing new forms of accountability; creating new professional development opportunities for teachers; assisting South Carolina in reaching academic excellence; and creating new, innovative, and more flexible ways of educating children within the public school system with the goal of closing achievement gaps between low-performing student groups and high-performing student groups. As public schools, charter schools are nonreligious, non-home-based, nonprofit, and nondiscriminatory.

In <2020>, the South Carolina Department of Education (SCDE) received a Public Charter Schools Program (CSP) subgrant from the United States Department of Education (USED) to support the initial planning, program design, and implementation of new charter schools. The purpose of the CSP (Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act (ESEA)), as stated in the [federal authorizing statute](#), is to increase the national understanding of the charter school model by (1) providing financial assistance for the planning, program design, and initial implementation of charter schools; (2) evaluating the effects of such schools, including the effects on students, student academic achievement, staff, and parents; (3) expanding the number of high-quality charter schools available to students across the nation; and (4) encouraging the states to provide support to charter schools for facilities financing in an amount more nearly commensurate to the amount the States have typically provided for traditional public schools.

Contingent upon the receipt of funds from the USED, the SCDE will administer a Planning and Implementation (P&I) subgrant program to expand the number of high-quality charter schools available to students across the state. For charter schools opening during the <xxxx-xx or xxxx-xx> school year, this is a multi-year project with a combined performance period of up to 36 months (up to 24 months for implementation-only subgrants). Approved P&I subawards will have an effective start date of <Month, Day, Year>.

To be considered for funding, subgrant applications must demonstrate compliance with the [South Carolina Charter Schools Act](#). Information about the Charter Schools Act will be provided in the technical assistance session.

Approximately <\$XX million dollars> will be available for new P&I subgrants to schools during the 36-month project term that begins during the <xxxx-xx> funding cycle. The SCDE anticipates awarding approximately <eight subgrants>. Award amounts are determined based on the designation of *targeted* or *typical* subgrantee. All subgrant awards are contingent upon total allocations to the SCDE by the USED. Fund distribution to subgrantees are via reimbursements in three phases, with the maximum allowed performance period for:

- Planning Phase (12 months): the funding period is <Month, Day, Year>, through <Month, Day, Year> for initial costs associated with planning. Subgrantees may be granted

additional months for Planning, with a maximum allowed time of 18 months; however, after a 12-month Planning Phase, any additional months for planning will proportionally decrease the available time period for Implementation Phase 2.

- Implementation Phase 1 (12 months): the funding period is **Month, Day, Year**, through **Month, Day, Year**.
- Implementation Phase 2 (up to 12 months): the funding period is **Month, Day, Year**, through **Month, Day, Year**. Allowable time in Implementation Phase 2 will be decreased proportionally for charter schools that opt to use additional months of the subgrant period for their Planning Phase (see above).
- Implementation-only subgrants: For charter schools receiving an implementation-only subgrant, the funding period for Implementation Phase 1 is **Month, Day, Year**, through **Month, Day, Year** (12 months) and the funding period for Implementation Phase 2 is **Month, Day, Year**, through **Month, Day, Year** (12 months).
- Special Award: Charter schools that open at a physical address verified to be within a federally designated opportunity zone in South Carolina will be granted a one-time supplemental award of \$100,000. These funds will be awarded once the school has opened and students are attending, presumably during Implementation Phase I. The funding under this special award is subject to all of the same allowability restrictions and cost principles as those funds awarded during the implementation phases.

Subgrant awards are processed annually as continuation funding is not guaranteed. In determining continuation funding, the SCDE will consider the subgrantee’s evidence of their project’s effectiveness in achieving objectives, timely submission, and quality of all required reports and data (including the Project Performance Accountability and Reporting requirements, CSP benchmark reports, and Annual Progress reports), and rationale for budget expenditures. No subgrantee is authorized to move to the next funding phase without an official continuation award from the SCDE. Annual awards are contingent upon continued funding to the SCDE by the USED.

Applicants may apply as a targeted applicant or as a typical applicant (see [appendix A](#), Definitions of Terms Used). A targeted applicant must define “at-risk” in accordance with State Board of Education (SBE) [Regulation 43-274.1](#) and be able to prove direct services to at-risk students, or demonstrate that it is an Alternative Education Campus (AEC, a charter school with an explicit mission to serve an enrolled student population as defined in S.C. Code Ann. § 59-40-111). A typical applicant is a charter school that does not meet the eligibility criteria for a targeted applicant. The following information is provided for budget projection purposes:

Table 1: Funding Projections

	Typical Applicant	Targeted Applicant
Funding Phase	Maximum Amount	Maximum Amount
Planning Phase	\$250,000	\$300,000
Implementation Phase 1	\$250,000	\$300,000
Implementation Phase 2	\$250,000	\$300,000
<i>*Opportunity Zone Supplement</i>	\$100,000	\$100,000
Maximum if funded for all phases	\$850,000	\$1,000,000

**Opportunity Zone Supplement award is available to eligible subgrantees only.*

The subgrantee may obligate funds upon receipt of the subgrant award notification. However, no funds will be disbursed until after the approved subgrant award notification is signed and executed and the revised detailed budget is approved. Subgrant payments are made on a cost-reimbursement basis so applicants should have at least three months of operating funds at their disposal to implement the program to compensate for any delays in receiving reimbursement payments.

B. Eligible Applicants

A *new charter school* that has received approval from its chartering sponsor (authorizer) to open in the <<xxxx-xx>> or <<xxxx-xx>> school year may submit a subgrant application for this funding round (see [appendix A, Definition of Terms Used](#)).

A *new charter school* that has not yet received an approval/denial determination from its sponsor (authorizer) may also submit a subgrant application. However, to receive subgrant funds, the charter school must be officially approved by a sponsor (authorizer). Funds will not be awarded until the granting of a charter is confirmed.

A *charter school that meets the federal definition of a charter school and in the first year of operation* may apply for an implementation-only subgrant for up to 24 months.

According to [Title V, Part B, Subpart 1, Section 5210\(3\) of the ESEA](#), an eligible applicant is any charter developer group that has applied to an authorized public chartering authority to operate a charter school and has provided adequate and timely notice to that authority and provided a copy of the proposal (part 1 only) to said authority. However, to receive CSP funds, a charter school must meet the following definition from [Section 5210\(1\)](#):

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 requirements in paragraphs one through twelve of this 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, 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;
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.

Employees of the SCDE are not eligible to apply for this subgrant; therefore, eligible charter developer groups must not include current SCDE employees.

In accordance with federal regulations, a previous subgrantee is ineligible to receive more than one planning and implementation subgrant.

C. Competitive Priorities

Applicants scoring 80 or higher will be eligible for competitive points provided their application includes the supporting evidence to earn the competitive points. Applicants must identify which competitive priority is being sought in the Project Abstract, complete the competitive priorities section of the online application, and clearly provide evidence in the proposal narrative that the proposed project meets and fulfills the priority in order for a determination to be made that competitive priority points are justified. A statement that competitive priority points are being sought is not sufficient evidence for additional points to be awarded. Applicants must clearly meet the specified criteria for each priority to earn additional points for each category, up to a maximum of 20 points.

A maximum of 15 additional points is available for typical applicants and a maximum of 20 additional points is available for targeted applications that meet the criteria for competitive priorities. A typical application can qualify for any or all of the first three priorities, and a targeted applicant can qualify for any or all four priority categories.

Competitive Priority #1: District without any charter schools or proposed location within a designated Opportunity Zone (5 points)

To be eligible for this priority, the proposed charter school must be located within a district that currently does not have any operating charter schools. Alternately, the charter school may be proposing to physically locate at an address that is within a designated [Opportunity Zone](#).

Competitive Priority #2: Low-performing schools (5 points)

To be eligible for this priority, the applicant must propose to establish a charter school that is physically located within the attendance zone of one of the state's lowest-performing schools and propose to serve the same grade levels. The school would serve as a viable option for

students who currently attend, or would otherwise attend, the state’s lowest-performing schools.

Competitive Priority #3: Closing achievement gaps (5 points)

To be eligible for this priority, the applicant must propose to address closing achievement gaps (i.e., gender, race/ethnicity, poverty, or ability levels). Targeted achievement gaps must be based on the needs of students projected to attend the charter school.

Competitive Priority #4: At-risk students (5 points for *targeted applicants only*)

To be eligible for this priority, the applicant must propose to serve at-risk students (as defined by SBE [Regulation 43-274.1](#)) or the charter school must be an AEC as described on page 3.

D. Timeline of Subgranting Process

Date	Activity/Action
Month, Day, Year	Pre-application technical assistance session
Month, Day, Year	Deadline for receipt of applications
Month, Day, Year	Notification of awards; new project technical assistance session
Month, Day, Year	Funding period begins
October 15, xxxx	Benchmark report 1 deadline
January 15, xxxx	Benchmark report 2 deadline
May 15, xxxx	Benchmark report 3 deadline
September 15, xxxx	Benchmark report 4 deadline
January 15, xxxx	Benchmark report 5 deadline
May 15, xxxx	Benchmark report 6 deadline
September 15, xxxx	Benchmark report 7 deadline
May 15, xxxx	Benchmark report 8 deadline
September 15, xxxx	Benchmark report 9 deadline

E. Technical Assistance Sessions for Applicants

The SCDE Charter School Program will offer a pre-application technical assistance session via webinar on **Month, Day, Year, from Time until Time**. Webinar details will be posted to the SCDE webpage and communicated to eligible applicants. While participation is not mandatory in order to submit an application, it is *highly recommended*.

F. Statutory, Federal Regulations, and State-Level Program Requirements

Charter schools must provide evidence of improved student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA **[may need to be updated]**. Sponsors (authorizers) must use increases in student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA **[may need to be updated]** as the *most important factor* when determining to renew or revoke a school’s charter. Each sponsor (authorizer) and charter school must enter into a contractual agreement stating that student

performance of all students described in Section 1111(b)(2)(C)(v) of the ESEA **[may need to be updated]** is the most important factor when determining to renew or revoke a school's charter.

Planning phase: To receive a CSP P&I subgrant, an applicant must be officially approved by a sponsor (authorizer).

Each subgrantee is responsible for understanding and adhering to program guidelines to remain eligible for continuation funding. Each application must:

- Comply with Section 427 of the General Education Provisions Act (GEPA) by providing an appropriate GEPA statement of compliance (see instructions on page **60**);
- Describe how the funds will be used, including a description of how such funds will be used in conjunction with funds from other federal programs administered by the USED;
- Contain an assurance that the eligible applicant will annually provide the USED and the SCDE such information as may be required to determine if the charter school is making satisfactory progress toward achieving its stated objectives;
- Contain an assurance that the eligible applicant will cooperate with the USED and the SCDE in evaluating the proposed program;
- Contain a description of how the sponsor (authorizer) for the proposed charter school will comply with Sections 613(a)(5) and 613 (e)(1)(B) of the Individuals with Disabilities Education Act (IDEA), the Age Discrimination Act of 1975 (42 U.S.C. 6101, *et seq.*), Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d, *et seq.*), Title IX of the Education Amendments of 1972 (20 U.S.C. 1681, *et seq.*), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) in the operation of the charter school.

Subgrantees must have an annual independent audit conducted by a qualified auditing or accounting firm and must file the audit annually to the Federal Audit Clearinghouse in accordance with [2 CFR Part 200.512\(d\)](#). A copy of the annual audit must also be provided to the SCDE and the charter school's sponsor (authorizer).

If an applicant believes that it is necessary to waive federal statutory or regulatory provisions or state or local rules generally applicable to public schools for the successful operation of their charter school, a request and justification for any waiver must be submitted as part of the application. The applicant must identify the specific section of federal law for which they are requesting a waiver.

Note: Applicants should take particular care when or if contracting with a for-profit third party for the operation and administration of the school. Such contracts must be procured in accordance with procurement regulations in [2 CFR Part 200](#) (see §§ 200.317–200.326 and appendix II). In these cases, the subgrantee's board of directors should be independent of the contractor, and the contract should be considered "arms-length" and be able to be terminated with minimal penalties to the charter school.

G. Applicable Federal Regulations

Applicants should review the following federal regulations, accessible at the [electronic Code of Federal Regulations \(e-CFR\) website](#), that are applicable to the CSP P&I subgrant. Applicants

are reminded that, if funded, their programs must comply with these regulations. [Some of the following regulations may change based on the terms of the award from the USED.]

- 2 CFR Part 25—Universal Identifier and System for Award Management
- 2 CFR Part 170—Reporting Subaward and Executive Compensation Information
- 2 CFR Part 175—Award Term for Trafficking in Persons
- 2 CFR Part 180—OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement), as adopted at 2 CFR Part 3485
- 2 CFR Part 200—Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards as adopted at 2 CFR Part 3474 (*Note: 2 CFR Part 200.210(a)(1) requires that a subgrant recipient’s name match their registered name in the Data Universal Numbering System (DUNS), for their DUNS number.*)
- 34 CFR Part 75—Direct Grant Programs
- 34 CFR Part 77—Definitions that Apply to Department Regulations
- 34 CFR Part 79—Intergovernmental Review of Department of Education Programs and Activities
- 34 CFR Part 81—General Education Provisions Act—Enforcement
- 34 CFR Part 82—New Restrictions on Lobbying
- 34 CFR Part 84—Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)
- 34 CFR Part 86—Drug and Alcohol Abuse Prevention
- 34 CFR Part 97—Protection of Human Subjects
- 34 CFR Part 98—Student Rights in Research, Experimental Programs, and Testing
- 34 CFR Part 99—Family Educational Rights and Privacy.

Additional information on select government-wide regulations is presented below:

Universal Identifier and System for Award Management—2 CFR Part 25

All grant applicants must obtain a unique identifier; currently this is the Dun and Bradstreet (D&B) Data Universal Numbering System (DUNS) number as a universal identifier for federal financial assistance. Visit the [D&B DUNS](#) Web site to request a DUNS number. Note that the [federal government plans to transition](#) from using DUNS to a new unique identifier for grantees and subgrantees, the System for Award Management Managed Identifier (SAMMI), by December 2020.

The subgrant applicant must also be registered in the federal Systems for Award Management (SAM) prior to submitting an application, maintain their SAM registration throughout the application and award process, and include a valid DUNS number in the online application. To register in SAM, you will need to [create a login.gov account](#) (see [Help](#)) and have your entity’s DUNS number, Tax ID Number (TIN), and taxpayer name (as it appears on your last tax return). You must also submit a notarized letter on your entity’s letterhead formally appointing an Entity Administrator; instructions and a template are available [here](#). Registration can take time so begin your login.gov and SAM registrations well in advance of the application deadline. If you do not receive confirmation that your SAM registration is complete, please contact [SAM.gov](#). For assistance, see the [Federal Service Desk](#) or the [USED’s SAM.gov tip sheet](#).

Please note that applicant organizations must be registered in the SAM prior to submitting an application, maintain the SAM registration throughout the application and award process, and include a valid DUNS number in their application. The SCDE *will not* make a subaward of federal funds to an applicant until the applicant has complied with the requirements described in 2 CFR 25 to provide a valid unique identifier number and maintain an active SAM registration with current information.

Reporting Subaward and Executive Compensation Information—2 CFR Part 170

The Federal Funding Accountability and Transparency Act (FFATA) of 2006 (Public Law No. 109-282), as amended by Section 6202 of Public Law No. 110-252, requires primary grantees of federal grants and cooperative agreements to report information on subgrantee obligations and executive compensation. The FFATA promotes open government by enhancing the federal government’s accountability for its stewardship of public resources. This is accomplished by making government information, particularly information on federal spending, accessible to the general public.

Primary grantees, like the SCDE, are required to report actions that obligate \$25,000 or more in federal grant funds to first-tier subgrantees. This information must be reported in the government-wide FFATA Subaward Reporting System (FSRS). A current SAM registration is required to access FSRS. A primary grantee and first-tier subgrantees must also report total compensation for each of its five most-highly compensated executives. Every primary and first-tier subgrantee must obtain a DUNS number prior to being eligible to receive a grant or subgrant award. Additional information will be provided to subgrant recipients upon award.

H. State-Level Program Requirements

Each applicant must furnish to the SCDE a fidelity bond listed in favor of the SCDE before subgrant funds will be released. The fidelity bond must be issued in the amount equal to the total of the annual subgrant award, list the SCDE as a loss payee, and include standard employee dishonesty bond coverage that covers all employees responsible for the receipt or disbursement of subgrant finances. Costs associated with the fidelity bond should be included in the planning subgrant budget. A copy of the Certificate of Insurance must be submitted to the SCDE Charter Schools Program within 30 days of receipt of the official grant award notification from the SCDE. The fidelity bond is required for all phases of the subgrant.

In addition, charter schools are required to secure Director/Officers liability insurance and list the SCDE as a loss payee during Implementation Phase 1 and Phase 2 and present a copy of the certificate of insurance to the SCDE within 60 days of notice of approved budget.

The subgrantee is required to comply with any monitoring requests by the SCDE or its assignees, including, but not limited to, requests for information, site visits, interviews, completing surveys, or participating in data collections.

Applicants should review the Assurances and Terms and Conditions for Federal Subawards (see pages 50–53) and the program specific assurances (see page 49) to ensure that, if awarded a subgrant, they are capable of full compliance, especially with all the referenced federal

regulations and state laws in order to enter into an agreement with the SCDE for this program. For example, in compliance with 2 CFR Part 200.112, applicants must disclose in writing any potential conflict of interest to the SCDE in accordance with the USED's conflict of interest policy. A signed Certification Signature Page (see page 49) is required with the subgrant application and legally binds the applicant to the agency's Assurances and Terms and Conditions.

I. Authorized Activities

Subgrant funds may be used to open and prepare for the operation of new charter schools, which shall include one or more of the following activities:

- (1) 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) A grantee may use CSP funds to acquire portable classrooms, provided that the classrooms are temporary and directly related to opening or preparing for the operation of a new charter school in accordance with the cost principles in the Uniform Guidance, acquisition of the portable classrooms also must be necessary, reasonable, and allocable to the grant (2 CFR 200.403-200.405).
- (5) Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
- (6) Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
- (7) Providing for other appropriate, non-sustained costs related to the opening and preparation for the operation of new charter schools when such costs cannot be met from other sources.

