

REQUEST FOR APPLICATIONS
NEVADA CHARTER SCHOOLS PROGRAM

CHARTER SCHOOL APPLICATION
FOR A PLANNING/IMPLEMENTATION
SUBGRANT

ISSUED BY:
Nevada Department of Education
700 E. Fifth Street
Carson City, NV 89701

Federal Grant Period: October 1, 2015 – September 30, 2020
Applications Due: Friday, November 8, 2019 at 5:00(PST) p.m.
Source of Funding: U.S. Department of Education

Questions related to this funding should be addressed to:

Chris James, Education Programs Professional
Office of Student and School Supports
Nevada Department of Education
700 E. 5th Street, Suite #113
Carson City, NV 89701
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cjames@doe.nv.gov

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Nevada Department of Education Nevada Charter Schools Program Application

Introduction

Authorized by Title V, Part B of the Elementary and Secondary Education Act (ESEA) the Federal Charter Schools Program (CSP) provides funding to state educational agencies (SEAs) with the purpose of increasing national understanding of the charter school model and to expand the number of high-quality charter schools available to students across the nation. This is accomplished by providing financial assistance for the planning, program design, and initial implementation of new charter schools; and to disseminate best practices to evaluate the effects of charter schools, including the effects on students, student academic achievement, staff, and parents.

The Nevada Department of Education (NDE) received a competitive three-year CSP grant under this federal program which commences on October 2015, with an extension through September 30, 2020. For this round of funding, approximately \$4.1 million is available for the NDE to award.

\$3,600,000.00 is available for initial design, and implementation of new charter schools The awards to allow entities to:

- 1) Open and prepare for the operations of a new charter school;
- 2) Open and prepare for the operation of replicated high-quality charter school;
- 3) Expand high-quality charter school.
- 4) Strengthen the overall quality of the Nevada charter authorizing and CSP grant administrative infrastructure.

\$325,000.00 is available for dissemination of best practices across public schools. The award allows entities to:

- 1) Share best and promising practices between charter schools and other public schools for increased student achievement;
- 2) Share best and promising practices for quality initiatives including fiscal oversight, auditing or program evaluation.

Timeline

| Date | Activity |
|--|------------------------------|
| October 1, 2019 | Release of Application |
| October 11, 2019-Dissemination October 15, 2019 – Planning/Implementation | Technical assistance webinar |
| November 8, 2019, 5:00pm(PST) | Applications due |
| November 11 – 22, 2019 | NDE review period |
| November 27, 2019 | Preliminary awards announced |

Application Requirements and Guidelines

Eligible Applicants

Charter schools receiving CSP funds must provide all students in the community with an equal opportunity to attend the charter school through an open enrollment policy. See Appendix E for federal definition.

A charter approval and contract can be pending at the time of application; however, if an applicant receives initial approval for a CSP subgrant and is unable to provide a contract within three (3) months of the initial award notification, that offer of a subgrant award will be rescinded. Please note that the subgrant award period does not begin until the award is formally executed, which requires a signed contract between the sponsor and the applicant. Delays in the charter contract execution could impact allowable costs that can be reimbursed under the subgrant. The subgrantee should take the possibility of a reduction of funding into consideration with respect to planning activities and expenditures.

To be eligible to apply for **Planning/Implementation** subgrants, an applicant must meet one of the following criteria:

- The charter school opened for students during the 2017-2018, 2018-2019 or 2019-20 school year;
- The charter school has plans to open for students during the 2020-2021 school year; or
- Has submitted a charter school application or a notice of intent to submit an application to SPCSA prior to applying for the CSP subgrant, but has not yet acquired a charter agreement.

To be eligible to apply for **Dissemination** subgrants, an applicant must be a “high-quality” charter school. The State of Nevada defines a “high-quality” charter school as a charter school that:

- Has been in operation for at least three (3) consecutive years;
- Has documented high levels of parent satisfaction;
- Has the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.
- Has increased student academic achievement and attainment;
- Has *either* demonstrated success in closing historic achievement gaps for subgroups *or* has no significant achievement gaps between any of the subgroups of students;
- Has results on the Nevada State Performance Framework (NSPF) of three-, four- or five-stars; and
- Has no significant compliance issue, particularly in areas of student safety, financial management, and equitable treatment of students.

Every Student Succeeds Act (ESSA) Evidence-Based Component

As part of the application process, applicants are required to demonstrate that each identified intervention, strategy, and activity meets the requisite ESSA/AB 7 Evidence Levels 1-4. Similarly, any type of professional development and core curriculum that LEAs/schools ask for must meet the ESSA evidence levels as well. Appendix F provides a table illustrating the four levels of ESSA Evidence (Level 1, Strong; Level 2, Moderate; Level 3, Promising; and Level 4, Demonstrates a Rationale).