See the [USED's guidance](#) for more information on allowable activities.

J. Unauthorized Activities

Funds *cannot* be used for:

- payment of non-profit status;
- acquisition, renovation, or enhancement of a facility;
- construction and any related construction activities, including architectural renderings and engineering activities such as:

- the preparation of drawings and specifications for school facilities;
- erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (*unless in compliance with Section 4303(h)(3) of the ESEA, which allows grantees to use CSP funds to carry out “necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs”*);
- inspecting and supervising the construction of school facilities; and
- debt service for such activities;
- recurring operational expenses to include administrative and programmatic activities such as utilities, teacher and administrator salaries, and transportation of students;
- indirect costs; and
- expenditures that are not “allowable, allocable, or reasonable” as defined in the [USED’s nonregulatory guidance](#).

K. Program Accountability and Monitoring

The SCDE is responsible for monitoring CSP P&I subgrants in accordance with the following program accountability requirements.

- Each subrecipient receiving funds through this RFP meets the eligibility requirements for the subgrant described herein, and the applicant has provided all required assurances that it will comply with all program implementation and reporting requirements established through this RFP.
- Each subrecipient receiving funds through this RFP appropriately uses these funds as described in this application package.
- Each subrecipient implements activities funded through this application within the timeline in which the funds provided are to be used.

In compliance with 2 CFR Part 200.331, the SCDE will conduct a pre-award risk assessment of potential subgrantees before a subgrant award is issued. As a part of this process, each applicant must complete the pre-award audit questionnaire included on pages 55–59 to submit with their application as described on page 28. The SCDE, Office of Auditing Services, will evaluate this questionnaire and may conduct a further evaluation of the applicant’s financial system, internal controls, and policies and procedures. Visit the [Office of Auditing Services](#) to access the review process and procedures.

Applicants awarded subgrant funds must satisfy periodic reporting and accountability requirements throughout the term of the subgrant. These requirements address: (1) program accountability; (2) performance reporting; (3) annual budget; (4) monitoring; (5) program evaluation; and (6) technical assistance.

1. Program Accountability

Each subgrantee is responsible for carrying out its responsibilities in accordance with the ESEA, [Title V, Part B, Subpart 1](#); all applicable statutes, regulations, and programmatic guidance; and its approved subgrant application and work plan. Subgrantees are also required to submit periodic reports to the SCDE to report on the use of subgrant funds and the progress of subgrant activities.

2. Performance Reporting

Performance reporting requirements include those for both programmatic reporting and fiscal reporting. The subgrantee is responsible for ensuring that all required performance reports are accurate, complete, and submitted on time.

Programmatic Reporting Requirements

A subgrantee must work with its sponsor (authorizer) to provide benchmark information and submit required reports and documents. The SCDE Charter Schools Program will provide details on this process to subgrantees and their sponsors (authorizers), and additional information may be requested as needed.

If the submitted reports fail to comply with requested information, the allocation of funds for the next phase will be delayed until reports are complete and deemed satisfactory. Failure to submit any or all required reports and documentation can result in the charter school being deemed ineligible for future funding opportunities.

The following minimum benchmarks (Table 2) must be met for a subgrantee to progress to the next phase of their project. Inclusion of activities in this table does not mean the activity is an allowable expenditure of subgrant funds; some activities must be covered with other funding sources. Criteria indicating the overall status and health of the project must be met before additional subgrant funds are released.

Table 2: Minimum Benchmarks and Deadlines for CSP Funds

Benchmark #1	Deadline
<p><i>Evidence that the school is making progress and is on target to open as planned:</i></p> <ul style="list-style-type: none"> ➤ Progress toward satisfying conditions placed on the charter by the sponsor (authorizer) (i.e., contingencies are being resolved), if applicable; ➤ Office established to answer public inquiries; ➤ School policies in the process of being drafted and adopted; ➤ Verified contact with the SCDE, Office of School Facilities, and potential sites identified; ➤ Verification of application submitted to Internal Revenue Service (IRS) for nonprofit status designation; ➤ Fidelity Bonding Insurance coverage in place; ➤ Planning committee members have registered for or completed initial Board training; ➤ Planning Committee documentation (i.e., board roster, terms, representation category); ➤ Compliance with fiscal and programmatic reporting requirements for the Planning Phase; ➤ Confirmed registration and participation in all required activities in the Public Charter School Alliance of South Carolina’s Incubator Program; and 	<p>October 15, Year</p>

➤ Other evidence as required by the SCDE.	
Benchmark #2	Deadline
<p><i>Evidence that the school on target to open and expending Planning funds according to programmatic guidelines and goals established in the subgrantee application:</i></p> <ul style="list-style-type: none"> ➤ Implementation of marketing plan for diverse groups; ➤ Facility secured with proof of occupancy (lease contract or equivalent) by charter school; ➤ Initiation of seeking and hiring school leader and educational staff; ➤ Letter provided by sponsor indicating school is on target to open as planned; ➤ Planning committee members have registered for or completed initial Board training; ➤ Planning Committee documentation (i.e., board roster, terms, representation category); ➤ Proof of nonprofit status from IRS; ➤ Evidence of participation in all required activities in the Public Charter School Alliance of South Carolina’s Incubator Program; and ➤ Other evidence as may be required by the SCDE. 	January 15, Year
Benchmark #3	Deadline
<p><i>Evidence that the school is on target to open, is expending Planning funds according to programmatic guidelines and goals, and is preparing to transition from Planning to Implementation Phase 1:</i></p> <ul style="list-style-type: none"> ➤ Few staff openings remain and those hired meet state certification requirements; ➤ School leader under contract; ➤ Enrollment nearly completed and, if necessary, lottery planned or completed; ➤ Letter provided by sponsor indicating school is on target to open as planned; ➤ School data sheet with general school contact information is completed; ➤ Revised Implementation Phase 1 detailed budget worksheet submitted for approval; ➤ Evidence of participation in all required activities in the Public Charter School Alliance of South Carolina’s Incubator Program; and ➤ Other evidence as may be required by the SCDE. 	May 15, Year
Benchmark #4	Deadline
<p><i>Evidence that the school has completed all documentation for Planning and is expending Implementation Phase 1 funds according to programmatic guidelines and goals established in the subgrantee application:</i></p>	September 15, Year

<ul style="list-style-type: none"> ➤ P&I Annual Program Performance Report for Planning Phase has been submitted; ➤ Updated inventory of assets purchased with Planning funds; ➤ Submit Retention letter to maintain CSP P&I inventory; ➤ Consolidated subgrant Activity report for Planning completed and submitted; ➤ Evidence of participation in all required activities in the Public Charter School Alliance of South Carolina’s Incubator Program; and ➤ Other evidence as may be required by the SCDE. 	
Benchmark #5	Deadline
<p><i>Evidence that the school is expending Implementation Phase 1 funds according to programmatic guidelines and goals established in the subgrantee application:</i></p> <ul style="list-style-type: none"> ➤ Evidence of participation and completion of the Public Charter School Alliance of South Carolina’s Incubator Program; and ➤ Other evidence as may be required by the SCDE. 	January 15, Year
Benchmark #6	Deadline
<p><i>Evidence that the school is ready to move from Implementation Phase 1 to Implementation Phase 2:</i></p> <ul style="list-style-type: none"> ➤ Revised Implementation Phase 2 detailed budget worksheet submitted for approval; ➤ Updated school data sheet with general school contact information is completed; ➤ Updated governing board documentation; ➤ Evidence of participation and completion of the Public Charter School Alliance of South Carolina’s Incubator Program; and ➤ Other evidence as may be required by the SCDE. 	May 15, Year
Benchmark #7	Deadline
<p><i>Evidence that the school has completed all documentation for Implementation Phase 1 and is expending Implementation Phase 2 funds according to programmatic guidelines and goals established in the subgrantee application:</i></p> <ul style="list-style-type: none"> ➤ Updated inventory of assets purchased with Planning funds; ➤ Submit Retention letter to maintain CSP P&I inventory; ➤ Updated SMART Goals Table; ➤ Annual P&I Program Performance report for Planning has been submitted; and ➤ Consolidated subgrant Activity report for Planning completed and submitted; ➤ Evidence of participation in all required activities in the Public Charter School Alliance of South Carolina’s Incubator Program; and ➤ Other evidence as may be required by the SCDE. 	September 15, Year
Benchmark #8	Deadline

<p><i>Evidence that the school has completed required subgrantee activities and is preparing for subgrant close-out procedures:</i></p> <ul style="list-style-type: none"> ➤ Evidence that the school is preparing to close-out and has all updated documentations available; ➤ Evidence of participation and completion of the Public Charter School Alliance of South Carolina’s Incubator Program; and ➤ Other evidence as may be required by the SCDE. 	May 15, Year
Benchmark #9	Deadline
<p><i>Evidence that the school has completed required close-out activities:</i></p> <ul style="list-style-type: none"> ➤ Updated SMART Goals Table; ➤ Complete Annual P&I Program Performance report for Implementation Phase 2; ➤ Final inventory of assets purchased with Implementation Phase 2 funds; ➤ Submit Retention letter to maintain CSP P&I inventory; ➤ Consolidated subgrant Activity report for Implementation Phase 2 completed and submitted; ➤ Updated governing board documentation; and ➤ Other evidence as may be required by the SCDE. 	September 15, Year

Templates for all required reports are located on the [Charter School Program Planning and Implementation Subgrant Web page](#). Annual performance reports must be submitted to the SCDE no later than June 30 each year. Progress toward achieving subgrant goals and objectives will be monitored through the annual performance report process.

At the end of the Planning, Implementation 1, and Implementation 2 Phases, subgrantees are required to submit (no later than 30 days from the close of the subgrant cycle) a final subgrant report to the SCDE Charter Schools Program that details major programmatic accomplishments, a summary of expenditures, an inventory list with tag numbers, all requests to retain property for the charter school, and highlights of subgrant activities.

Subgrantees must submit the Charter School Annual Report to its sponsor (authorizer) by December 31 of each year. The SCDE Charter Schools Program will verify submission of the report .

Fiscal Reporting Requirements

All expenditure reports must be submitted through the SCDE’s grants accounting processing system (GAPS). Training on the GAPS will be provided to all subgrantees. Submission of expenditure reports is required monthly throughout the subgrant award period (see the following table). Subgrantees must submit a final fiscal report to the SCDE that covers the duration of the subgrant award.

The expenditure reporting due dates for the CSP P&I subgrant awards are:

Reporting Period	Monthly Report Due Dates
July 1–September 30	August 15, September 15, October 15

October 1–December 31	November 15, December 15, January 15
January 1–March 31	February 15, March 15, April 15
April 1–June 30	May 15, June 15, July 15 August 15 for final report for funding cycle

3. Project Budget

A project budget of projected expenditures to be funded by the subgrant must be submitted with the application. Subgrantees are required to resubmit the budget after the grant award notification is signed and executed. Approved budgets must be uploaded into GAPS by subgrantees after the receipt of the grant award notification and prior to submitting any reimbursement requests. Training on uploading budgets will be provided to subgrantees. The annual budget must be submitted to the SCDE no later than June 30 for each subsequent year of the project.

4. Monitoring

The SCDE will monitor subgrantees by reviewing and approving the benchmark progress reports and annual performance reports. All information in monitoring reports is subject to verification.

The SCDE will conduct programmatic and financial monitoring site visits. Subgrantees *must* agree to site visits conducted by the SCDE or state or federal program representatives. The purpose of site visits is to validate information provided in fiscal and program reports and to gather more detailed information on implementation efforts and challenges from interviews and observations for monitoring and evaluation purposes.

The SCDE may require additional information from the subgrantee, verify information with the sponsoring (authorizing) agency, or require the submission of additional documentation including, but not limited to, invoices, receipts, contractual services agreements, non-conflict of interest forms, and personnel time and effort reports. Prior to a site visit, the subgrantee may be required to submit additional relevant information that will allow the SCDE to conduct a useful, efficient, and effective visit. The subgrantee is required to provide all information requested during a monitoring or site visit in a timely manner. The SCDE may require electronic submission of documents instead of a paper-copy submission.

SCDE staff will verify the contents of documentation submitted. A subgrantee may be asked to revise reports when

- non-allowable expenses are found;
- reports are confusing or difficult to understand; or
- there are unexplained discrepancies between the proposed use of subgrant funds, as provided in the annual budget, and actual expenditures found in the submitted documentation.

5. Program Evaluation

Subgrantee Project Monitoring and Evaluation

Subgrantees are required to conduct ongoing monitoring and evaluation to ensure project goals are achieved. Although hiring an external monitoring and evaluation contractor is not

required, it is encouraged. Progress toward meeting project goals is to be reported through the annual progress review process.

A final project evaluation report is to be completed before the end of the subgrant period. The final evaluation report must address project success toward each goal stated in the application. If a subgrantee fails to conduct the final project evaluation report before the end of the subgrant period, or if any of the performance requirements in section I.2 are not completed, the SCDE may consider the subgrantee a high risk and elect to discontinue funding or disqualify the subgrantee from future funding opportunities.

SCDE External Review

The SCDE is required to contract for an external evaluation of the CSP subgrant. The USED or its representatives may conduct an evaluation of the CSP P&I subgrant as well. Subgrantees are required to comply with any request by the USED or its evaluation subcontractor, or the SCDE and its evaluation subcontractor, including, but not limited to, requests for information, site visits, interviews, completing surveys, or participating in data collections.

6. Technical Assistance to Subgrantees

Subgrantees are required to participate in all technical assistance that the SCDE may conduct for the CSP P&I subgrant. Delivery of such technical assistance may include in-person meetings, webinars, and conference calls.

L. Fiscal Operations

Subgrantees must use CSP P&I funds for allowable subgrant expenditures during the subgrant period as defined in the approved budget and workplan. CSP P&I subgrant funds are disbursed on a reimbursement basis. The SCDE will de-obligate any unspent funds remaining at the end of the subgrant period for reallocation to other subgrantees.

Matching or in-kind funds are not required; however, matching and in-kind funds are an indicator of potential long-term sustainability of a charter school.

Allowable Costs

Section 4303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires that subgrant funds be used only for:

- (1) 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) A grantee may use CSP funds to acquire portable classrooms, provided that the classrooms are temporary and directly related to opening or preparing for the operation of a new charter school in accordance with the cost principles in the Uniform Guidance, acquisition of the portable classrooms also must be necessary, reasonable, and allocable to the grant (2 CFR 200.403-200.405).
- (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 opening and preparation for the operation of new charter schools when such costs cannot be met from other sources.

Budgeted items must align with the federal cost principles in 2 CFR Part 200. Subgrant funds must be used in accordance with statutory and regulatory requirements.

Unallowable Costs

Subgrantees may not use subgrant funds for any costs that provide for any unauthorized activities described in section J (page 9). Indirect costs are not allowed. Subgrant funds cannot be used for:

- payment of non-profit status;
- acquisition, renovation, or enhancement of a facility;
- construction and any related construction activities, including architectural renderings and engineering activities such as:
 - the preparation of drawings and specifications for school facilities;
 - erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (*unless in compliance with Section 4303(h)(3) of the ESEA, which allows grantees to use CSP funds to carry out “necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs”*);
 - inspecting and supervising the construction of school facilities; and
 - debt service for such activities;
- recurring operational expenses to include administrative and programmatic activities such as utilities, teacher and administrator salaries, and transportation of students;
- indirect costs; and
- expenditures that are not “allowable, allocable, or reasonable” as defined in the [USED’s nonregulatory guidance](#).

M. Supplement, Not Supplant

All CSP P&I subgrant funds must supplement, not supplant, existing services and may not be used to supplant federal, state, local, or non-federal funds. Projects may not use subgrant funds to pay for existing levels of services funded from any other sources. The CSP P&I subgrant funds

may not be used for new construction or purchases that do not directly support the approved work plan.

N. Peer Review and Selection Process

Only those subgrant applications that are received by the deadline and deemed complete will be forwarded for review and funding consideration. All required materials including forms and appendices must be submitted for the application to be considered complete and eligible for review. The SCDE Charter School Program staff will conduct an initial review of applications for completeness and compliance with the RFP instructions. No incomplete applications will be forwarded to the selected reviewers or considered for funding.

Three peer reviewers from diverse backgrounds without a vested interest in any application being funded will evaluate each application to assess the quality of the proposed activities and the capability of the applicant to implement the proposed project. Reviewers will be individuals with knowledge of and expertise with charter schools or alternative schools such as educators, school administrators, school board members, or charter developers. The peer review team will be selected to reflect a balance of backgrounds, experience, race and ethnicities.

Reviewers will use the scoring rubric on pages 40–48 to read and score each application independently. After the three reviewers have individually rated each application, the scores will be averaged. An application can earn up to 100 points for an average score.

Competitive priority points will be assigned to eligible applications earning an average score of 80 or higher as rated by the reviewers. The SCDE Charter School Program staff will conduct a review of applications to determine which, if any, priority points an applicant may be eligible to receive. Priority points will added to the application's average total score. A maximum of 20 competitive priority points may be awarded for targeted applicants and a maximum of 15 points for typical applicants that meet the specific competitive priorities as defined on pages 4–5.

Applications will be rank ordered by averaged scores. Subject to the SCDE's final approval, the availability of federal funds, geographic equity, and the inclusion of priority programming, subgrant awards will be made starting with applications that earned an average score of 80 points or higher. If funds remain following these awards, the SCDE will consider funding remaining applications that earned an average score within the adequate/meets range until all funds are allocated.

Prior to making awards, the SCDE, Office of Auditing Services, will conduct a pre-award risk assessment. Based upon the results of this assessment, special conditions may be applied to the award that may include, but are not limited to, requirements for more frequent programmatic or financial reporting, increased monitoring of subgrant activities, and the provision of additional technical assistance. The SCDE reserves the right to interview applicants recommended for funding, request additional documentation, and make a site visit as appropriate to ensure compliance with federal and state requirements.

The SCDE reserves the right to negotiate final budgets and to disqualify costs associated with any line items that are unallowable, unallocable, unreasonable, or inconsistent with the program's goals or the proposed project's activities and strategies.

Continuation awards are contingent upon the subgrantee's meeting all reporting requirements and demonstrating substantial progress toward meeting project objectives and use of all funds requested in the previous subgrant award period. The SCDE will review the subgrantee's prior year's audit, year-end reports, thoroughness and timeliness in submitting reports and annual budgets, and the availability of funds before awarding any continuation subgrants.

Subgrant awards are not final until an SCDE subgrant award notice is fully executed. Notification of funding will be sent in **Month, Year** to the authorized official listed on the Certification Signature Page. After the notification of awards, copies of the reviewers' comments and score sheets will be available upon request.

O. Appeals Process

An applicant who has submitted a proposal that the SCDE does not fund has 30 calendar days after receiving notification that the proposal is not funded to request a review of the process. Scores may not be appealed; the SCDE will not rescore applications. An unfunded applicant may inquire as to whether or not the application process was followed. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The SCDE will conduct a hearing in accordance with the provisions of 34 CFR Part 76.401.

PART II: Application Overview, Content, and Instructions

Read *all* guidelines and criteria carefully before preparing your application. Adhere to font, format, page limit, and organizational requirements. Only applications that include *all* sections *and* appendices and fully adhere to these guidelines will be reviewed and considered for funding. Incomplete applications *will not* be reviewed.

A. Application Overview

Applicants are encouraged to prepare *all* elements of the application *before* beginning the online submission process. Do not wait until the last minute to submit an application. Use the following overview as a checklist to ensure that the application is complete with items labeled accordingly and presented in the order outlined below. Verify that all narrative components and appendices are included prior to uploading attachments.

The <<xxxx-xx>> CSP P&I subgrant online application is organized into the following sections (see also the screenshots on pages 31–36):

- Online Form
 - Applicant Information
 - Project Director Contact Information
 - Competitive Priorities (if applicable)
 - Funding Information
 - Budget Summary
- Application Attachments
 - Project Abstract
 - Proposal Narrative
 - Section 1: The School and Its Stakeholders
 - Section 2: Financial Sustainability
 - Section 3: Governance and Management Plan
 - Budget Narrative
 - Appendices
 - 1. Certification Signature Page (located in this RFP)
 - 2. GEPA Statement
 - 3. Request for Tax Identification Number and Certification (W-9)
 - 4. Copy of Dun and Bradstreet Universal Numbering System (DUNS) Assignment
 - 5. Copy of SAM Registration
 - 6. Timeline of Activities/Workplan
 - 7. Organizational Chart
 - 8. Résumé(s)/Credentials of Project Director
 - 9. Letters from Sponsor (Authorizer)/School District
 - 10. Notification to Sponsor (Authorizer) School District of Intent to Apply for Subgrant
 - 11. Proof of Nonprofit Status from IRS or South Carolina Secretary of State
 - 12. Summary List of Community Supporters (including parents) (Notarized statement)
 - 13. Letter of Support from Each Partner Organization

- 14. Waiver Request (if applicable)
- 15. Pre-Award Audit Questionnaire for Non-LEAs
- 16. SMART Goals Table
- Pre-Award Audit Questionnaire

B. Proposal Narrative Format

Length of Narrative:	Maximum of 35 pages, excluding the table of contents, required application forms, Project Abstract, Budget Narrative, and required appendices listed above.
Required Font/Size:	Times New Roman or Arial/11 or 12.
Margins:	1” on all sides.
Page Numbers:	Insert bottom right. Required forms do not require page numbers.
Spacing:	Double-spaced pages. Tables or charts may be single-spaced.
Final File Format:	PDF document for all files except three-year budget, which should be an Excel document.

Each section must be clearly identified using the headings provided in the instructions below. Sections *may not* be combined. Reviewers will not consider information requested in one section that is provided in another section. Incomplete applications will not be considered.

C. Online Application Submission

Applications must be submitted using the [online application form \[hyperlink will be updated annually\]](#). The online submission is organized into two sections—Online Forms and Application Attachments.

Provide the primary applicant’s nine-digit DUNS number and TIN in the application form. Do not enter the sponsor’s (authorizer’s) DUNS number. The name used by recipients of federal funding *must* match their registered name in DUNS. Applicants should contact their organization’s finance office if they need assistance with these items (see page 7 for more information). Provide documentation of the primary applicant’s (not the sponsor’s or authorizer’s) DUNS number in the appendices (see page 28).

Use the following instructions to compile and complete all proposal attachments prior to submitting your application. Verify that all components of the narrative and appendices are included prior to uploading attachments. Follow the directions in each section for saving the documents and refer to page 35 for upload locations.

D. Project Abstract

In one page, concisely describe the applicant’s organization and its mission, the target population to be served with the proposed project, the documented need for the project as revealed by the organization’s needs assessment, the goals and objectives of the proposed project, the curriculum

type, the amount of funding requested, and any special features of the proposed school operation. Also indicate any categories for which you are seeking competitive priority points.

When completed, save the abstract as a *single* PDF document to be uploaded as an attachment in the online application (see page 35).

E. Proposal Narrative Content

Use the following directions to write the proposal narrative and organize it into sections following the sequence presented below. Include a table of contents as the first page of the narrative (not included in the page limit). Each section must be clearly identified. Do *not* combine sections. Required components must be located in their designated sections in order to be scored.

When complete, save the entire narrative as a *single* PDF document to be uploaded into the online application where indicated in the proposal attachments section (see page 35).

Section 1: The School and Its Stakeholders (Maximum of 42 points available)

- a. *Mission of the Charter School and Relationship with Sponsor (Authorizer)*. State the mission of the new charter school and indicate any special features of the school's operation or educational approach. Describe the type of curriculum to be implemented. Describe the relationship between the charter school and its sponsor (authorizer) (see appendix A, Definitions of Terms Used).

Note: In the required attachments, applicants must provide a copy of the approval letter from the sponsor (authorizer). An applicant that does not have an approval letter at the time of application should state such and include a letter from their prospective sponsor (authorizer) in the required attachments that states that the sponsor (authorizer) has received an application on behalf of the charter school group that is pending review. Also in the required attachments, applicants must include a copy of their notification to their sponsor (authorizer) of their intent to apply for this CSP subgrant (in compliance with Section 5203(d)(3)) and proof of their nonprofit status.

- b. *Need for the Charter School*. Include a clear statement of need for a charter school in the designated school district or location/region with specific details to support the need (such as student test performance, demographics, local school performance). Describe the target population to be served, including the grade levels and ages of students to be served. Include a detailed description of current opportunities available to the target population and the need for additional student learning opportunities. State the anticipated benefits to students from the new charter school.
- c. *Support for the Charter School*. Clearly describe the degree of support for the charter school from individuals and partner organizations within the community, including parents. Explain how individuals (parents) and partner organizations within the community will continue to be involved with the school and how these stakeholders will

be involved in designing and implementing the charter school. Address innovative methods targeted to engage parents and community members in school planning and governance. Describe the plan to inform students, parents, and the community about the charter school and describe how students will be given an equal opportunity to attend the school.

Note: A letter of support from each partner organization and a summary list, with signatures, of all community supporters, including parents, must be included in the application package. (A notarized statement is acceptable as verification of the list of signatures)

- d. *Goals of the Charter School.* The charter school’s goals must be clearly described in the application. The applicant must outline the goals using the provided table format (example below, **template provided in appendix on page <xx>**). Goals should be specific, measurable, attainable, realistic, and time-based (SMART). The applicant must include the plan to monitor progress towards meeting the established goals.

Goal	Specific	Measurable	Attainable	Realistic	Time-based	Monitoring Plan
Goal 1						
Goal 2						
Goal 3						
<i>Add. goals</i>						

Section 2: Financial Sustainability (Maximum of 28 points available)

- a. Include a clear and thoughtful plan for financial viability of the charter school beyond the subgrant-funding period. Provide evidence of a long-term, sound business plan based on an awareness of current funding for public schools. The plan must demonstrate that the applicant intends to maintain effective internal controls and fiscal management practices and show a reasonable promise of sustainability beyond the scope of this CSP subgrant.
- b. Include contingency plans to deal with unanticipated budget reductions due to shortfalls in federal, state, and/or local revenue and a description of any public/private partnerships, including additional grant or funding opportunities. If applicable, include a description of how the subgrant funds will be used in conjunction with funds from other federal programs administered by the USED.
- c. Justify the proposed three-year budget. The narrative should address how the applicant arrived at the selected items to be purchased, how the items directly correlate to the school’s educational plan, how the cost per item was calculated, and how budget items will supplement, not supplant, other revenue sources available to the charter school.

Section 3: Governance and Management Plan (Maximum of 30 points available)

- a. Clearly and explicitly convey the plan to manage the charter school and the subgrant. Describe the school's founders. Describe the school's governance plans. Describe the board's plans for school management and leadership, including plans to enter into a management or other comprehensive service agreement/contract, if applicable.
- b. Thoroughly describe the project director's responsibilities and duties in managing the subgrant to accomplish the charter school's objectives. Include an organizational chart indicating the chain of command and lines of direct report, school committees, and advisory groups and the qualifications and credentials for the project director in the required attachments. If the project director is already identified, provide their résumé.
- c. Explain how the charter school's planning initiative and the resulting charter school will be managed. Include an assurance with timeframe and lead contact that the subgrantee will provide all requested information to the USED and the SCDE as required to determine if the charter school is making satisfactory progress toward achieving its objectives. In the required attachments, provide a projected timeline/workplan of proposed major subgrant activities (e.g., community meetings, professional development activities, lottery if the school is oversubscribed, opening of charter school, election of governing board) and indicate the person(s) responsible for oversight and completion of each activity. A sample timeline/workplan format is included on page 61.
- d. Describe how the sponsor (authorizer) for the charter school will comply with Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA), the Age Discrimination Act of 1975 (42 U.S.C. 6101, *et seq.*), Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d, *et seq.*), Title IX of the Education Amendments of 1972 (20 U.S.C. 1681, *et seq.*), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) (see [page 5](#)) in the operation of the charter school. Demonstrate an understanding of and the capacity to comply with the South Carolina Charter Schools Act, including strong board governance and stakeholder engagement.

F. Application Budget

While the budget is assigned zero (0) points, the budget is a critical component of the entire application. No application with an incomplete budget will be funded.

The budget must provide clear evidence that proposed expenditures are appropriate, justified, reasonable, and adequate to support proposed allowable activities to complete the project. The application budget must include legitimate and reasonable costs for achieving the objectives of the charter school. Even though the budget is assigned zero (0) points, the budget remains a critical component of the entire application. No application with an incomplete budget will be funded.

While in-kind/match is not required, the applicant may choose to indicate estimates for any firm in-kind commitments to support stated plans for sustainability.

An applicant should designate up to \$4,500 in funding during the Planning phase to support development of leadership capacity through a leadership training program approved by the SCDE. During the Planning phase, subgrantees will receive training in the identified leadership program. In subsequent years, subgrant funds will be used to continue training in the identified program. Information about the leadership training program will be provided to subgrantees.

The application budget must only propose Authorized Activities (page 9) and Allowable Costs (page 12) as outlined previously and as further outlined below.

Charter schools may use CSP subgrant funds only for post-award planning and design of the educational program, and initial implementation of a charter school. Planning activities may include refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school. Initial implementation activities may include (a) informing the community about the school; (b) acquiring necessary equipment and educational materials and supplies; (c) acquiring or developing curriculum materials; and (d) other initial operational costs that cannot be met from State or local sources. As a general matter, these costs may include, but are not necessarily limited to, the following:

- a. Costs associated with creating and implementing office functions, such as accounting systems, attendance and registration systems, and human resources policies;
- b. Costs associated with the installation of computers, data systems, networks, and telephones;
- c. Personnel expenses incurred either before or after the school's opening, provided that these expenses are associated with initial implementation activities (i.e., as opposed to ongoing operations), such as program and curriculum development and integration, and teacher and staff recruiting. (*Note:* If personnel split their time between ongoing operational activities and initial implementation activities, only that portion of the time associated with initial implementation of the charter school is allowable as an initial operational cost. The charter school must maintain accurate time and effort records to document the amount of time each employee works on tasks related to the initial implementation of the charter school.); and
- d. Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.

All of the expenses described in a–d are allowable under the CSP *only to the extent* that they are related to the initial implementation of the charter school and cannot be met from state or local sources. CSP P&I subgrants generally may be awarded for a period of up to three years, with no more than 18 months used for planning and program design, and no more than two years (24 months) used for initial implementation of the charter school.

In addition, 2 CFR Part 200 establishes principles for determining allowable costs for federal subgrants. All costs must be reasonable, necessary, and allocable to meet the objectives of the subgrant.

The application budget consists of *two* parts: the Budget Summary and the Budget Narrative. All proposed expenditures for the subgrant funding period must be *itemized* in the Budget Summary and *detailed* in the Budget Narrative. Budget items not explained in the application narrative *will not* be funded.

1. The Budget Summary is the financial overview of the subgrant and must include *all* proposed expenditures for the project. Each line item of the Budget Summary *must* correspond to the line items of the Budget Narrative (discussed below). Provide the budget details for the <<XXXX-XX>> budget period in the online application Budget Summary section (see screenshot on page 35).
2. The Budget Narrative *must* provide clear evidence that the budget is appropriate and justified based on the needs assessment. Use the [formatted Excel template](#) (see page 63) to provide a detailed Budget Narrative that includes estimates for matching funds and in-kind contributions, if applicable.

Structure the Budget Narrative line-item categories to parallel the line-item categories of the Budget Summary. *Include all formulas used to calculate each line-item expense.* This narrative must demonstrate that all expenditures are allowable, reasonable, and allocable; are adequate to support the activities of the project; and directly connect to the goals and objectives in the proposal narrative. Review [2 CFR Part 200 Subpart E Cost Principles](#), specifically §§ 200.403–200.405, for additional information on the allowability, reasonableness, and allocability of costs for federal grant awards. The General Provisions for Selected Items of Cost are listed in §§ 200.420–200.475; however, this program has more restrictive limitations on selected items of cost (see page 10). When finalized, save the Budget Narrative as an Excel spreadsheet to be uploaded into the online application where indicated.

Ensure that the totals in the Budget Summary equal the totals in the Budget Narrative.

Because sustainability of the proposed project is of paramount importance, an applicant should indicate any matching and/or in-kind funding as a clear sign of sustainability plans and potential. In addition, demonstrate the use of supplemental funds available to the schools and districts (such as Title I). Although matching funds are not required and give no “competitive edge” to any application, all in-kind contributions from partners (such as the use of community recreational areas, staff, supplies, etc.) *should* be included. *Note:* matching and in-kind funds *cannot* include any costs that the applicant used as the basis for negotiating their indirect cost rate.

The following describes the line items that should be budgeted in each category.

Purchased Services (300)

Expenses such as consultant fees, travel/transportation costs, telephone costs, and other purchased services will be included here. This includes amounts paid for personal services rendered by personnel who are not on the payroll and for other specialized services purchased by the organization. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

Note: Salaries are not allowed expenditures for the CSP P&I subgrant.

For a subgrantee to pay a vendor with federal funds, a contract must be in place. At a minimum, the contract should include the scope of services, the duration of the contract, and the method and amount of payment; the contract must be executed by both parties. Consulting/service contracts must be procured in accordance with procurement regulations in [2 CFR Part 200](#) (see §§ 200.317–200.326 and Appendix II). LEA applicants should also review [South Carolina Procurement Law](#).

In compliance with 2 CFR Part 180.300, subgrantees must ensure that they do not enter into a contract with any vendor that is debarred, suspended, or ineligible for participation in federal programs by

1. checking the exclusions list at the federal [SAM](#) Web site (Applicants are encouraged to review the user guides for exclusions provided via the “Help” page prior to conducting searches.);
2. collecting a certification from the vendor and attaching it to the contract; or
3. adding a clause or condition to the contract that indicates the vendor is eligible.

Supplies and Materials (400)

Include the amounts paid for material items of an expendable nature. It is recommended that applicants group items into categories to avoid listing every item; however, make sure that such expenditures are aligned with relevant project characteristics (objectives, number of participants, frequency of activity, etc.). Allow for maintenance, repair, and replacement costs over the subgrant life cycle of the proposed project for any equipment that totals \$5,000 and below. Implementation-only projects allow for one-time purchases for start-up supplies and materials.

Capital Outlay/Equipment (500)

Applicants are reminded that equipment purchased with federal funds must be managed in compliance with [2 CFR Part 200.313](#) (and [§ 200.439](#) as applicable). See part I, section F for more information on applicable federal regulations.

Itemize furniture, fixtures and equipment that total \$5,000 and below per unit under Supplies and Materials (400).

Other (600)

This category includes allowable expenditures such as postage, liability insurance fees, and copyright fees that do not neatly fit into the other categories.

Indirect Costs (700)

Indirect costs are not allowed.

The SCDE reserves the right to disqualify, disallow, and negotiate costs associated with any line item proposed in the budget. If any line item cost is determined to be excessive, given the nature and scope of the entire project or of a particular activity, the SCDE can request the applicant

reduce the cost of the line item or ask the applicant to assume a portion of the cost before the budget is approved and funds are awarded.

Funds will be disbursed on a reimbursement basis upon the receipt of expenditure reports with all supporting documentation from the subgrantees. Subgrantees may not obligate funds prior to the receipt of a subgrant award notice. Applicants should have at their disposal at least three months of sustainable funds to implement the program prior to SCDE reimbursement. Subgrantees are not permitted to pick up their reimbursements from the SCDE office.

G. Appendices

Items 1–14 of the appendices must be scanned into a *single* PDF document to be uploaded into the online application where indicated. Item 15 must be saved as a *separate* PDF document and uploaded where indicated in the screenshot on page 35.

1. Certification Signature Page

Print the Certification Signature Page (see page 49) and obtain the appropriate signatures. This form includes the certification of the SCDE’s Assurances and Terms and Conditions for Federal Subawards and the program specific assurances conveyed in this RFP. Those documents are not required to be included in the online application submission. However, retain the copy included in this RFP for your records and ensure that each signatory and partner organization reviews each document prior to signing.

By signing the Certification Signature Page, the signatories assure that they will comply with all the assurance and terms and conditions for the project/program. *All* signatories *must* understand that they are signing a document that is *legally binding* in the event a subgrant is awarded. Applications that *do not* include the signed Certification Signature Page *will not* be reviewed or considered for funding.