Weighted Lotteries

Charter schools applying for CSP funds may not use any type of weighed lottery system to give preference to certain categories of at-risk students in the State of Nevada.

However, charter schools are strongly encouraged to use targeted marketing strategies related to outreach, recruitment, and retention for all students, including educationally disadvantaged student populations that the school is seeking to enroll.

Funding

The Charter Schools Program grant is available for the 2019-20 school year and MUST be expended by September 30, 2020.

Available amount:

Implementation: \$3,600,000.00

Dissemination: \$325,000.00

Because the CSP subgrant is competitive, there is no guarantee that submitting a proposal will result in funding. The NDE reserves the right to fund all, some, or none of an application's

request based on the strength of the activities, goals, and determinations based on allowable costs.

Use of Funds – Planning/Implementation

Goal 1: Implementing strong initiatives to create high-quality charter schools:

1. Preparing school leaders, teachers and specialized support staff including through:
 - Providing professional development;
 - Recruiting for open positions;
 - Hiring and compensating during the planning period.
2. Acquiring supplies, training equipment (including technology), and educational materials.
3. Carrying out necessary renovations to ensure a new school building complies with any/all statutes and requirements, including minor repairs (excludes construction).
4. Providing a one-time start-up purchase (\$100,000 max.) associated with providing transportation to students to and from the charter school (extracurricular transportation will not be considered).
5. Carrying out any community engagement activities.
6. Providing other non-sustained costs associated with operations of a charter school.
 - Costs associated with creating and implementing office functions, such as accounting systems, attendance and registration systems, and human resources policies;
 - Costs associated with the installation of computers, data systems, networks, and telephones;
 - Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.

Goal 2: Replication of High-Quality Charter Schools

Definition: to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school, under the existing charter or an additional charter.

To qualify for the replication, the school must:

- Be 3-, 4- or 5-star school
- Have no significant compliance issues in the areas of student safety, financial management, and equitable treatment of students.
- Have been in operation for at least three years

Goal 3: Expanding High-Quality Charter Schools

Definition: significantly increase enrollment or add one or more grades to the high-quality charter school.

To qualify, the school must:

- Be 3-,4- or 5-star school
- Have no significant compliance issues in the areas of student safety, financial management, and equitable treatment of students.
- Have been in operation for at least three years.

Unauthorized Activities of the Planning/Implementation Subgrant

The following items cannot be funded and should therefore not be requested:

- Most capital expenses, such as acquisition of a facility, technology leases, elevators (repair/renovation may be allowed), water main valves, permanent;
- Equipment/furniture, including installation of playground and/or fitness equipment;
- Acquisition of any vehicle other than a school bus to transport students to and from school;
- Construction and any related construction activities, such as architectural renderings and engineering activities of new buildings or expansions. (including ADA compliance);
- Recurring operational expenses to include administrative and programmatic activities such as utilities, teaching, administrator salaries (allowable under certain circumstances), and professional dues or memberships.
- Indirect costs;
- Costs for student expeditions/field trips, travel, etc.;
- Employee hiring/recruitment expenses such as a placement firm or travel for prospective employees (small amounts for advertising are fine);
- Non-educational, non-informative promotional/novelty items for advertising, events, or recruiting;
- Grant oversight expenses (all grant oversight should be done on-site by an employee of the charter school);
- Gift certificates, food or alcoholic beverages, school apparel for staff or students;
- Fines and penalties, or lobbying expenses;
- Program expenses outside the school's charter contract, (i.e., before/after school programs);
- Costs associated with the initial licensure or renewal of teacher licensure (including costs of continuing education credits for professional development coursework completed at a college or university);
- Out-of-state travel, unless it can be demonstrated that the goal of the travel cannot be accomplished in-state (no out of country travel is permitted); and

- Expenditures that are not “allowable, allocable, or reasonable” as defined in the Nonregulatory Guidance Handbook.

Multiple Charter Schools

A charter school may not receive more than one grant for planning and implementation activities; therefore, the NDE may not award a CSP start-up subgrant to multiple charter schools established under a single charter where the charter schools are merely extensions of each other (i.e., one charter school with multiple campuses).

Use of Funds – Dissemination grant

Dissemination subgrants are not to be used in any way towards the operation of the charter school. Funds are to be used exclusively for the preparation of a product or service for the benefit of others outside the subgrantee charter school.