2. GEPA Statement

All applicants must provide a GEPA statement. Follow the instructions included in the GEPA Notice to All Applicants (page 60) to create a GEPA statement for the proposed project.

3. Request for Taxpayer Identification Number and Certification (W-9)

Complete a W-9 Request for [Taxpayer Identification Number and Certification](#) form (see sample form on page 61) for the primary applicant organization for inclusion in the application attachments.

4. Copy of Dun and Bradstreet Universal Numbering System (DUNS) Assignment

Provide documentation of the primary applicant’s (not the sponsor’s or authorizer’s) DUNS number. In compliance with 2 CFR Part 25, all recipients of federal subgrant funds are required to have a DUNS number (see page 7 for more information).

5. Copy of Registration with SAM

Provide documentation of the primary applicant’s registration and current status at [SAM.gov](#). Registration in SAM is required of all applicants (see pages 7–9 for more information).

6. Timeline of Activities/Workplan
Include a Timeline of Activities that indicates each benchmark activity (including evaluation and management components), when each project activity begins and ends, how each activity relates to a particular objective, and who is responsible for overseeing the activity. A template is included on page 62. The Timeline of Activities may be single-spaced.
7. Organizational Chart
Provide an organizational chart that clearly indicates the chain of command of the charter school, including lines of direct report and roles of the school committees and advisory groups.
8. Résumé(s)/Credentials of Project Director (Limited to 2 pages)
Include a résumé or a detailed description of credentials for the project director. Limit this attachment to two pages.
9. Letter from Sponsor (authorizer)/School District
Provide a copy of the approval letter from the sponsor (authorizer). An applicant that has not received an approval letter should submit a letter from the prospective sponsor (authorizer) that indicates that the sponsor (authorizer) has received an application on behalf of the charter school group that is pending review.
10. Notification to Sponsor (authorizer)/School District of Intent to Apply
Provide a copy of the notification sent to the sponsor (authorizer) indicating the applicant's intent to apply for this CSP subgrant. In compliance with ESEA, Part B Section 5203(d)(3), the applicant must provide its sponsor (authorizer) with timely notice that they intend to apply for a subgrant and also provide a copy of their subgrant application to the sponsor (authorizer).
11. Proof of Nonprofit Status from IRS or South Carolina Secretary of State
Include proof of nonprofit status. Consistent with [34 CFR Part 75.51](#), an applicant may show that it is a nonprofit organization by providing:
 - documentation that shows that the IRS currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code;
 - statement from a state taxing body or State Attorney General certifying that the applicant is a nonprofit organization operating within the state, or
 - certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant.

At the time of application, the applicant must include at least the proof of nonprofit status from the South Carolina Secretary of State, but may also include any other appropriate documentation.

12. Summary List of Community Supporters (including parents)

Include a summary list of community supporters, including parents, to indicate the support of key individuals. To document support, a certified letter from a notary indicating sufficient signatures are on file for the charter school group will be acceptable.

13. Letter of Support from Each Partner Organization

Provide a letter of support from each partner organization. The letter of support must indicate the specific support to be provided by the partner organization, including the financial commitment with the amount and services to be provided for all in-kind donations.

14. Waiver Request (if applicable)

If seeking to waive federal statutory or regulatory provisions or state or local rules generally applicable to public schools, include a waiver request specifying the section of law, regulation, or rule to be waived; explain the reason for the request; and provide a justification for the waiver.

15. Pre-Award Audit Questionnaire for Non-LEAs

Complete the SCDE Pre-Award Audit Questionnaire for Non-LEAs (see pages 55–59). Scan the completed questionnaire as a separate PDF document from the PDF containing appendix items 1–14 (see screenshot on page 34 for the upload location). Do not submit the supporting documents with the online application. The SCDE’s Office of Auditing Services will review this questionnaire as part of the pre-award risk assessment and may conduct a further evaluation of the applicant’s financial system, internal controls, and policies and procedures.

16. SMART Goals Table

The charter school’s goals must be clearly described in the application. The applicant must outline the goals using the provided table format. Goals should be specific, measurable, attainable, realistic, and time-based (SMART). The applicant must include the plan to monitor progress towards meeting the established goals.

H. **Deadline and Submission Procedures**

1. Applications *must* be submitted online no later than **Time on Month, Day, Year**, using the [online application form](#) **[This hyperlink is updated each year]**.
2. Only applications that adhere to *all* of the guidelines and directions set forth in this RFP will be reviewed and considered for funding.
3. No hard copy applications will be accepted. Applications delivered by hand, postal mail, email, or fax *will not* be accepted.
4. Applications must originate from the applicant. Applications that are plagiarized from the Internet, other grants, or other resources will not be considered for funding.
5. Do not attach or submit any additional materials other than what is specifically required. Any additional materials will be disposed of without review.
6. Applications will not be returned. Keep a copy of the entire application for your records.

I. Screenshots of Online Application Submission Forms

The following screenshots are for informational purposes only and are provided to assist applicants in compiling all items needed to complete the online submission. Complete the attachments for the online application as directed in the preceding instructions. The SCDE encourages applicants to prepare *all* parts of the application *before* beginning the online submission process.

Make sure all information submitted is accurate, including formal or official names such as the school district, and that spelling is correct. Do not use abbreviations or acronyms. All fields marked with a red asterisk are *required*; you will not be able to proceed to the next screen of the application without entering all required information.

If necessary, you may save your progress in the online application and return to the form later. Click on the “**Save and Resume Later**” link to save your progress. You will be prompted to create a password to securely save your form. You will be given the option of copying and saving the link to the partially completed form or entering an email address to have the link emailed to you. Be sure to enter the email address correctly as SCDE personnel cannot access the hyperlink or the incomplete application. Use the link to access the application from any computer within thirty days to complete the online submission. Without the link and password or after thirty days, the data previously entered cannot be retrieved, and you will have to begin a new application. A saved application is *not* a submitted application. You *must* follow all of the steps described on pages **31–36** to complete the submission process.

Enter the official name of the applicant organization. The name as entered *must* match the registered DUNS name. The DUNS number and TIN are *required* fields; an applicant will not be able to proceed to the next screen of the application without entering this information. Indicate whether or not the applicant is registered and active with SAM. This is a *required* field. [The following screenshots will be updated annually to reflect the current grant cycle.]

The screenshot shows the top portion of an online application form. At the top center is the SCDE logo, followed by the title: "2019-20 Charter Schools Program Planning & Implementation Discretionary Subgrant Online Grant Application". Below this is a section titled "Applicant Information". A small note reads: "Note: Your privacy is very important to us. To better serve you, the form information you enter is recorded in real time." The form contains several input fields: "Name of Applicant Organization*" (with a dropdown arrow), "Authorizer/Sponsor (District) Name", "Name of Charter School", "Applicant's Address (include ZIP+4 Code)" (with separate fields for City, State, and ZIP Code), "Applicant's DUNS Number*", and "Applicant's TIN*" (with a dropdown arrow). At the bottom, there is a question: "Is your organization or school registered and active with the federal System for Award Management (SAM)*?" with radio buttons for "Yes" and "No". A small link at the bottom left says: "For more information on SAM, refer to pages 7-8 of the Request for Proposal or visit www.sam.gov."

If the applicant selects “No” to indicate that they are not currently registered with SAM or that their status is inactive, the following message will be displayed. Refer to pages 7–8 or visit SAM.gov for more information.

Is your organization or school registered and active with the federal System for Award Management (SAM)?*
 Yes No
 For more information on SAM, refer to page 8 of the Request for Proposal or visit www.sam.gov.

The SCDE cannot make a subaward of federal funds to an applicant that has not complied with the requirements described in 2 CFR Part 25 to maintain an active SAM registration. Your organization/charter school is ineligible to receive a grant award until the SAM registration status is current and active.

If the applicant is currently registered with SAM, enter the date your current SAM registration expires. Select whether the organization is applying for a Planning and Implementation subgrant or an Implementation Only subgrant. Also indicate if the organization is a targeted applicant or typical applicant (see definitions on page 2 and in [appendix A. Definitions of Terms Used](#)).

Is your organization or school registered and active with the federal System for Award Management (SAM)?*
 Yes No
 For more information on SAM, refer to page 7 of the Request for Proposal or visit www.sam.gov.

SAM Registration Expiration Date*

Applying for
 Planning and Implementation (36-month project)
 Implementation only (24-month project)

Application Type
 Targeted
 Typical

Enter the project director’s information. Select “Same as Applicant’s Address” if the project director’s mailing address is the same as the information entered on the first screen; the fields will automatically populate. If the address is different, enter the appropriate information. The project director’s email is a *required* field and must be re-entered. The confirmation of a successful online application submission will be sent *only* to this email address.

Project Director Contact Information

Project Director's Name

 First Name Last Name

Position/Title

Same as Applicant's Address

Address

 City State ZIP Code

Phone:

E-mail*
Confirm E-mail*

Resume included in appendices
 Yes No

Note: The project director will receive the application submission confirmation e-mail. Make sure the e-mail address is entered correctly.

Select all competitive priority categories for which bonus points are sought and indicate the page number(s) in the proposal narrative where evidence can be found to support eligibility for each criteria. The fields for Competitive Priority 4 will only be displayed for targeted applicants.

Competitive Priorities

Select all of the applicable competitive priorities and include the page number(s) in the Proposal Narrative where each priority is addressed. See the Request for Proposals for more information on the criteria for each competitive priority category.

Competitive Priority #1: District Without Any Charter Schools (5 points)

Yes No

Page(s)

Competitive Priority #2: Low-performing Schools (5 points)

Yes No

Page(s)

Competitive Priority #3: Closing Achievement Gaps (5 points)

Yes No

Page(s)

Competitive Priority #4: At-risk Students (5 points for targeted applicants only)

Yes No

Page(s)

All amounts in the Funding Information and Budget Summary sections should be entered using whole dollars (no cents). Fill in all fields and enter zero (0) for line items that are not applicable. Enter the total estimated cost for all phases of the project. Enter the total amount of funding being requested for the first year of the project and the total in-kind or matching funds for the first year. Select the beginning and ending dates for phase one of the project.

Funding Information

Total Project Cost

\$

Total Funds Requested for Year 1

\$

In-kind/Matching Funds for Year 1

\$

Project Period Start

Project Period End

Enter the line item totals for funds requested for phase one. The Total Costs field will automatically calculate. This amount *must* match the total funds requested for year one above.

Budget Summary

Section A - Budget Summary for Year 1 of Project (Funds Requested Only):

Salaries (100) \$

Employee Benefits (200) \$

Purchased Services (300) \$

Supplies & Materials (400) \$

Capital Outlay/Equipment (500) \$

Other Objects (600) \$

Total Costs (Funds Requested) \$ 0

Enter the line item totals for the projected in-kind or matching funds for year one. The Total Costs field will automatically calculate. This amount *must* match the total in-kind/matching funds for year one under the Funding Information section.

Section B - Budget Summary for Year 1 of Project (In-kind/Matching Funds):	
Salaries (100)	\$ <input type="text"/>
Employee Benefits (200)	\$ <input type="text"/>
Purchased Services (300)	\$ <input type="text"/>
Supplies & Materials (400)	\$ <input type="text"/>
Capital Outlay/Equipment (500)	\$ <input type="text"/>
Other Objects (600)	\$ <input type="text"/>
Total Costs (In-kind/Matching Funds)	\$ 0

Prepare each of the application attachments (i.e., Project Abstract, Proposal Narrative, Budget Narrative, Appendices, and Pre-Award Audit Questionnaire) following the preceding instructions in this RFP. Ensure that each attachment is saved in the proper format as either a PDF or Excel document. Pay close attention to attachments that must be scanned together into a *single* document. The online application will *only* allow *one* document to be uploaded for each attachment. Upload the attachments where indicated in the following screenshot. All attachments are *required*; you will not be able to submit the application without uploading all five documents.

Application Attachments

Project Abstract*
 No file selected.
Upload the Proposal Abstract as a single PDF document.

Proposal Narrative*
 No file selected.
Upload the Proposal Narrative (including the table of contents) as a single PDF document.

Budget Narrative*
 No file selected.
Upload the detailed 25-month Budget Narrative as an Excel document.

Appendices*
 No file selected.
Upload ALL appendices (except for the Pre-Award Audit Questionnaire) as a single PDF document.

Pre-Award Audit Questionnaire*
 No file selected.
Upload the Pre-Award Audit Questionnaire as a separate PDF document from the other appendices.

Thoroughly review the summary on the Data Review and Confirmation Page to verify that the information has been entered correctly in the online application prior to submitting. You will *not* be able to access the completed application form after it has been submitted. If any entries are incorrect, click on the **“Previous”** button at the bottom left corner of each screen to return to the appropriate section(s) and reenter the correct information. Then click on the **“Next”** button in the

lower right corner of each screen to return to the Data Review and Confirmation Page. *Note:* This page is not a confirmation of the submission of an application.

Data Review and Confirmation Page

Please review and verify the information in the following summary prior to submitting your application. If any of the entries are incorrect, click on the "Previous" button at the bottom of each page to return to the appropriate section(s) and reenter the correct information. If all of the entries are correct, click on the "Submit Application" button in the lower right corner of this screen. You will receive an onscreen confirmation message that your application was successfully submitted.

Applicant Information:

Name of Applicant Organization: *New Charter School*

Authorizer/Sponsor (District) Name: *Anywhere School District*

Name of Charter School: *New Charter School*

Applicant's Address: *1111 Learning Lane , Anywhere, SC 29000*

Applicant's DUNS Number: *123456789*

Applicant's TIN: *987654321*

Is your organization registered and active with SAM? *Yes*

Grant Type: *Planning and Implementation (33-month project)* Application Type: *Targeted*

If all of the entries are correct, click on the “**Submit Application**” button in the lower right corner of this screen to complete the submission process.

« PreviousProgressSubmit Application

Once the application is submitted, the following message will be displayed on the screen, and a submission confirmation will be sent to the email address provided for the project director in the online application.



Thank you for completing the online submission of your 2019–20 Charter Schools Program Planning and Implementation Subgrant application.

The project director will receive a confirmation e-mail in a few minutes that includes the data submitted with the application. Retain that e-mail for your records.

Contact Fredrica Brailsford at charterschoolgrant@ed.sc.gov if you have any questions regarding this grant opportunity.

The following confirmation message will be sent to the email address provided for the project director. If the project director does not receive a confirmation email, then the application did not successfully transmit. You must go back and resubmit the *entire* online form, including *all* attachments, in order for your application to be considered for funding. Only the most recently submitted application will be reviewed.

Thank you for submitting an online application for the South Carolina Department of Education's 2019–20 Charter Schools Program Planning and Implementation Subgrant. Your application has been received. A copy of the data you submitted is included below. Please retain this e-mail for your records.

If you have questions or concerns regarding this grant opportunity, please contact Fredrica Brailsford at charterschoolgrant@ed.sc.gov or call 803-734-0526.

An email confirmation that the subgrant application was successfully submitted does not account for the quality of the uploaded documents or the completeness of the online form. The confirmation email *only* notifies you that the online application has been submitted and received. Applicants are responsible for ensuring that the information entered in the online form, including all attachments, is accurate and complete in order for the application to be reviewed and considered for funding.

Appendix A: Definitions of Terms Used

An approved charter constitutes an agreement, the terms of which represent a contract between the charter school and the charter school sponsor (authorizer).

The authorizer, also known as the sponsor, is the South Carolina Public Charter School District (SCPCSD) Board of Trustees, the local school board of trustees in which the charter school is located, or, as provided by law, a public institution of higher education (IHE) as defined in Section 59-103-5, or an independent IHE as defined in Section 59-113-50, from which the charter school requested its charter and which granted approval for the charter school's existence. Only those public or independent IHEs that register with the SCDE may serve as charter school authorizers (sponsors), and the SCDE shall maintain a directory of those institutions. The sponsor (authorizer) of a charter school is the charter school's local education agency (LEA), and a charter school is a school within that LEA. The sponsor (authorizer) retains responsibility for special education and shall ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable federal, state, and local law.

The authorized financial official is the duly authorized representative of the charter committee who maintains the finances, signs financial documents, and affirms the committee's commitment to carry out the tasks proposed for the amount requested. This person provides oversight and guidance on financial matters related to the subgrant. The authorized financial official for this project must not have a financial interest in any contract that will or may be awarded pursuant to this project.

The authorized official is the duly authorized representative of the charter committee who signs all subgrant documents submitted to the SCDE and certifies the application, assurances, and terms and conditions. The authorized official for this project must not have a financial interest in any contract that will or may be awarded pursuant to this project.

Available funds are determined by the CSP subgrant amount awarded to the SCDE, the number and types of subgrantees in each funding phase, and state performance on CSP benchmarks.

A benchmark is a standard that must be met to move to the next phase of subgrant funding. Examples of benchmarks include, but are not limited to, the following: (1) a report of major subgrant activities completed from the previous subgrant phase; (2) a revised budget for the next subgrant phase; (3) an approved charter; or (4) a schedule for obtaining a facility.

A charter school is a public, nonreligious, non-home-based, nonprofit corporation forming a school that operates with a public school district, the SCPCSD, or a registered IHE, but is accountable to the school board of trustees, or in the case of technical colleges, the area commission of the sponsor (authorizer) that grants its charter.

A high-quality charter school is a charter school that will show evidence of strong academic results for the past three years (or over the life of the school, if the school has been open for fewer than three years), based on the following factors:

1. Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, educationally disadvantaged students served by the charter school;
2. Either—
 - i. Demonstrated success in closing historic achievement gaps for the subgroups of students described in Section 1111(b)(2)(C)(v)(II) of the ESEA; or
 - ii. No significant achievement gaps between any of the subgroups of students described in Section 1111(b)(2)(C)(v)(II) of the ESEA (20 U.S.C. 6311) at the charter school and significant gains in student academic achievement for all populations of students served by the charter school;
3. Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other educationally disadvantaged students served by the charter school that are above the average academic achievement results for such students in the state;
4. Results on a performance framework established by the state or authorized public chartering agency for the purpose of evaluating charter school quality; and
5. No significant compliance issues, particularly in the areas of student safety, financial management, and equitable treatment of students.

A secondary school is defined as any public school that contains grades no lower than seventh and no higher than twelfth (S.C. Code Ann. § 59-1-150).

A targeted applicant is a charter school that targets at-risk students as defined in accordance with SBE Regulation 43-274.1, or is an Alternative Education Campus (AEC charter school with an explicit mission to serve an enrolled student population as defined in S.C. Code Ann. § 59-40-111).

A typical applicant is a charter school that does not meet the eligibility criteria for a targeted applicant.

Appendix B: Selection Criteria and Reviewers' Scoring Rubric

Selection Criteria

A total of 120 points (including competitive priority points) is available to applications that meet the maximum score for each selection criteria. While the budget is assigned zero (0) points, the budget remains a critical component of the entire application. An application with an incomplete budget will *not* be funded.

The point values for each section of the application are as follows:

Narrative Sections	Points Available
Project Abstract	0
Section 1: The School and Its Stakeholders	42
Section 2: Financial Sustainability	28
Section 3: Governance and Management Plan	30
Budget Summary and Narrative	0
SUBTOTAL	100
Competitive Priorities (Maximum bonus points available)	Up to 20
TOTAL	120

Appendix B: Reviewer’s Scoring Rubric

<p>Project Abstract: The applicant must provide a double-spaced, one-page abstract of the project that includes project background, mission, intended audience, curriculum type, amount requested, any special features of the proposed school’s operation, and indicates any categories for which the applicant is seeking competitive priority points.</p>		
<p>The application provides a detailed, one-page abstract that includes all of the following items:</p> <ul style="list-style-type: none"> • project background, • mission, • intended audience, • curriculum type, • amount of funds requested, • special features of the proposed school’s operation, and • the categories for which the applicant is seeking competitive priority points. 	Acceptable	<p>Adequate/Meets—0 points Applicant provides a narrative that fully addresses all required items.</p>
	Not Acceptable	<p>Inadequate—0 points Applicant provides a narrative that does not adequately address all required items.</p>
<p>Reviewer’s Comments</p>		
<p>1.a. School and Its Stakeholders—Mission of the Charter School and Relationship with Sponsor (authorizer): Applicant must state the mission of the new charter school, indicate any special features of the school’s operation or educational approach, describe the type of curriculum to be implemented, and describe the relationship between the school and its sponsor (authorizer).</p> <p>In the required attachments, the applicant must provide a copy of the approval letter from the sponsor (authorizer), a copy of the notification sent to the sponsor (authorizer) indicating the applicant’s intent to apply for this CSP subgrant, and also provide proof of the applicant’s nonprofit status. Applicants that do not have an approval letter from their sponsor (authorizer) at the time of application should state such and include a letter from the prospective sponsor (authorizer) in the required attachments that states that the sponsor (authorizer) has received an application on behalf of the charter school group that is pending review.</p>		
<p>Applicant provides a narrative that fully addresses all of the following items and the attachments include the required items:</p> <ul style="list-style-type: none"> • states the mission of the new charter school; 	Acceptable	<p>Fully Meets—8–10 points Applicant provides a narrative that fully addresses all required items.</p>

<ul style="list-style-type: none"> indicates any special features of the school’s operation or educational approach; describes the type of curriculum to be implemented; describes the relationship between its sponsor (authorizer) and the charter school; and if applicable, states that the applicant does not have an approval letter from their sponsor (authorizer) at the time of application and includes a letter from the prospective sponsor (authorizer) in the required attachments that states that the sponsor (authorizer) has received an application on behalf of the charter school group that is pending review. 		Adequate/Meets—6–7 points Applicant provides a narrative that moderately addresses all required items.
	Not Acceptable	Limited/Approaches—3–5 points Applicant provides a narrative that is limited or unclear in addressing all required items.
		Inadequate—0–2 points Applicant provides a narrative that does not adequately address all required items.
Reviewer’s Comments		
1.b. School and Its Stakeholders—Need for the Charter School: The applicant must include a clear statement of the need for a charter school in the designated district or location/region with specific supporting details (such as student test performance, demographics, local school performance); describe the target population to be served, including the grade levels and ages of students to be served; include a detailed description of the current opportunities available to the target population and the need for additional student learning opportunities; and state the anticipated benefits to students from the new charter school.		
The applicant provides a narrative that addresses all of the following: <ul style="list-style-type: none"> clearly states the need for the charter school in the designated district or location/region with specific supporting details (such as student test performance, demographics, local school performance); describes the target population to be served including grade levels and ages of students to be served; describes in detail the current opportunities available to the target population; indicates the need for additional student learning opportunities; and states the anticipated benefits to students from the new charter school. 	Acceptable	Fully Meets—8–10 points Applicant provides a narrative that fully addresses all required items.
		Adequate/Meets—6–7 points Applicant provides a narrative that moderately addresses all required items.
	Not Acceptable	Limited/Approaches—3–5 points Applicant provides a narrative that is limited or unclear in addressing all required items.
		Inadequate—0–2 points Applicant provides a narrative that does not adequately address all required items.

Reviewer's Comments		
<p>1.c. School and Its Stakeholders—Support for the Charter School: The applicant must clearly describe the degree of support for the charter school by individuals (parents) and partner organizations within the community and provide a letter of support from each partner organization and a summary list with signatures of all community supporters, including parents, in the required attachments. Explain how individuals (parents) and partner organizations within the community will continue to be involved with the school and how these stakeholders will be involved in designing and implementing the charter school. Address innovative methods targeted to engage parents and community members in school planning and governance. Describe the plan to inform students, parents, and the community about the charter school and describe how students will be given an equal opportunity to attend the school.</p>		
<p>The applicant provides a narrative that addresses the following narrative item and the attachments include the required items:</p> <ul style="list-style-type: none"> describes the degree of support for the charter school and continuing involvement by individuals and partner organizations within the community; explains how they will continue to involve individuals and partner organizations within the community; explains how these stakeholders will be involved in designing and implementing the new school; addresses innovative methods targeted to parents and community members in school planning and governance; describes plans to inform students and parents and the community about the new school; describes how students will be given an equal opportunity to attend the school; and <p>The attachments</p> <ul style="list-style-type: none"> include a letter of support from each partner organization in the attachments; and include a summary list with signatures of community supporters, including parents, in the attachments. 	Acceptable	<p>Fully Meets—8–10 points Applicant provides a narrative that fully addresses all required items.</p>
		<p>Adequate/Meets—5–7 points Applicant provides a narrative that moderately addresses all required items.</p>
	Not Acceptable	<p>Limited/Approaches—2–4 points Applicant provides a narrative that is limited or unclear in addressing all required items.</p>
		<p>Inadequate—0–1 point(s) Applicant provides a narrative that does not adequately address the required items.</p>
Reviewer's Comments		

<p>1.d. School and Its Stakeholders—Goals for the Charter School: The charter school’s goals must be clearly described in the application. The applicant must outline the goals using the provided table format. Goals should be specific, measurable, attainable, realistic, and time-based (SMART). The applicant must include the plan to monitor progress towards meeting the established goals.</p>		
<p>The applicant provides a narrative that addresses all of the following:</p> <ul style="list-style-type: none"> • explains the established goals of the charter school and how they were selected; • explains how the applicant plans to monitor progress toward meeting the established goals; and • a completed Goals Table with goals that are: <ul style="list-style-type: none"> ○ specific, ○ measurable, ○ attainable, ○ realistic, ○ time-based, and ○ the monitoring tool or plan. 	Acceptable	<p>Fully Meets—10–12 points Applicant provides a narrative and table that fully addresses all required items.</p>
		<p>Adequate/Meets—6–9 points Applicant provides a narrative and table that moderately addresses all required items.</p>
	Not Applicable	<p>Limited/Approaches—3–5 points Applicant provides a narrative and/or table that is limited or unclear in addressing all required items.</p>
		<p>Inadequate—0–2 points Applicant provides a narrative and/or table that does not adequately address all required items.</p>
<p>Reviewer’s Comments</p>		
<p>2.a. Financial Sustainability: The applicant must provide a clear and thoughtful plan for the financial viability of the charter school that includes evidence of a long-term, sound business plan based on an awareness of current funding for public schools, demonstrates the intent to maintain effective internal controls and fiscal management practices, and shows a reasonable promise of sustainability beyond the scope of the CSP subgrant.</p>		
<p>The applicant provides a narrative that presents a clear and thoughtful plan for the financial viability of the charter school that includes all of the following:</p> <ul style="list-style-type: none"> • evidence of a long-term, sound business plan based on an awareness of current funding for public schools; 	Acceptable	<p>Fully Meets—7–10 points Applicant provides a narrative that fully addresses all required items.</p>
		<p>Adequate/Meets—5–6 points Applicant provides a narrative that moderately addresses all required items.</p>

<ul style="list-style-type: none"> the intent to maintain effective internal controls and fiscal management practices; and a reasonable promise of sustainability beyond the scope of the CSP subgrant. 	<p style="text-align: center;">Not Acceptable</p>	<p>Limited/Approaches—3–4 points Applicant provides a narrative that is limited or unclear in addressing all required items.</p>
<p>Inadequate—0–2 points Applicant provides a narrative that does not adequately address all required items.</p>		
<p>Reviewer’s Comments</p>		
<p>2.b. Financial Sustainability: The applicant must include contingency plans to deal with unanticipated budget reductions due to shortfalls in federal, state, and/or local revenue; describe any public/private partnerships, including additional grant or funding opportunities; and, if applicable, describe how subgrant funds will be used in conjunction with funds from other federal programs administered by the USED.</p>		
<p>The applicant provides a narrative that addresses all of the following:</p> <ul style="list-style-type: none"> includes contingency plans to deal with unanticipated budget reductions due to shortfalls in federal, state, and/or local revenue; describes any public/private partnerships, including additional grant or funding opportunities; and if applicable, describes how subgrant funds will be used in conjunction with funds from other federal programs administered by the USED. 	<p style="text-align: center;">Acceptable</p>	<p>Fully Meets—6–8 points Applicant provides a narrative that fully addresses all required items.</p>
		<p>Adequate/Meets—4–5 points Applicant provides a narrative that moderately addresses all required items.</p>
	<p style="text-align: center;">Not Acceptable</p>	<p>Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in addressing all required items.</p>
		<p>Inadequate—0–1 point(s) Applicant provides a narrative that does not adequately address all required items.</p>
<p>Reviewer’s Comments</p>		
<p>2.c. Financial Sustainability: The applicant must justify the proposed three-year budget and address how they arrived at the selected items to be purchased, how the items directly correlate to the school’s educational plan, how the cost per item was calculated, and how the budget items will supplement, not supplant, other revenue sources available to the charter school.</p>		

<p>The applicant provides a narrative to justify the proposed three-year budget that addresses all of the following:</p> <ul style="list-style-type: none"> • how they arrived at the selected items to be purchased; • how the items directly correlate to the school’s educational plan; • how the cost per item was calculated; and • how budget items will supplement, not supplant, other revenue sources available to the charter school. 	Acceptable	<p>Fully Meets—8–10 points Applicant provides a detailed narrative to justify the proposed three-year budget that fully addresses all required items.</p>
		<p>Adequate/Meets—6–7 points Applicant provides a detailed narrative to justify the proposed three-year budget that moderately addresses all required items.</p>
	Not Acceptable	<p>Limited/Approaches—4–5 points Applicant provides a detailed narrative to justify the proposed three-year budget that is limited or unclear in addressing all required items.</p>
		<p>Inadequate—0–3 points Applicant provides a detailed narrative to justify the proposed three-year budget that does not adequately address all required items.</p>
Reviewer’s Comments		
<p>3.a. Governance & Management Plan: The applicant must convey clearly and explicitly a plan to manage the charter school and the subgrant and describe the school’s founders, the school’s governance plans, and the board’s plan for school management and leadership, including, if applicable, plans to enter into a management or other comprehensive service agreement/contract.</p>		
<p>The applicant provides a narrative that addresses all of the following:</p> <ul style="list-style-type: none"> • conveys a clear and explicit plan to manage the charter school and the subgrant; • describes the school’s founders; • describes the school’s governance plans; • describes the board’s plans for school management and leadership; and 	Acceptable	<p>Fully Meets—7–8 points Applicant provides a narrative that fully addresses all required items.</p>
		<p>Adequate/Meets—5–6 points Applicant provides a narrative that moderately addresses all required items.</p>
	Not Acceptable	<p>Limited/Approaches—3–4 points Applicant provides a narrative that is limited or unclear in addressing all required items.</p>

<ul style="list-style-type: none"> if applicable, includes plans to enter into a management or other comprehensive service agreement/contract. 		<p>Inadequate—0–2 points Applicant provides a narrative that does not adequately address all required items.</p>
<p>Reviewer’s Comments</p>		
<p>3.b. Governance & Management Plan: The applicant must thoroughly describe the project director’s responsibilities and duties in managing the subgrant to accomplish the charter school’s objectives and include, in the required attachments, an organizational chart indicating the chain of command and lines of direct report and roles of the school committees and advisory groups. The attachments must also include either the qualifications and credentials for the project director position or, if the project director is already identified, their résumé.</p>		
<p>The applicant provides a narrative that addresses the following narrative item and the attachments include the required items:</p> <ul style="list-style-type: none"> describes the project director’s responsibilities and duties in managing the subgrant to achieve the charter school’s objectives; includes, as an attachment, an organizational chart indicating the chain of command and lines of direct report and the roles of the school committees and advisory groups; and includes, as an attachment, either the qualifications and credentials for the project director position or the identified project director’s résumé. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Acceptable</p>	<p>Fully Meets—6–7 points Applicant provides a narrative that fully addresses all required items.</p>
		<p>Adequate/Meets—4–5 points Applicant provides a narrative that moderately addresses all required items.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Not Acceptable</p>	<p>Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in addressing all required items.</p>
		<p>Inadequate—0–1 point(s) Applicant provides a narrative that does not adequately address all required items.</p>
<p>Reviewer’s Comments</p>		
<p>3.c. Governance & Management Plan: The applicant must explain how the charter school’s planning initiative and the resulting charter school will be managed and include an assurance, with a timeframe and a lead contact, that the subgrantee will provide annual information to the USED and the SCDE as required to determine if the charter school is making satisfactory progress toward achieving its objectives. As a required attachment, the applicant must provide a projected timeline/work plan of proposed major subgrant activities (e.g., community meetings, professional development activities, lottery if the school is oversubscribed, opening of charter school, election of governing board) and indicate the person(s) responsible for oversight and completion of each activity.</p>		

<p>The applicant provides a narrative that addresses all of the following narrative items and the attachments include the required item:</p> <ul style="list-style-type: none"> explains how the charter school’s planning initiative and the resulting charter school will be managed; includes an assurance, with a timeframe and a lead contact, that the subgrantee will provide annual information to the USED and the SCDE as required to determine if the charter school is making satisfactory progress toward achieving its objectives; and includes, as an attachment, a projected timeline/workplan of proposed major subgrant activities (e.g., community meetings, professional development activities, lottery if the school is oversubscribed, opening of charter school, election of governing board) and indicates the person(s) responsible for oversight and completion of each activity. 	Acceptable	<p>Fully Meets—7–8 points Applicant provides a narrative that fully addresses all required narrative items and the attachments include the required item.</p>
		<p>Adequate/Meets—5–6 points Applicant provides a narrative that moderately addresses all required narrative items and the attachments include the required item.</p>
	Not Acceptable	<p>Limited/Approaches—3–4 points Applicant provides a narrative that is limited or unclear in addressing all required narrative items and the attachments include the required item.</p>
		<p>Inadequate—0–2 points Applicant provides a narrative that does not adequately address all required narrative items or the attachments do not include the required item.</p>
Reviewer’s Comments		
<p>3.d. Governance & Management Plan: The applicant must describe how the sponsor (authorizer) for the charter school will comply with Sections 613(a)(5) and 613 (e)(1)(B) of the IDEA, the Age Discrimination Act of 1975 (42 U.S.C. 6101, <i>et seq.</i>), Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d, <i>et seq.</i>), Title IX of the Education Amendments of 1972 (20 U.S.C.16891, <i>et seq.</i>), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) in the operation of the charter school and demonstrate an understanding of and the capacity to comply with the South Carolina Charter School Act, including strong board governance and stakeholder engagement.</p>		
<p>The applicant provides a narrative that addresses all of the following:</p> <ul style="list-style-type: none"> describes how the sponsor (authorizer) for the charter school will comply with Sections 613(a)(5) and 	Acceptable	<p>Fully Meets—6–7 points Applicant provides a narrative that fully addresses all required items.</p>
		<p>Adequate/Meets—4–5 points Applicant provides a narrative that moderately addresses all required items.</p>

<p>613(e)(1)(B) of the IDEA, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964 , Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 in the operation of the charter school;</p> <ul style="list-style-type: none"> • demonstrates an understanding of and the capacity to comply with the South Carolina Charter School Act; and • includes evidence of strong board governance and stakeholder engagement. 	Not Acceptable	<p>Limited/Approaches—2–3 points Applicant provides a narrative that is limited or unclear in addressing all required items.</p>
<p>Inadequate—0–1 point(s) Applicant provides a narrative that does not adequately address all required items.</p>		
<p>Reviewer’s Comments</p>		
<p>Budget Narrative: The applicant must provide a Budget Narrative that calculates correctly, includes all formulas used to calculate line-item expenses, and provides clear evidence that the proposed expenditures are appropriate, justified, reasonable, and adequate to support the proposed allowable activities to complete the project.</p>		
<p>The applicant provides a thorough and detailed budget narrative that:</p> <ul style="list-style-type: none"> • calculates correctly; • includes all formulas used to calculate line-item expenses; and • provides clear evidence that the proposed expenditures are appropriate, justified, reasonable, and adequate to support the proposed allowable activities to complete the project. 	Acceptable	<p>Adequate/Meets—0 points Applicant provides a budget narrative that provides all required items.</p>
<p>Inadequate—0 points Applicant provides a budget narrative that did not provide all required items.</p>		
<p>Reviewer’s Comments</p>		

 <p>SOUTH CAROLINA DEPARTMENT OF EDUCATION</p>	<<XXXX-XX>> Charter School Planning and Implementation Subgrant Office of School Transformation Certification Signature Page
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Appendix C: Required SCDE Forms

Certification Signature Page

Certification

I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant’s governing body has duly authorized this application and documentation, and the applicant will comply with the Program-Specific Assurances and the SCDE Assurances and Terms and Conditions for Federal Subawards if the subgrant is awarded. The applicant is registered and current (active) on the federal System for Award Management (SAM).