The purpose of the Dissemination subgrant is to promote the best practices of charter schools that improve student academic achievement and/or close achievement gaps between subgroups of students. Projects should create and share a product or provide a service that can be used by a variety of interested parties, including but not limited to: other charter schools, local school districts, traditional public schools, and/or potential charter school developers. Any charter school receiving a Dissemination subgrant should provide thorough and high-quality information that meets the needs of others trying to learn from the experience of the subgrantee charter school.

Priority Area 1

Demonstration of evidence of best practices with a specific focus on students at the greatest risk of academic failure; in the following areas:

- Creating a diverse student population, including educationally disadvantaged students, racial, ethnic, and socioeconomic diversity;
- Closing the achievement gaps between high-performing and low-performing groups of students;
- Increasing the opportunities for learning for all students; and/or
- Increasing access to alternative educational programs for students who are identified as being at-risk for academic failure.

Priority Area 2

Collaboration with charter or non-charter public school or district regarding the following areas:

- Creating/implementing effective and efficient systems for grant management and other fiscal needs;
- Developing a strong parent communication, outreach or engagement strategy;
- Developing a data-tracking system for more effective disaggregation of student data.

Priority Area 3

Evidence of best practices with a specific focus on social and emotional needs of students and staff that include best practices from:

- Schools that emphasize the importance of a positive school climate by reducing achievement inequalities, enhancing healthy development, and promoting the skills, knowledge and dispositions that provide the foundation for school and life success while achieving transformative academic outcomes for all student populations;
- Schools that utilize data analysis to engage students in a safe and respectful environment.

An applicant receiving a Dissemination subgrant under this program may include activities such as:

- Assisting other individuals with the planning and start-up of one or more new public schools, including charter schools, that are independent of the assisting charter school and its developers and that agree to be held to at least as high a level of accountability as the assisting charter school;
- Developing partnerships with other public schools designed to improve student academic achievement;
- Developing curriculum materials, assessments, and other materials that promote increased student academic achievement and are based on successful practices within the assisting charter school;
- Conducting evaluations and developing materials that document the successful practices of the assisting charter school and that are designed to improve student performance in other schools;
- Providing training, coaching, and mentoring on instructional methods, educational approaches, and implementation of curriculum and/or programs inherent to the innovative model of the charter school that promote increased student achievement and/or reduction of achievement and opportunity gaps;
- Providing data and other materials that document the successful operational and fiscal practices of the charter school;
- Assisting charter school developers with the best practices for working with authorizing entities (sponsors); or
- Costs directly associated with facilitating collaboration and partnerships with other schools for the purpose of disseminating materials and information aligned with the stated project goals.

NDE will consider other proposed program activities not listed above as long as the applicant provides a sufficient and detailed justification as to how the proposed subgrant project meets the definition of a dissemination activity.

Unauthorized Activities of the Dissemination Subgrant

The following items cannot be funded and should therefore not be requested:

- Indirect costs;
- Costs for student expeditions/field trips, travel, etc.;
- Employee hiring/recruitment expenses such as a placement firm or travel for prospective employees (small amounts for advertising are fine);
- Non-educational, non-informative promotional/novelty items for advertising, events, or recruiting;
- Grant oversight expenses (all grant oversight should be done on-site by an employee of the charter school);
- Gift certificates, food or alcoholic beverages, school apparel for staff or students

Monitoring, Reporting and Evaluation

The CSP subgrants are available to charter schools that are able to demonstrate eligibility, use funds according to federal guidelines, comply with reporting requirements and due dates, and participate in trainings and meetings associated with the subgrant. Subgrantees are expected to meet technical assistance, evaluation, and reporting requirements.

Monitoring

The CSP Education Programs Professional (EPP) will monitor and provide program oversight, including technical assistance to all subgrant awardees. The NDE Grants and Projects Analyst (GPA) will provide necessary fiscal documents and instructions on the reimbursement process for the subgrant.

Funds must not be expended or encumbered until the subgrantee has received final approval and award documentation.

As a condition of this federal subgrant, the NDE is responsible for monitoring subrecipients to ensure that they adhere to federal rules and regulations and accomplish their performance goals.

Specific information on subgrant risk assessment and monitoring procedures will be provided to subgrant awardees following the issuance of the official award notification letter.

Reporting

The NDE is required to track specific information as part of the federal CSP grant. Subgrantees will be required to:

- Submit an executed charter contract;
- Notify the NDE of any administrator, leadership, or board turnover at the charter school during the subgrant cycle;

- Demonstrate compliance with the charter contract at all times during the subgrant period;
- Provide information requested via survey and other data collection projects;
- Submit all interim reports, reimbursement requests, and any other required information in a timely and efficient manner;

Evaluation

Each subgrantee is required to submit a Final Grant Report within 45 days of the end of the subgrant period. This report must be filed in a form and manner determined by the NDE on a template to be provided. The report will contain:

- Executive Summary (not to exceed one page);
- Report on each subgrant project goal, including data and information that support the outcome of each goal; and
- Expenditure report detailing 100 percent of awarded subgrant fund expenditures, and including a property inventory of all equipment and non-consumable goods purchased with CSP subgrant funds.

Fiscal Procedures

No funds may be obligated prior to the substantial approval date of the subgrant. Separate accounting of the subgrant is required. Records of both encumbrances and expenditures are to be kept separately by expenditure code determined by the NDE Chart of Accounts. If stipends are paid with subgrant funds, there must be documentation of time and effort.

Each charter school awarded federal funding which, combined, total \$750,000 or more, must provide the NDE, the results of a single audit. The audit must be performed in accordance with the NDE's general policy on audits. Program funds may not be used to pay for or be applied to audit costs.

Technical Assistance

Prospective subgrant applicants are encouraged to participate in an applicant technical assistance session. The date and time for the two sessions is listed in the TIMELINE section on page 5 of this RFA. The NDE will provide timely information and assistance to parties who are interested in applying for subgrant funds. Technical assistance may include: Frequently Asked Questions (FAQs), videoconferencing, webinars, and/or conference calls.

Review Process

All proposals are received will be reviewed by staff for completeness and compliance with the requirements set in the application to determine applicant eligibility prior to submission to the review team. If a proposal is determined to be late or significantly incomplete, the proposal will be omitted from the competition. The decision of NDE is final, and applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified in writing.

The CSP subgrant application is competitive. The NDE will establish an expert review panel which may be comprised of community stakeholders, agency advisors, charter school employees and board members (without a conflict of interest) to conduct a review of applications based on the specific criteria listed in this RFA. Each eligible application will be reviewed by at least three (3) panel members who will evaluate and make recommendations to the NDE in the areas of program, budget, and efficacy. The review team will ultimately recommend: “total funding”, “partial funding”, or “no funding”. Final determinations will be made by NDE leadership based on recommendations from the review team.

The review panel will rank applicants using a pre- determined and publicized matrix of requirements based on the following application requirements (see appendix D):

- Objectives are specific, measurable, significant, and related to Nevada’s legislatively mandated charter school goals;
- A clear and logical plan to achieve objectives;
- Effective method for monitoring and evaluating benchmarks and outcomes;
- Strong connection between the application (stated mission, vision, and subgrant project goals and activities for the school) and the grant priorities.
- The budget correlates and supports the objectives in a reasonable and in the most cost-effective manner. See Appendix C for more information on completing the budget pages.

Submission Process and Due Date

Submit a PDF copy of the entire application packet **by 5:00 p.m. on Friday, November 8, 2019** to cjames@doe.nv.gov AND megan_zich@doe.nv.gov. The electronic version should include all required components (including the charter contract, if available) as one document.

AND

Submit one (1) original application signed in blue ink and five (5) copies of the application package **by 5:00 p.m.(PST). on Friday, November 8, 2019** to:

Chris James, Education Programs Professional
Nevada Charter Schools Program
Office of Student and Schools Support
Nevada Department of Education
700 E. 5th Street, Suite 113
Carson City, NV 89701

Application Format

- All pages must be standard letter size (8.5" x 11").
- Narrative cannot exceed 10 pages (including the 1-page Executive Summary).
- Use 12-point Times New Roman or Calibri font, single-line spacing, and 1-inch margins, printed on one side of the page (no double-sided pages). Tables must be no smaller than an 11-point font.
- All original signatures must be completed in blue ink.
- The narrative must address, in sequence, each section of Part II.
- Number all pages.
- Use a binder clip for the original and each copy of the application. Do not use staples, binders, or folders on copies.
- Do not attach curriculum, invoices, or any other document not specifically required in the application package.

Application elements **must** be submitted in the following sequence:

Part I: Required Forms

1. Signed Cover Page, Certification Page, and Statement of Assurance (originals signed in blue ink);
2. Narrative (Executive Summary on top)
3. NDE Budget with narrative details
4. 1 copy of the applicants Charter Contract (if available)
5. Completed RFA Checklist.

Part IIA: Narrative – Planning/Implementation grant

The project narrative is the meat of the application. Please follow the guidelines established for each section of the narrative. The information contained in the following sections is intended to provide guidance as the applicant completes the subgrant application. In order to keep within

the overall page limits for the narrative section, please do not copy and paste the outline, bullet points or questions provided into the body of the narrative.