Charter schools must provide evidence of improved student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA. Authorizers (sponsors) must use increases in student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school’s charter. Each sponsor (authorizer) and charter school must enter a contractual agreement stating that student performance of all students described in Section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining to renew or revoke a school’s charter.

Authorized Official Representative (duly authorized representative of charter committee)

Name:	
Position:	Email:
Telephone:	Fax:

Signature of Authorized Official Representative:	Date:
--	-------

Authorized Financial Official

Name:	
Position:	Email:
Telephone:	Fax:

Signature of Authorized Financial Official:	Date:
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Please complete, print, and obtain signatures prior to submission. Include the signed, scanned form in the Required Appendices as indicated on page 34.



Assurances and Terms and Conditions for Federal Subawards

For informational purposes only

The applicant agrees to abide by the SCDE Program Specific Assurances by signing and submitting the Certification Signature Page

Assurances

I certify that this applicant

- A. Has the legal authority to apply for federal assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
- C. Has an accounting system with sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- D. Will also comply with the Office of Management and Budget 2 CFR Part 200 Subpart E-Cost Principles related to the allowability, reasonableness, and allocability of costs consistent with the approved budget and also by maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records depending upon the amount of time spent on cost objectives.
- E. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant’s accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- F. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- G. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability and comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and Titles I, II, and III of the Americans with Disabilities Act of 1990 (ADA). The grantee will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
- H. Has no policy that prevents, or otherwise denies, participation in constitutionally protected prayer in public schools as set forth in the *Guidance on Constitutionally Protected Prayer in Public Education* (20 U.S.C. § 7904).
- I. Will comply with the Family Educational Rights and Privacy Act. (20 U.S.C. §1232g; 34 CFR Part 99).



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- J. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2019)).
- K. Will comply with the South Carolina Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2019) if the amount of this award is \$50,000 or more and the federal Drug Free Workplace Act of 1988 (41 USC 702).
- L. Will provide information to the SCDE, as requested, regarding the reporting requirements of the Federal Funding Accountability and Transparency Act (FFATA), which requires the SCDE to file a FFATA subaward report by the end of the month following the month in which it awards any subgrant equal to or greater than \$25,000.
- M. Will comply with 2 CFR Part 25 and register and receive a unique entity identifier, fulfill the requirement for the [System for Award Management](#), maintain the currency of the registration throughout the full grant term, and allow access by the granting agency to ensure compliance.
- N. Will comply with 2 CFR Part 200.112 and disclose in writing any potential conflict of interest to the SCDE.
- O. Will comply with 2 CFR Part 200.113 and disclose in writing to the SCDE all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award.
- P. Will comply with conditions under Executive Order 13513 “Federal Leadership on Reducing Text Messaging While Driving” (October 1, 2009) by refraining from text messaging while driving during official grant business.

Terms and Conditions

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Non-awards/Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a hearing, as provided by 2 CFR Part 200.341 and 34 CFR Part 76.401, if it alleges the SCDE’s actions violate a state or federal statute or regulation by (1) disapproving of or failing to approve the application or project, in whole or in part, or (2) failing to provide funds in amounts in accordance with the requirements of statutes and regulations.

After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for allowable expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal. Federal grants will be terminated in accordance with 2 CFR Part 200.339 and 200.340.

In the event that this grant is terminated, the grantee shall have a right to a hearing as set forth in 34 CFR Part 76.783. The grantee must notify the SCDE of its request for a hearing within 30 days of receiving written notice of the termination. If a hearing is requested, the SCDE will conduct the hearing in accordance with the procedures outlined in 34 CFR Part 76.401(d)(2)–(7).

- C. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with applicants. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.



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- D. **Amendments to Grants.** Amendments are permitted generally for budgets, grant end date, and management upon the mutual agreement of the parties involved and will become effective when specified in writing and signed by both parties. However, amendments to scope of work that significantly alter the original application proposal may trigger partial or full termination consistent with 2 CFR Part 200.339 and 200.340.
- E. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the approved project plan and approved budget and budget narrative.
- F. **Submission of Expenditure Reports.** Claims for reimbursement must be made at least quarterly and consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).
- G. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than forty-five (45) days after the end of the grant period unless the scope of work for the grant states a shorter reporting period.
- H. **Deobligation of Funds.** After a final expenditure report claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
- I. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee’s accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding “[Guidelines for Retaining Documentation to Support Expenditure Claims.](#)”
- J. **Travel Costs.** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States [General Services Administration \(GSA\) per diem rates](#) for lodging, except in the case of conference lodging required for program-required training. In the case that conference-related lodging exceeds the GSA per diem rate, the grantee shall follow their entity’s written procedure for obtaining prior approval to exceed a GSA rate for a conference hotel. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$35 per day for in-state travel and \$50 for out-of-state travel (see page 86 of the [State of South Carolina Statewide Disbursement Regulations](#)). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
- K. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.
- L. **Reports.** The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.
- M. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- N. **Certification Regarding Lobbying, Suspension, and Debarment.** By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the
- Applicant and/or any of its principals, subgrantees, or subcontractors
 - Have not paid or will not pay to any person any federally appropriated funds for the purpose of influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or any employee of a Member of Congress in



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connection with making any federal grant and the extension continuation, renewal, amendment, or modification of any federal grant, as defined at 34 CFR Part 82.105 and 82.110. If any funds other than federally 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 any employee of a Member of Congress in connection with this federal grant, the undersigned shall complete and submit Standard Form LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

- Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency as stated at 2 CFR Part 180 or 2 CFR Part 3485.
- 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) contract or subcontract; violated federal or state antitrust statutes relating to the submission of offers; or committed embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property.
- Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

O. Audits.

- Entities expending \$750,000 or more in federal awards:

Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, *et seq.* Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- Entities expending less than \$750,000 in federal awards:

Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

P. Records. The grantee shall retain federal grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in the case of litigation.

Q. Electronic Signature Agreement. I agree that my electronic signature is the legally binding equivalent to my handwritten signature.

 <p>SOUTH CAROLINA DEPARTMENT OF EDUCATION</p>	<p><<XXXX-XX>> Charter School Planning and Implementation Subgrant Office of School Transformation</p> <p>Program-Specific Assurances</p>
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Program-Specific Assurances

*For informational purposes only
The applicant agrees to abide by the SCDE Program-Specific Assurances by signing and submitting the Certification Signature Page*

The applicant ensures that it will

- Use the Planning and Implementation subgrant to plan and implement a charter school that aligns with the intent of the SC Charter School Act.
- Comply with the US Department of Education (USED) Assurance 3B which indicates that charter schools must provide evidence of improved student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the Elementary and Secondary Education Act (ESEA). Authorizers (sponsors) must use increases in student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school’s charter. Each sponsor (authorizer) and charter school must enter into a contractual agreement stating that student performance of all students described in Section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining whether to renew or revoke a school’s charter.
- Comply with the [non-regulatory guidance handbook](#) (updated **January 2014**), regarding expenditures being allocable, allowable, and reasonable as determined by the USED.
- Comply with 2 CFR § 200.439 when purchasing equipment or disposing of equipment purchased with Planning and Implementation funds.
- Comply with all guidelines for meeting stated benchmarks in a time-sensitive manner.



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Pre-Award Audit Questionnaire for Non-LEAs

Pre-Award Audit Questionnaire for Non-LEAs

Pre-Award Audit Questionnaire for LEAs and State Agencies

Download and complete the [Pre-Award Audit Questionnaire for non-LEAs](#).

South Carolina Department of Education
Pre-Award Audit Questionnaire

Please provide answers to the following questions and submit with your application for grant funding. If you need clarification on any question, please contact auditing services at auditingervices@ed.sc.gov or 803-734-8453. *If the entity is a startup entity, for each question please include your plan for meeting the requirements and financial management expectations.*

1. What is the entity's basis of accounting? Cash basis _____ Accrual _____ Modified Accrual _____ Other _____ If other, please explain _____
2. What is the entity's fiscal year period? _____
3. In the prior fiscal year, was the entity required to obtain an audit under OMB Circular A-133 (currently listed at 2 CFR Part 200 Subpart F)?
Yes _____ No _____
4. What system does the entity use to record accounting transactions?

5. How do you ensure that access and use of the accounting system is limited to appropriate personnel?
6. Who is responsible for assigning roles and/or access to the accounting system?
7. Are sources of federal and non-federal funds identified and tracked in the accounting system?
Yes _____ No _____ If no, please explain how funds are tracked.
8. Are budgeted revenues and expenditures entered in the accounting system by project?
Yes _____ No _____ If no, please explain how items are entered.
9. Are comparisons of budgeted to actual (revenues and expenditures) conducted on a periodic basis for each grant? Yes _____ No _____ If so, at what frequency are the comparisons done? If no, how and at what frequency are reviews conducted?



Pre-Award Audit Questionnaire for Non-LEAs

10. Describe the controls in place to prevent duplicate payments to vendors.

11. Describe the controls in place to prevent duplicate requests for payment to grantors.

12. Describe the controls in place to ensure compliance with cost allowability and period of availability requirements.

13. What controls are in place to prevent over obligation of resources?

14. How do you ensure that all reporting of grant financial activity is accurate, current, and complete?

15. Do appropriate entity personnel (both programmatic and financial) possess the knowledge and experience necessary to manage grant awards? Yes _____ No _____

16. Does entity management ensure staff (specifically finance and federal grant program staff) receives adequate training to perform their duties? Yes _____ No _____ Please explain.

17. Are finance employees bonded? Yes _____ No _____ If so, which classification of employees? How much coverage?

18. Do you have written policies and procedures in place related to the following:

- | | | |
|------------------------------------|-----------|----------|
| Procurement | Yes _____ | No _____ |
| Payroll and timekeeping | Yes _____ | No _____ |
| Travel | Yes _____ | No _____ |
| Equipment acquisition and disposal | Yes _____ | No _____ |
| Budgeting | Yes _____ | No _____ |
| Accounts Payable | Yes _____ | No _____ |
| Grants Accounting | Yes _____ | No _____ |
| Indirect Cost Allocation | Yes _____ | No _____ |
| Allowability of Costs | Yes _____ | No _____ |
| Cash Management | Yes _____ | No _____ |
| Drawdowns | Yes _____ | No _____ |



Pre-Award Audit Questionnaire for Non-LEAs

If yes, how are these procedures shared with employees?

Do you acquire and maintain documentation to support that staff has been trained on these policies and procedures?

19. Do you have segregation of duties between the authorization, custody, and recording functions related to the following processes:

- | | |
|--------------------------------------|--------------------|
| Receipt of cash and assets process | Yes _____ No _____ |
| Payroll process | Yes _____ No _____ |
| Procurement and Disbursement process | Yes _____ No _____ |

20. How are disbursements made (i.e., cash, paper checks, electronically)?

- If you use paper checks,
- | | |
|---|--------------------|
| Are they pre-numbered? | Yes _____ No _____ |
| Do you prohibit the use of checks made to "cash"? | Yes _____ No _____ |
| Do you prohibit advance signing of checks? | Yes _____ No _____ |
| Are all blank checks secured? | Yes _____ No _____ |
| Are voided checks properly canceled and retained | Yes _____ No _____ |

21. Are multiple signatures required on checks? If so, whose signature is required?

22. Are bank statements reconciled to the accounting records monthly? Yes _____ No _____
Who performs the reconciliations? Who reviews the reconciliation?

23. Explain the entity's authorization levels for procurement.

24. What is your record retention period for grant award documents?

25. Do any communication channels exist for employees to report suspected improprieties or areas of noncompliance? Yes _____ No _____ Please explain.

26. Has the entity been designated as a high risk grantee by any grantor? Yes _____ No _____



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Pre-Award Audit Questionnaire for Non-LEAs

27. Does the entity have an outstanding liability with the Internal Revenue Service? Yes _____
No _____ If yes, please explain.

28. Will any board members or trustees be compensated from grant funds for providing goods or
services to the entity? Yes _____ No _____ If yes, please explain.

29. Does the entity maintain general liability coverage? If so, how much coverage?

30. What measures does the entity take to safeguard and protect personally identifiable
information and other information it considers to be sensitive?

I certify that the responses above are complete and accurately reflect the position of the entity.

Signature and Title

Date

Entity Name



Pre-Award Audit Questionnaire for Non-LEAs

Required Documents

The entity should have the following documents available onsite to help facilitate the pre-award audit:

- Articles of incorporation
- By-laws or other governing documents
- Determination letter from the IRS (recognizing the subrecipient as exempt from income taxes under IRC section 501(c)(3), if applicable)
- List of board members
- Organizational chart
- Resumes or equivalent document for grant personnel managing the programmatic and financial aspect of the anticipated grant
- Most recent financial audit report including the management letter
- Copies of reports of government agencies (Inspector General, state or local government auditors, etc.) resulting from audits, examinations or monitoring procedures performed in the last three years
- Most recent Form 990 or 990-EZ, including all supporting schedules and attachments
- Written policies and procedures related to Procurement including contract administration; Payroll including timekeeping; Travel; Equipment (acquisition and disposal); Accounts payable; Budgeting; Grants Accounting including procedures for charging indirect costs; Allowability; Cash Management; and Drawdowns;
- Signed statements by employees acknowledging receipt and understanding of policies and procedures, if applicable.
- Proof of general liability insurance coverage and fidelity bonding coverage (employee dishonesty coverage)
- Accounting reports and records
 - If awarded this grant in a prior year, please provide a copy of that fiscal year's general ledger, expenditure reports submitted to SCDE for reimbursement, and have source documentation available to support expenditures submitted for reimbursements (i.e., timesheets, salary agreements, job descriptions, contracts, invoices, receipts, travel logs ,etc.).
 - If this will be your first grant award, please provide a copy of your most recent general ledger for one grant award received from a grantor, expenditure reports submitted to the grantor for that award, and have source documentation available to support those expenditures submitted for reimbursement.

Instructions for GEPA Statement of Compliance

This enclosure is to inform you about Section 427 of the U.S. Department of Education’s General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is enacted as part of the Improving America’s Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **All applicants** for new awards **must include information in their applications to address this new provision** in order to receive funding under this program.

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

The following examples may help illustrate how an applicant may comply with Section 427.

- 1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- 2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
- 3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course might indicate how it intends to conduct “outreach” efforts to girls to encourage their enrollment.
- 4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

Many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs; we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [REDACTED] and reference the OMB Control Number 1894-0005.



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

<<XXXX-XX>>

Public Charter Schools Program Planning and
Implementation (P&I) Subgrant
Office of School Transformation

Request for Taxpayer Identification Number and Certification

Request for Taxpayer Identification Number and Certification
Go to the IRS Web site for an [easy-to-complete version](#) of this form.
(To be completed by fiscal agent)

<p>Form W-9 (Rev. October 2018) Department of the Treasury Internal Revenue Service</p>	<p>Request for Taxpayer Identification Number and Certification</p> <p>► Go to www.irs.gov/FormW9 for instructions and the latest information.</p>	<p>Give Form to the requester. Do not send to the IRS.</p>					
<p>Print or type. See specific instructions on page 3.</p>	<p>1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.</p> <p>2 Business name/disregarded entity name, if different from above</p> <p>3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.</p> <p><input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate</p> <p><input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ►</p> <p><input type="checkbox"/> Other (see instructions) ►</p> <p>4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):</p> <p>Exempt payee code (if any) _____</p> <p>Exemption from FATCA reporting code (if any) _____</p> <p><small>(Applies to accounts maintained outside the U.S.)</small></p> <p>5 Address (number, street, and apt. or suite no.) See instructions. Requester's name and address (optional)</p> <p>6 City, state, and ZIP code</p> <p>7 List account number(s) here (optional)</p>						
<p>Part I Taxpayer Identification Number (TIN)</p> <p>Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see <i>How to get a TIN</i>, later.</p> <p>Note: If the account is in more than one name, see the instructions for line 1. Also see <i>What Name and Number To Give the Requester</i> for guidelines on whose number to enter.</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Social security number</td> </tr> <tr> <td style="text-align: center;">[] - [] - []</td> </tr> <tr> <td style="text-align: center;">OR</td> </tr> <tr> <td style="text-align: center;">Employer identification number</td> </tr> <tr> <td style="text-align: center;">[] - [] [] [] [] [] [] [] [] [] []</td> </tr> </table>			Social security number	[] - [] - []	OR	Employer identification number	[] - [] [] [] [] [] [] [] [] [] []
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<p>Part II Certification</p> <p>Under penalties of perjury, I certify that:</p> <ol style="list-style-type: none"> The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and I am a U.S. citizen or other U.S. person (defined below); and The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct. <p>Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Sign Here</td> <td style="width: 50%;">Signature of U.S. person ►</td> </tr> <tr> <td></td> <td>Date ►</td> </tr> </table>			Sign Here	Signature of U.S. person ►		Date ►	
Sign Here	Signature of U.S. person ►						
	Date ►						
<p>General Instructions</p> <p>Section references are to the Internal Revenue Code unless otherwise noted.</p> <p>Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.</p> <p>Purpose of Form</p> <p>An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:</p> <ul style="list-style-type: none"> Form 1099-INT (interest earned or paid) Form 1099-DIV (dividends, including those from stocks or mutual funds) Form 1099-MISC (various types of income, prizes, awards, or gross proceeds) Form 1099-B (stock or mutual fund sales and certain other transactions by brokers) Form 1099-S (proceeds from real estate transactions) Form 1099-K (merchant card and third party network transactions) Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition) Form 1099-C (canceled debt) Form 1099-A (acquisition or abandonment of secured property) <p>Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.</p> <p><i>If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.</i></p>							
Cat. No. 10231X	Form W-9 (Rev. 10-2018)						

Timeline of Activities/Workplan Chart

Project Goal: To open and operate a high-quality charter school

Planning vs. Implementation: Subgrantees have, at a minimum, 6 months for Planning with a maximum up to 18 months. Implementation Phase 1 charter schools will have 12 months and Implementation Phase 2 charter schools may have from 3 to 12 months depending on the remaining time; 24 months is the maximum period of time for the Implementation phases. Subgrant awards may range from 33 months to a maximum total of 36 months. Please indicate the Planning and Implementation periods below:

Planning: _____ Implementation Phase 1: _____ Implementation Phase 2: _____

Anticipated Date of Charter School Opening: _____

<u>Activity</u>	<u>Budget Item</u>	<u>Amount of Funds</u> (must align to Object Codes)	<u>Timeline</u>	<u>Budget Justification</u>

Charter School Application

Process **Revised 10/01/19**

An applicant shall submit a letter of intent at least **(90) ninety days** before submitting an application to the board of trustees or area commission from which it is seeking sponsorship and a copy to the South Carolina Department of Education.