Refer to the Evaluation Matrix included as Appendix D of this RFA for specific information to be addressed in each section of the narrative.

A. Executive Summary

Provide a **one-page summary** that briefly introduces the reader to the charter school. Give the reader a vision of the school (mission, vision, goals, grade levels and total numbers to be served). What does the school want to accomplish, and why is that important to the community the school intends to serve (intended location, general demographics)? How will the school uniquely prepare students for academic success (introduce the educational philosophy and instructional approach)? How are the school's vision and goals aligned to the grant priorities? Identify the amount of funding requested and, introduce the grant project goals and activities.

B. Subgrant Project Activities and Outcomes

The subgrant proposal should identify all subgrant project activities that are fully justified in terms of its value in supporting the mission, philosophy, and goals of the charter school. The applicant should explain how each activity will result in a high-quality charter school that will enable students to meet or exceed the state's academic achievement standards, and are in alignment to the State and grant priorities.

Also, the applicant should explain the anticipated outcomes of the activities supported by this funding. Include any short-term benchmarks and long-term outcomes. The use of lists and charts is acceptable for this section (See Appendix B for details)

If requesting funds for a one-time transportation expenditure, transportation must be incorporated into at least one goal and the following must be addressed in the narrative of the form:

1. How do you propose to provide student transportation and how will the NCSP funds be utilized?
2. Provide a rationale regarding why this cost is one-time and not ongoing in nature as well as assurance that the purpose is to transport students to and from school.
3. How does the school intend to maintain the costs of transportation after the close of the NCSP subgrant? Provide a list of potential/future funding sources.

C. Parent/Community Involvement

Provide detailed information on the level of support that the charter school has from parents, community members and organizations, and how the school will ensure ongoing involvement. This section should also include a summary of the school's plan to attract and engage families and community members in the charter school. Identify any external support and assistance

the school will rely on in the development and/or implementation of the project activities requested with this funding.

D. Benchmarks and Monitoring

Complete the following table to provide a list of the activities that will be used to monitor initiatives requested in the subgrant. Link each activity/measure to one of the goals/objectives identified above, as well as describe targets and evaluation benchmarks for each. Measures and targets should be quantifiable, including dates, providers, etc.

| Goal/Objective | Activity/Measure | Target/Evaluation |
|-----------------------|-------------------------|--------------------------|
| Insert Goal/Objective | Insert Activity/Measure | Insert Target/Evaluation |

Part IIB: Application – Dissemination grant

The project narrative is the meat of the application. Please follow the guidelines established for each section of the narrative. The information contained in the following sections is intended to provide guidance as the applicant completes the subgrant application. In order to keep within the overall page limits for the narrative section, please do not copy and paste the outline, bullet points or questions provided into the body of the narrative.

Refer to the Evaluation Matrix included as Appendix D of this RFA for specific information to be addressed in each section of the narrative.

Executive Summary

Provide a **one-page maximum summary** that briefly introduces the reader to the charter school. Give the reader a vision of the school (mission, vision, and goals). Provide general information about the charter school, including a description of when the charter school was established, the grades served, demographics of the student population, and the overall academic success. What does the school want to accomplish, and why is that important to the community in which the school intends to collaborate? Explicitly write to one or more of the priority areas.

A. Identification of Successful Practices

Describe the proven successful best practices intended for dissemination by the charter school. Explain the specific strategies, methodologies, factors, and/or circumstances that led to the successful implementation and achievement of the best practices within the charter school. “Best practices” are those founded on evidence-based research or evidenced by quantifiable data. Documentation of best practices may include, but is not limited to, student test scores, results from formal surveys conducted of parents, budget reports, audit results, etc.

B. Project Activities and Outcomes

The subgrant proposal should identify all project activities that are aligned in terms of its value in supporting the mission, vision and goals of the charter school as well as the priorities of the grant. The applicant should explain how each activity will result in assisting charter school to meet or exceed the state’s academic achievement standards.

C. Benchmarks and Monitoring

Complete the following table to provide a list of the activities that will be used to monitor initiatives requested from the subgrant. Link each activity/measure to one of the goals/objectives identified above, as well as describe targets and evaluation benchmarks for each. Measures and targets should be quantifiable, including dates, providers, etc.]

| Goal/Objective | Activity/Measure | Target/Evaluation |
|-----------------------|-------------------------|--------------------------|
| Insert Goal/Objective | Insert Activity/Measure | Insert Target/Evaluation |

Part III: Appendices Instructions

Completed NDE Budget Form (electronic Excel Spreadsheet)

Use of any other forms for the subgrant budget may result in the disqualification of the application. Specific instructions on completing the Budget Form can be found in Appendix C of this RFA. The proposed budget and budget narrative should support the subgrant project goals and activities identified in Part II, of the application. ***There should be evidence of a clear relationship between the identified goals, the proposed activities, and how the funds will be spent for each object code included in the budget narrative section.***

Please provide the proposed budget and budget narrative for the requested amount of the funding on the NDE Budget Form found at: [NDE Charter School Program webpage](#).