Application is submitted to charter sponsor and a copy to the SCDE Charter Schools Office. **Applications are due on February 1, 2020.** The sponsor shall rule on the application for a charter school in a public hearing, upon reasonable public notice, within **(90) ninety days** after receiving the application. The sponsor may request clarifying or additional information from the applicant during the review. **(90) ninety days**

The applicant shall notify the local delegation of a county in which a proposed charter school is to be located upon submission of a charter school application and also shall provide a copy of the charter school application upon request by a member of the local delegation.



The sponsor approves the charter school application. (A local school board may appeal a decision of the SCPCSD based upon adverse impact as defined by SBE Regulation 43-601)



APPROVED CHARTER SCHOOL USES THE FOLLOWING YEAR TO PREPARE FOR OPENING

Before a charter school may open, the State Department of Education shall verify the accuracy of the financial data for the school within **(45) forty-five days** after approval.

EXAMPLE: A Charter School submits application on February 1, 2020 and receives approval from the sponsor. The Charter School would be in “planning” during the 2020-2021 school year and would open during the 2021-2022 school year.



The sponsor denies the application and provides a written explanation of the reason(s). **(10) ten days**



A final decision of the sponsor may be appealed by any party to the Administrative Law Court as provided in Sections 1-23-380(B) and 1-23-600(D).



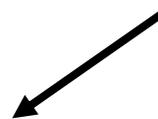
Applicant appeals to ALC **(45) forty-five days**
ALC hears the appeal. (TBD)
ALC issues a final written order. (TBD)



ALC reverses sponsor’s decision



ALC affirms sponsor’s board decision. **School not approved. Application process ended.**



“TBD” is listed with certain parts of the ALC process because the time frame is determined by ALC rules for submission of documents and ALC case load.

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



WORLD-CLASS SKILLS

Creativity and innovation
Critical thinking and problem solving

Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC State Board of Education, SC Department of Education, SC Education Oversight Committee, SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC School Boards Association, TransformSC Schools and Districts.

PR/Award # S282A200022

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INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

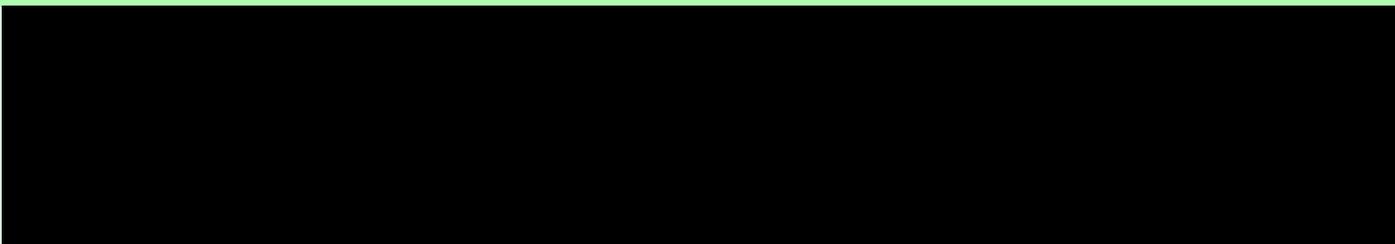
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Date: April 17, 2020

Agreement No: 2 [REDACTED]

Filing Reference: This replaces previous Agreement No. [REDACTED] - [REDACTED]
Dated: 6/8/2016

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.



Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

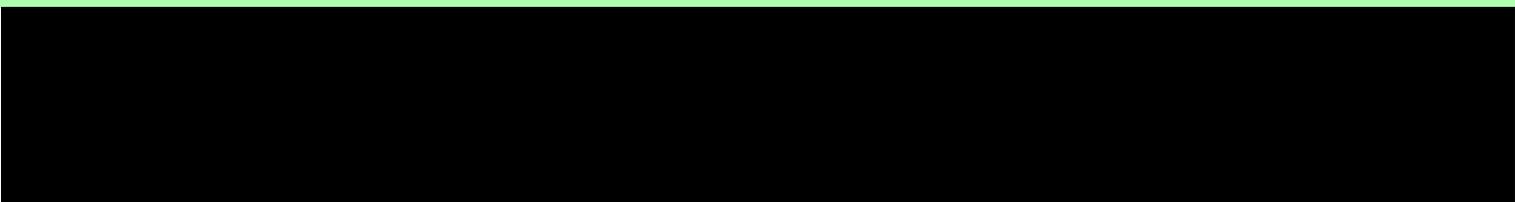
Section IV – Approvals

For the State Education Agency:

South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

For the Federal Government:

U.S. Department of Education
OFO / OGA / ICD
550 12th Street, SW
Washington, DC 20202-4450



Nancy W. Williams, CPA
Name
Chief Financial Officer
Title
April 17, 2020
Date

J.F. Stader, P.E.
Name
Director, Office of Grants Administration
Title
April 17, 2020
Date

Negotiator: Christian Muniz
Telephone Number: (202) [REDACTED]

South Carolina Quality Charter Schools (SCQCS)

Acronyms - Quick Reference Guide	
AEC	Alternative Education Campus
ALC	Administrative Law Court
AS	Office of Auditing Services (SCDE)
CIE	Charter Institute at Erskine
COP	Communities of Practice
CPP	Competitive Preferences Priorities
CSDM	Charter School Development Manager
CSFRLP	Charter School Facility Revolving Loan Program
CSI	Comprehensive Support and Improvement
CSP	Charter School Program
CSP P&I	Charter Schools Program Planning and Implementation Grant
EBI	Evidence-Based Interventions
EDGAR	Education Department's General Administration Regulations
EOC	Education Oversight Committee (SC)
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FOIA	Freedom of Information Act
FPASI	Division of Federal Programs, Accountability, and School Improvement (SCDE)
GA	Office of Grants Accounting (SCDE)
GAPS	Grants Accounting Processing System
GEMS	Grants Electronic Management System
GM	Grant Manager
GP	Grants Program (SCDE)
IHE	Institute of Higher Education (Type of Authorizer)
LEA	Local Education Agency
MTSS	Multi-Tiered System of Supports
NACSA	National Association for Charter School Authorizers
OSFA	Office of State and Federal Accountability (SCDE)
OST	Office of School Transformation
OZ	Opportunity Zones
PBIS	Positive Behavioral Interventions and Supports
PCSASC	Public Charter School Alliance of South Carolina
PD	Project Director
PM	Program Manager
REM Center	University of South Carolina Research, Evaluation, and Measurement Center
RFP	Request for Proposals
SBE	State Board of Education
SC	South Carolina
SCAMLE	South Carolina Association of Middle Level Educators
SCASA	South Carolina Association of School Administrators
SCDE	South Carolina Department of Education

SCPCSD	South Carolina Public Charter School District
SCQCS	South Carolina Quality Charter Schools
SCSBA	South Carolina School Boards Association
SEA	State Educational Agency
TA	Technical Assistance
TC, TCs	Transformation Coach, Transformation Coaches
TSI	Targeted Support and Improvement

South Carolina Quality Charter Schools (SCQCS)

Bibliography

Brustein & Manasevit, PLLC. (2018). *The Administrator's Handbook on EDGAR*, 4th Edition (2018).

Chait, R., Evan, A., & Canavero, S. (2019). *Considering turnaround for low-performing charter schools* [Policy Brief]. San Francisco, CA: WestEd.

Evan, A. (2019). *From the brink of closure: Key factors in one charter school's successful turnaround*. San Francisco, CA: WestEd.

Evan, A. (2019). "The Untapped Potential of Charter School Turnaround." *R&D Alert*. San Francisco, CA: WestEd. www.wested.org/rd_alert_online/untapped-potential-of-charter-school-turnaround/#.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

South Carolina Quality Charter Schools (SCQCS)

Budget Introduction and Budget Narrative

The Budget Narrative represents a justification for the anticipated costs of administering the South Carolina Quality Charter Schools (SCQCS) in accordance with the activities described in the Project Narrative. The South Carolina Department of Education (SCDE) requests approval of the following grant budget of planned expenditures of [REDACTED] for the five-year grant period of October 1, 2020—September 30, 2025.

The first section of the budget narrative outlines budget projections for the total number of estimated subgrants awards per year for targeted/typical applicants and for the special opportunity zone funding (*Table 1*). Applicants may apply as a targeted applicant or as a typical applicant. The SCDE projects funding 8 subgrantees per year, with an estimated 6 typical applicants and 2 targeted applicants. Targeted applicants must be defined “at-risk” in accordance with State Board of Education (SBE) Regulation 43-274.1 and be able to provide direct services to at-risk students, or demonstrate that it is an Alternative Education Campus (AEC) as defined in S.C. Code Ann. § 59-40-111. A typical applicant is a charter school that does not meet the eligibility criteria for a targeted applicant. Special opportunity zone funding is for charter schools that open at a physical address verified to be within a federally designated opportunity zone in South Carolina. This is a one-time supplemental award of \$ [REDACTED] and will be awarded once the school has opened and students are attending, presumably during Implementation Phase I. The funding under this special award is subject to all of the same allowability restrictions and cost principles as those funds awarded during the implementation phases. This also illustrates the total estimated subgrant awards per year and a cumulative award amount over the five-year grant period (*Table 2*). The SCDE has mechanisms in place to assure that all subgrants awarded to

eligible applicants will not exceed the maximum funding limit of \$ [REDACTED] 0 per school over the lifetime of the subgrant. All subgrants are allowable for a maximum of 5 years each.

The second section provides a summary of total costs and percentages of funds by categories, highlighting the allocation is at least 90% of the total request for subgrant awards, less than 3% for administrative costs and at least 7% for technical assistance activities. (Table 3)

The third section provides a detailed description of the cumulative five-year expenditures within each budget category as requested on Ed Form 524. (Table 4)

Table 1: Budget Projections for Type of Applicant and Opportunity Zone Funding

Planning Phase		[REDACTED]
Implementation Phase 1		[REDACTED]
Implementation Phase 2		[REDACTED]
*Opportunity Zone Supplement		[REDACTED]

Table 2: Total Estimated Subgrant Awards Per Year

Typical	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Targeted	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Opportunity Zone Award	0	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

*South Carolina will not run previous grant.

Table 3: Summary of Total Costs and Percentages of Total Funds by Categories

Subgrants (SG)	\$ [REDACTED]	90
Technical Assistance (TA)	\$ [REDACTED]	7
Administration (AD)	\$ [REDACTED]	3
	[REDACTED]	100%

Table 4: Detailed Budget Narrative

South Carolina Quality Charter Schools (SCQCS)

Detailed 5 Year Budget and Narrative (Funds Requested)							
Cost Type	Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Yr 4 Request	Yr 5 Request	Total
	1. Personnel (Years 2-5 include 3% annual cost of living increase (COLI).)						
AD	CSP P&I Grant Manager (GM) —100% FTE will coordinate the day-to-day Charter School Program (CSP)-State Entities grant and subgrant activities, manage the CSP application process, provide training and technical assistance to subgrantees, collaborate with charter stakeholders in planning all CSP activities, coordinate and conduct CSP subgrant monitoring (both desk audits and on-site reviews), complete year-end CSP reports and evaluations, and other activities as needed to accomplish grant objectives.						
	<i>Subtotal Personnel</i>						
	2. Fringe Benefits (Years 2-5 include 3% annual COLI.)						
AD	CSP P&I GM: 41% of the GM salary for FICA, retirement, worker's compensation, unemployment, health, and dental insurance.						
	<i>Subtotal Fringe Benefits</i>						

South Carolina Quality Charter Schools (SCQCS)

Cost Type							
	3. Travel (Years 2-5 include 3% annual COLI.)						
AD	Annual Project Directors Meeting —Program Manager (PM) and GM to attend required 2-day meeting each year. Airfare \$400 x 2 staff = \$800; hotel \$240/night x 2 staff x 2 nights = \$960; meals at \$50/day (per diem) x 2 staff x 3 days = \$300; shuttle service \$35/trip x 2 staff x 2 trips = \$140; Baggage \$25/trip x 2 staff x 2 trips = \$100; taxi \$50 x 2 staff = \$100; airport parking \$15/day x 2 staff x 3 days = \$90.	\$					

South Carolina Quality Charter Schools (SCQCS)

Cost Type							
TA	<p>SC Public Charter School Alliance Spring & Fall Conferences —Registration and in-state travel for up to 9 presenters to provide technical assistance (TA) sessions at Fall conference (9 staff x \$880/person = \$7,920, estimated as hotel \$150/night x 3 nights = \$450; meals \$35/day (per diem) x 4 days = \$140; rental car \$45/day x 3 days= \$135 + gas \$25 = \$160; registration fee \$130/person). Registration and in-state travel for up to 6 presenters to provide TA sessions at Spring conference (6 staff x \$695/person = \$4,170, estimated as hotel \$150/night x 2 nights = \$300; meals \$35/day (per diem) x 3 days = \$105; rental car at \$45/day x 3 days = \$135 + gas \$25 = \$160; registration fee \$130/person).</p>	\$					

South Carolina Quality Charter Schools (SCQCS)

Cost Type	Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Yr 4 Request	Yr 5 Request	Total
AD	<p>National Alliance for Public Charter Schools (NAPCS) Conference—Up to 3 CSP team members to attend and/or present (location to be determined (TBD)). Registration fee \$700/person x 3 staff = \$2,100; airfare \$400 x 3 staff = \$1,200; hotel \$153/night x 3 staff x 3 nights = \$1,377; meals at \$50/day x 3 staff x 4 days = \$600; shuttle service at \$35/person/trip x 3 staff x 2 trips = \$210.</p>	\$					
AD	<p>National School Board Association (NSBA) Conference—One CSP team member to attend or present (location TBD). Registration fee \$985; airfare \$500; hotel \$218/night x 3 nights = \$654; meals \$50/day (per diem) x 4 days = \$200; shuttle service \$35/trip x 2 trips = \$70.</p>						

South Carolina Quality Charter Schools (SCQCS)

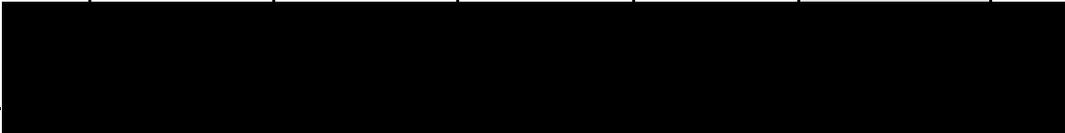
Cost Type							
AD	Association for Supervision and Curriculum Development (ASCD) Conference —One CSP team member to attend or present (location TBD). Registration fee \$495; airfare at \$500; hotel at \$218/night x 3 nights = \$654; meals at \$50/day x 4 days = \$200; shuttle service at \$35/trip x 2 trips = \$70.	\$	█	█	█	█	█

South Carolina Quality Charter Schools (SCQCS)

Cost Type							
AD	<p>Local travel for GM to monitor subgrantee schools and conduct annual on-site visits—(no subgrants in Year 1) Year 2: 10 schools x \$335/school (estimated as meals 2 days x \$35/day (per diem) = \$70; hotel \$150/night x 1 night; rental car 45/day x 2 days = \$90 + \$25 fuel = \$115) = \$3,350; Year 3: 18 schools x \$345/school; Year 4: 24 schools @ \$355/school; Year 5: 24 schools @ \$366/school (3% COLI to Yrs 3-5).</p>	\$					
TA	<p>Local travel for GM to visit all charter schools to provide on-site technical assistance and/or observe best practices estimated \$335/school (meals 2 days x \$35 per diem = \$70; hotel \$150/night x 1 night; rental car \$45/day x 2 days = \$90 + \$25 fuel = \$115) x 15 schools/year.</p>						

South Carolina Quality Charter Schools (SCQCS)

Cost Type	Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Yr 4 Request	Yr 5 Request	Total
TA	<p>Local travel to attend in-state conferences—2 CSP team members to attend/present at local conferences per request of host organizations to provide targeted TA for charter school attendees. Conferences include: SC Association of Middle Level Educators (SCAMLE) \$1,520 for 2 people (\$760/person = registration \$275; hotel \$110/night x 2 nights = \$220; meals \$35 per diem x 3 days = \$105; rental car \$45/day x 3 days = \$135 + \$25 fuel = \$160); and SC School Boards Association (SCSBA) at \$2,916 for 3 people (\$972/person = registration \$475; hotel \$116/night lodging x 2 nights = \$232; meals \$35 per diem x 3 days = \$105; rental car \$45/day x 3 days = \$135 + \$25 fuel = \$160 (\$972/person x 3 staff)). Includes 3% COLI for Years 2–5.</p>						
	<i>Subtotal Travel</i>	\$					

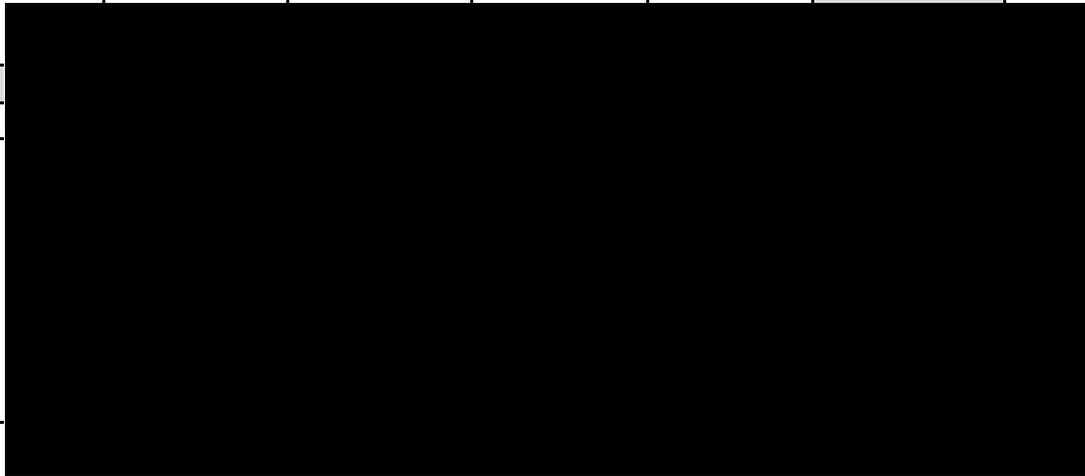


South Carolina Quality Charter Schools (SCQCS)

Cost Type	Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Yr 4 Request	Yr 5 Request	Total
	4. Equipment						
		\$0	\$0	\$0	\$0	\$0	\$0
	<i>Subtotal Equipment</i>	\$0	\$0	\$0	\$0	\$0	\$0
	5. Supplies						
TA	On-Site Technical Assistance (TA) Center —Conference table (\$543), adjustable height tables (4 ea. x \$217/table = \$868), 12 rolling chairs (\$267.50/chair x 12 ea. = \$3210), chair (\$507), ottoman (\$471), and shipping and set up (\$451) = \$6050. Smart TV/monitor (\$3025), connection cables (\$150), and shipping (\$275) = \$3450. On-site TA center will be housed at the SCDE and provide meeting space and equipment for charter developers and stakeholder groups. This will be a one-time cost for Year 1 only.						
AD	General office supplies —For program administration. Supplies at \$200/month and includes flash drives, paper, pens, paper, folders, and other general office supplies.						