Be advised, the Budget Form and Narrative has three tabs. All sections must be completed and submitted.

APPENDIX A: APPLICATION REQUIRED FORMS

- A.1 SUBGRANT APPLICATION COVER PAGE
- A.2 CERTIFICATION PAGE
- A.3 STATEMENT OF ASSURANCE
- A.4 RFA CHECKLIST

A.1: SUBGRANT APPLICATION COVER PAGE

Name of Charter School: Click here to enter text.

Address: Click here to enter text.

City/State/Zip Code: Click here to enter text.

Telephone Number: Click here to enter text.

Email: Click here to enter text.

Name/Title of Charter School Contact Person: Click here to enter text.

Phone: Click here to enter text.

Email: Click here to enter text.

School Type:

Classroom

Virtual

Blended

School Opening Date: Click here to enter text.

Please complete the proposed enrollment for each grade level below. If the charter school proposes slow- growth, indicate the grade levels served each year (i.e., 2017-2018, Grades K-2 100 students).

2019-2020 Planning Phase (pre-opening) Implementation Dissemination

Grade Levels: K-2 3-5 6-8 9-12

Proposed Enrollment: Click here to enter text.

School Opened During 2019-2020 School Year

School Opened During 2018-2019 School Year

School Opened During 2017-2018 School Year

Type of School

Newly Established School

Conversion School

Replicating School – Name of Affiliation: _____

Expanding School – Number of Grades: _____ Number of Seats: _____

Total Amount Requested: \$Click here to enter text



State of Nevada

Department of Education

A.2: STATEMENT OF CERTIFICATION

Nevada Charter School Program

SECTION A: APPLICATION FOR A GRANT/SUBGRANT CERTIFICATION

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

The applicant designated below hereby applies for federal or state funds for the Nevada Charter Schools Program. The local Board of Trustees/Organization has authorized me to file this application and such action is recorded in the minutes of the board meeting held on _____ (Date).

Signature: _____ Date: _____ Authorized Representative

PART I – APPLICANT

Applicant: (Legal Name of Agency): _____

Mailing Address (Street, P. O. Box, City/ Zip): _____

Name, title and phone number of Applicant: _____

Authorized Contact Person: _____

Name, title and phone number of Applicant: _____

Fiscal Contact Person: _____

Amount of application: _____

PART II – STATE DEPARTMENT OF EDUCATION USE

Date Received: _____

Obligation Amount: _____

Reviewer's Signature: _____

Date: _____

A.3: STATEMENT OF ASSURANCES STATEMENT

Please download the Statement of Assurances from the Nevada Charter School Program grant webpage, [NDE Charter School Program webpage](#), under “Application and Award Information”, read it carefully, and sign it in blue ink. Include a copy of this form in each of the application copies.

A.4: RFA CHECKLIST



State of Nevada

Department of Education

| RFA Checklist | |
|--------------------------|---------------------------|
| Organization Information | |
| Applicant: | Click here to enter text. |
| Address: | Click here to enter text. |
| Authorized Contact Name: | Click here to enter text. |
| Title: | Click here to enter text. |
| Email Address: | Click here to enter text. |
| Telephone Number: | Click here to enter text. |
| Amount Requested: | Click here to enter text. |

| CHECKLIST | | |
|--------------------------|--|--|
| <input type="checkbox"/> | Certification Page | Must be completed and signed in blue ink |
| <input type="checkbox"/> | Executive Summary | One-page summary overview of proposed project and how it aligns with the organization's mission, vision, philosophy, and goals. |
| <input type="checkbox"/> | Project Narrative | 25 page maximum –includes all required sections written with sufficient detail |
| <input type="checkbox"/> | NDE Budget and Narrative | Completed with sufficient narrative to support state project goals and items placed into correct categories |
| <input type="checkbox"/> | Copy of executed charter contract with performance framework from authorizer | If not included, must state why: |
| <input type="checkbox"/> | Copy of CMO/EMO contract | If not included, must state why: |
| <input type="checkbox"/> | Copy of charter school's conflict of interest policy | If not included, must state why: |
| <input type="checkbox"/> | Copy of charter school's enrollment policy with lottery protocol | If not included, must state why: |
| <input type="checkbox"/> | Required formatting requirements are met | 12-point font (11-point for tables), 8.5"x11" standard letter paper, 1" margins, pages numbered, charter school name in header, no binders or staples, one-sided or two-sided pages only (not both). |
| <input type="checkbox"/> | 5 copies plus the signed original | The original must be signed in blue ink |

Appendix B: Subgrant Goals and Activities Guidance

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

- > A brief description of the activity to be considered must provide the reader with a clear picture of the proposed use of funds, which proposed expenditures support the activity, and how the proposed activity supports the overall mission, vision, or goals of the charter school, and how it supports one (or more) of the State Improvement Plan 2018 goals.
- > Each activity must include a SMART goal. For each goal statement that you write, apply this test to make each goal SMART. Goals are not about what you do, but about the result you wish to achieve.

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

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

A = Achievable: Does the charter school have the necessary tools or resources to accomplish this goal? Is this goal within the charter school's control and influence?

R = Relevant: Is the goal in alignment with the mission, vision, and guiding principles of the charter school and the State Improvement Plan 2018 plan?

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

Suggested Format: WHO WILL DO WHAT, HOW WELL, HOW MEASURED, and WHEN?

EXAMPLE: Students in grades 4-8 will increase reading performance, as measured by district MAP assessment by 5% for each year of the project (May 2016 and May 2017).

EXAMPLE: 70% of teachers will develop two lesson plans that successfully integrate technology (NETS, other standards) by April 1 of each year of the project.

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

Appendix C: NDE BUDGET FORM INSTRUCTIONS

Instructions for Budget Form

The official NDE budget form consists of 3 sections: Summary; Instructional Support and Support Services. Please make sure all requested items are complete, detailed on on the appropriate section of the form. In creating your budget document, be sure the items budgeted for are expenditures that are allowable. For example, purchasing items for student use, such as desks, computers, or textbooks, is not considered an allowable activity. The budget document should include very detailed explanations for how the proposed figure is generated, and how the items requested support the project goals.

When applications have been reviewed, the final subgrant amounts will be determined and a more detailed budget and budget narrative will likely be required of successful applicants. Requested budget modifications must comply with the applications review comments and the proposed budget, and will serve as the basis for any future budget revisions. Any subgrantee not submitting a requested budget modification within 30 days of receipt may be subject to losing their subgrant award.

General Guidelines and Restrictions

The instructions for the NDE Budget Form are found within the document itself, but be aware that each line item in the budget narrative should include the following: object category, quantity, budgeted amount, subgrant project goal and activity it is aligned to, a justification (include a cost per amount and an explanation of quantity, such as number of items or kits, number of students, classrooms, or employees served, etc.). For items entered into the budget form as a lump sum amount, please use the quantity of one (1), and then provide a detailed justification of what specifically is included in the lump sum amount in the narrative space provided.

- Do keep in mind that budget submissions can go through several reviews prior to approval; budget time adequately.
- Attendance at conferences must be justified against the subgrant project goals and activities, and is limited to two (2) individuals, unless it can be demonstrated that attendance is necessary for additional staff for professional development purposes.
- Requests for specialty training or professional development must include expected attendees, expected outcomes, topic(s), and provider.
- Performance management and professional development requests must include sufficient detail to include number of participants, number of days, cost per person/per day, topic, and provider.
- It is in the best interest of the charter school applicant to request only reasonable funding levels in order to maximize the total award. Budget line items that are unrealistic will be cut or trimmed by the review panel, reducing the overall award amount.

Federal Supplement and Not Supplant Policy

To ensure that federal funds go as far as possible, proposed budgets must strictly adhere to the federal “supplement and not supplant” policy any federal, state, and local monies the technology plan saved in one place as a reference of the school’s progress.

Appendix D.1: Application Review Matrix-Implementation/Planning

CSP SUBGRANT SELECTION CRITERIA AND EVALUATION RUBRIC

REVIEWER # _____

EVALUATION RUBRIC SCORESHEET

Applicant

Reviewer number

PART I: REQUIRED DOCUMENTS

NO POINTS

PART II: NARRATIVE

78 POINTS

| | |
|---|------------|
| ✓ Section A: Executive Summary | /12 |
| ✓ Section C: Subgrant Activities and Outcomes | /30 |
| ✓ Section D: Subgrant Benchmarks and Monitoring | /24 |
| ✓ Section H: Parent/Community Involvement | /18 |
| Total Points Part II | /84 |