South Carolina Quality Charter Schools (SCQCS)

Cost Type	Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Yr 4 Request	Yr 5 Request	Total
TA	Workshop Supplies/Materials — Publications and resources for TA sessions for authorizers, charter school developers, charter schools, and charter stakeholders at \$6,000/year (3 books x \$20/book x 100 participants). Additional supplies for workshops at \$250/month to include: markers, flip-charts, flash drives, notebooks, and dividers.						
	<i>Subtotal Supplies</i>						
	6. Contractual						
AD	P&I Grant Application Reviewers —Peer reviewer fee to review P&I subgrant applications. Estimated 15 applications submitted per year. Each peer reviewer will be paid \$200/application (\$3,000 x 3 grant reviewers).						



South Carolina Quality Charter Schools (SCQCS)

Cost Type	Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Yr 4 Request	Yr 5 Request	Total
AD	External Review of Project —The University of South Carolina will provide an external review of the project each year (\$30,000/year) for Years 1–5. Additional \$10,000 in Year 5 is for development of a comprehensive project report at end of SCQCS grant.	■	■	■	■	■	■
AD	Charter School Application Management Platform —Contract to develop a software platform for charter developer groups to submit charter school applications to the SCDE and authorizers. The SCDE and authorizers will use the platform to access the applications and external reviewers will evaluate applications. The platform will provide for proper storage of charter school applications to meet the SCDE’s record retention policy. Contract will include all components of the platform such as the initial launch, licenses/access for projected number of users, and TA/help desk support for CSP program staff and end-users in the field.	■	■	■	■	■	■

South Carolina Quality Charter Schools (SCQCS)

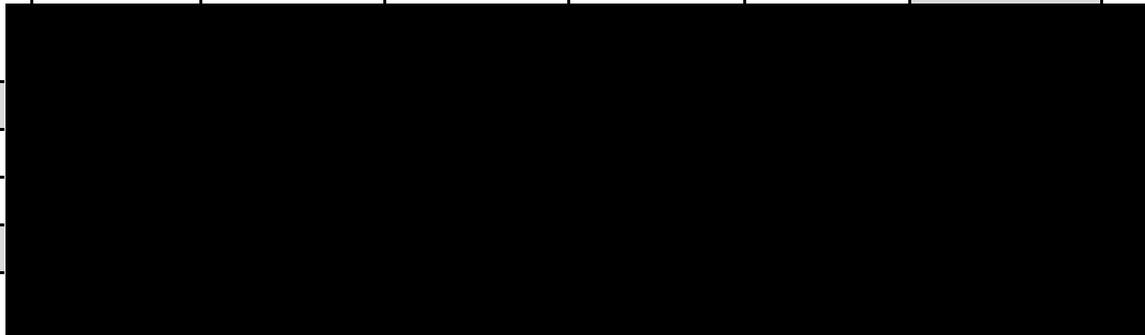
Cost Type	Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Yr 4 Request	Yr 5 Request	Total
TA	Facility Rental Fees —Fees associated with rental of any facility used to conduct technical assistance sessions. SCDE will use venues available at no cost as much as possible. A venue may need to be rented approximately 4 times during the year x \$1,250/rental.						
TA	National Consultants —Experts in the charter school field will provide supplemental technical assistance (TA) support in addition to the State Consultants. TA may be delivered through large conferences, webinars, or one-on-one meetings with specific target groups. Target audience for these sessions may include charter school leaders, charter school board members, authorizers, or SCDE CSP staff, based upon the results of the needs assessments. Honoraria at \$5000/session for 2 sessions/year.						

South Carolina Quality Charter Schools (SCQCS)

Cost Type							
TA	<p>State Consultants—Will provide existing charter school staff, leaders, boards, authorizers, and charter stakeholders with comprehensive capacity building TA essential to the success of supporting continued high quality charter schools. Honoraria at \$2,000/year (\$1,000/session x 2 sessions/year). Three target groups to be served through direct TA provided by consultants \$24,000/year/ target group. Each target group to receive 4 TA/professional learning opportunities/year at \$6,000 honoraria per session (\$6,000/session x 4 sessions/year x 3 target groups = \$72,000).</p>	■	■	■	■	■	■

South Carolina Quality Charter Schools (SCQCS)

Cost Type	Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Yr 4 Request	Yr 5 Request	Total
TA	Contract with the South Carolina Association of Public Charter Schools, Inc. DBA Public Charter School Alliance of South Carolina (PCSASC) to house and manage the Charter School Development Manager (CSDM) , collaborate with the SCDE to provide the SC Charter Incubator Program , and provide Mandatory Charter School Board Orientation (<i>see detailed PCSASC contract budget - follows below</i>).						
	<i>Subtotal Contractu</i>						
	7. Construction						
	<i>Subtotal Constructio</i>						

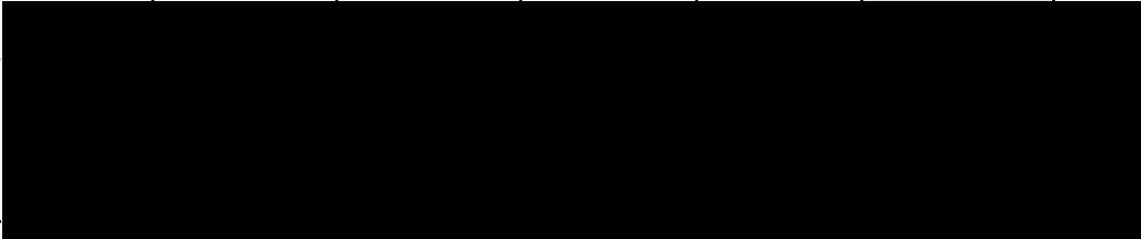


South Carolina Quality Charter Schools (SCQCS)

Cost Type							
	8. Other						
SG	<p>Subgrant Awards—Each year includes the full amount to be obligated over 36 months to a subgrantee in the budget year the award is received. Typical charter schools receive \$250,000/year for a total award of \$750,000 for the 36 month grant. Targeted charter schools receive \$300,000/year for a total award of \$900,000 for the 36 month grant. Each cohort consists of projected 6 typical (\$750,000 x 6) and 2 targeted charter schools (\$900,000 x 2) with up to 5 Opportunity Zones (\$100,000 x 5) – subtotal for each cohort is \$6.8 million/year. The first year’s cohort includes 2 additional implementation only awards (\$500,000 x 2) at a typical funding level and eligible for one-time supplemental Opportunity Zone award (\$100,000 x 2) for a subtotal of \$1.2 million.</p>						

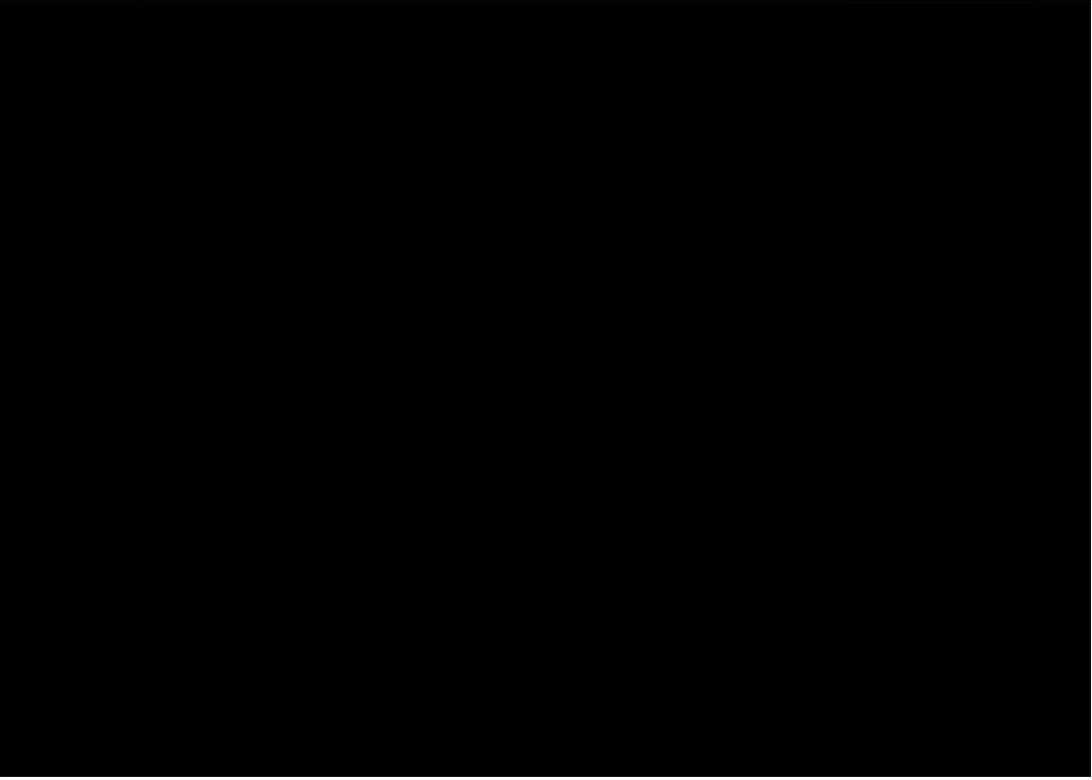
South Carolina Quality Charter Schools (SCQCS)

Cost Type	Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Yr 4 Request	Yr 5 Request	Total
AD	Professional memberships —To provide the SCDE charter office access to "member only" resources to be shared with charter schools and authorizers statewide. These memberships include, but not limited to: National Association of Charter Authorizers (NACSA) at \$500, National Association of Public Charter Schools (NAPCS) at \$500, Association of Supervision and Curriculum Development (ASCD) at \$120, and PCSASC at \$500.						
AD	Telephone —Office phone service \$70/month x 3 CSP team members x 12 months/year. Includes 3% COLI in Years 2-5.						



South Carolina Quality Charter Schools (SCQCS)

Cost Type	Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Yr 4 Request	Yr 5 Request	Total
AD	Postage —The CSP team will disseminate resources to schools, planning groups, authorizers, and community members. Year 1 \$60/month, Year 2 \$75/month, Year 3 \$100/month, Year 4 \$125/month, and Year 5 \$150/month. The increases are based upon the annual increase in the number of charter schools and distribution of information on high-quality charter school best practices to schools and authorizers.						
AD	Copy Cost —The CSP shares a lease with several other offices and must cover charter associate copy costs. \$125/month x 12 months. Includes 3% COLI.for Years 2-5.						
	<i>Subtotal Other:</i>						
	9. TOTAL DIRECT COSTS						
AD	10. INDIRECT COSTS (SCDE's negotiated IDC rate is 4.4%)						
	11. TRAINING STIPENDS:						
	12. TOTAL COSTS:						



South Carolina Quality Charter Schools (SCQCS)

Cost Type	Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Yr 4 Request	Yr 5 Request	Total
Contract with the Public Charter School Alliance of SC (PCSASC) to provide the following services.							
Cost Type	Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
TA	Charter School Development Manager (CSDM) —House and manage CSDM to ensure the development of high quality charter school applications by providing TA with overall application development, assist groups in identifying community needs, identify and alleviate barriers, provide social media support, marketing/ public relations strategies, and aid in policy formation.						



South Carolina Quality Charter Schools (SCQCS)

Cost Type	Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Yr 4 Request	Yr 5 Request	Total
TA	<p>SC Charter Incubator Program—Coordination with the SCDE, the PCSASC will develop objectives and deliverables for participating subgrantees and provide intense support in years 1–3 in areas such as policy development, statutory requirements, technology, reporting requirements, and fiscal management. Provide TA and trainings via web-based platform, telecoaching, and on-site visits. Subgrantee participants registration to be provided for all state-level charter conferences. Year 2 will have 8 schools at \$9000/year obligated for 3 years (8 x \$9,000 x 3 years = \$216,000)and 2 schools obligated for 2 years (Implementation Only; 2 x \$9,000 x 2 = \$36,000). Years 3–5: 8 schools obligated for 3 years (8 x \$9,000 x 3 = \$216,000).</p>						



South Carolina Quality Charter Schools (SCQCS)

Cost Type	Budget Category	Yr 1 Request	Yr 2 Request	Yr 3 Request	Yr 4 Request	Yr 5 Request	Total
TA	Mandatory Charter School Board Orientation —Provide the mandatory orientation required by SC Statute 59-40-155(A) for new board members for all charter school boards in South Carolina (80 schools/year x \$625/school).						
		\$					



U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
 See Instructions.

OMB Number: 1894-0017
 Expiration Date: 06/30/2020

Applicant Information

Legal Name:

South Carolina Department of Education

1. Project Objective:

Increase high-quality charter school options available to all students in South Carolina, especially those who are educationally disadvantaged.

1.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Number of charter developers that work with the Charter School Development Manager (CSDM) to develop their charter school application	PROJECT	10	/	

1.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Number of charter schools in operation in South Carolina (reported as actual number)	GPRA		/	

1.c. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Number of students enrolled in charter schools for current school year (increase by 800 students per year; baseline is 39,417)	PROJECT	40,217	/	

1.d. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Number of all charter schools with alternative education campus (AEC) designation (1 additional school per year, baseline of 6)	PROJECT	7	/	

1.e. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Number of subgrant awards made per competition cycle	PROJECT	8	/	

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1.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Number of eligible subgrantees (on target for opening and with valid charter) receiving continuation awards	PROJECT	85	/	100	85.00

1.g. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Number of subgrantees participating in the Incubator program	PROJECT	85	/	100	85.00

1.h. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Hold at least one annual meeting specifically targeted to present and discuss best practices	PROJECT	1	/		

1.i. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Number of statewide charter school conferences (charter school conference, leadership summit, summer leaders meeting, etc.)	PROJECT	3	/		

1.j. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Publish an annual bulletin highlighting best practices and progress in the charter school sector, supported by research and relevant articles (Qualitative)	PROJECT		/		

1.k. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Hold quarterly TA sessions (target of 4 sessions per year)	PROJECT	4	/		

1.l. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Of the charter schools receiving overall ratings, the number of schools achieving Meets or Exceeds (or equivalent rating) on state accountability reports will increase (77 schools baseline, 2 additional schools per year)	PROJECT	79	/		

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1.m. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
The percentage of fourth grade charter school students who achieve at or above the proficient level on state examinations in mathematics will increase at least one percent annually (baseline is 46%)	GPRA	47	/	100	47.00

1.n. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
The percentage of fourth grade charter school students who achieve at or above the proficient level on state examinations in reading/language arts will increase at least one percent annually (baseline is 52%)	GPRA	53	/	100	53.00

1.o. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
The percentage of eighth grade charter school students who achieve at or above the proficient level on State examinations in mathematics will increase at least one percent annually (baseline is 33%)	GPRA	34	/	100	34.00

1.p. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
The percentage of eight grade charter school students who are achieving at or above the proficient level on State examinations in reading/language arts will increase at least one percent annually (baseline is 49%)	GPRA	50	/	100	50.00

1.q. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
75% of charter schools for which graduation rate is available will meet or exceed the state standard of 70%	PROJECT	75	/	100	75.00

1.r. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Federal cost per student in implementing a successful school (defined as a school in operation for three or more years)(reported as actual number)	GPRA		/		

2. Project Objective:

Strengthen and support authorizer quality and promote adoption of PRAs by state authorizers.
PR # Awar # S282A200022

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Grant Application Form for Project Objectives and Performance Measures Information**

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Hold stakeholder meetings for collaboration, identification, and continuous discussion of practices	PROJECT	2	/		

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Hold quarterly TA sessions	PROJECT	4	/		

2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Year 1 will be initial evaluation/survey, years 2-5 will be ongoing evaluation/survey with authorizer providing documentation (reported as percent of authorizers responding to survey)	PROJECT		100 /	100	100.00

2.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase the number of authorizers implementing at least 75% of the essential authorizing practices (increase of 1 authorizer per year, total of 5 authorizers by end of the project)	PROJECT	5	/		

3. Project Objective:

Increase community awareness and perception of high-quality charter schools.

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Create videos, graphics, informational flyers to inform community about charter school options (target of 2 items per year)	PROJECT	2	/		

3.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase attendance of community members at charter development information sessions (measure as number of sessions per year; baseline of 1, goal of 2 per year)	PROJECT	2	/		

**U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information**

3.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase number of charter schools presenting at non-charter conferences and events (target of 4 additional schools per year; baseline of 0)	PROJECT	4		/	

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:
 1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
 2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).