PART III: APPENDICES

Total 18

| | |
|---|-------------|
| ✓ Appendix A.1: Cover Page | 0 |
| ✓ Appendix A.2: Certification | 0 |
| ✓ Appendix A.3: Federal Assurances | 0 |
| ✓ Appendix A.4: RFA Checklist | 0 |
| ✓ Appendix B: Completed NDE Budget Form | /18 |
| ✓ Charter Contract (1 copy) | 0 |
| TOTAL POINTS | /102 |

| The Executive Summary, as a whole, fulfill minimum content requirements, including: | Inadequate (Did not address or met no criteria) | Minimal (Addresses only one criterion) | Adequate (Met more than one criterion) | Excellent (Met all criteria) |
|---|---|--|--|--|
| a. Clearly describes the charter school and the mission and vision which drives the academic decisions. | 0 | 2 | 4 | 6 |
| b. Supplies an outline of the activities and funding requested to meet the goals of the application plan. | 0 | 2 | 4 | 6 |

| The set of activities and outcomes fulfill minimum content requirements, including: | Inadequate (Did not address or met no criteria) | Minimal (Addresses only one criterion) | Adequate (Met more than one criterion) | Excellent (Met all criteria) |
|---|---|--|--|--|
| a. Each activity will assist students in reaching and exceeding achievement standards | 0 | 2 | 4 | 6 |
| b. Each activity described supports the overall mission and values of the school | 0 | 2 | 4 | 6 |
| c. Each activity is evidence-based, innovative, rigorous and creative | 0 | 2 | 4 | 6 |
| d. Each subgrant project outcome is aligned to each activity | 0 | 2 | 4 | 6 |
| e. Each subgrant project outcome supports the school in reaching their school performance goals | 0 | 2 | 4 | 6 |

| Each subgrant benchmarks and monitoring plan has the following criteria: | Inadequate (Did not address or met no criteria) | Minimal (Addresses only one criterion) | Adequate (Met more than one criterion) | Excellent (Met all criteria) |
|---|---|--|--|--|
| a. Each subgrant benchmarks identifies specific measurements to be used to monitor and evaluate | 0 | 2 | 4 | 6 |
| b. Each subgrant benchmark has a reasonable timeline associated with it | 0 | 2 | 4 | 6 |
| c. The monitoring plan has built in continuous improvement steps described | 0 | 2 | 4 | 6 |
| d. There is clear accountability built in to the monitoring plan | 0 | 2 | 4 | 6 |

| The narrative describes parent/community support within the following criteria: | Inadequate (Did not address or met no criteria) | Minimal (Addresses only one criterion) | Adequate (Met more than one criterion) | Excellent (Met all criteria) |
|--|---|--|--|--|
| Demonstrates planning and effort to engage families and community members. | 0 | 2 | 4 | 6 |
| Documents interest and engagement of school stakeholders. | 0 | 2 | 4 | 6 |
| Describes the role parents and community members will play throughout the grant cycle. | 0 | 2 | 4 | 6 |

| Budget and narrative is complete with the following elements: | Inadequate (Did not address or met no criteria) | Excellent (Met all criteria) | Adequate (Met more than one criterion) | Excellent (Met all criteria) |
|---|---|--|--|--|
| The budget clearly describes all proposed grant expenditures; expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and plan. | 0 | 2 | 4 | 6 |
| A strong, well-written, and concise explanation of expenditures provides a clear and complete narrative that includes: a breakdown of proposed spending as identified in the action steps supported by the ESSA evidence level, and an equation that clearly demonstrates the use of funds. | 0 | 2 | 4 | 6 |
| All proposed spending indicated in the plan are included and identified by correct object codes; all line item totals balance with total funding request | 0 | 2 | 4 | 6 |

Appendix D.2: Application Review Matrix-Dissemination
CSP SUBGRANT SELECTION CRITERIA AND EVALUATION RUBRIC
 REVIEWER # _____

EVALUATION RUBRIC SCORESHEET

Applicant

Reviewer number

PART I: REQUIRED DOCUMENTS

NO POINTS

PART II: NARRATIVE

78 POINTS

| | |
|---|------------|
| ✓ Section A: Executive Summary | /12 |
| ✓ Section B: Successful Practices | /12 |
| ✓ Section C: Subgrant Activities and Outcomes | /30 |
| ✓ Section D: Benchmarks and Monitoring | /24 |
| Total Points Part II | /78 |

PART III: APPENDICES

Total 18

| | |
|---|------------|
| ✓ Appendix A.1: Cover Page | 0 |
| ✓ Appendix A.2: Certification | 0 |
| ✓ Appendix A.3: Federal Assurances | 0 |
| ✓ Appendix A.4: RFA Checklist | 0 |
| ✓ Appendix B: Completed NDE Budget Form | /18 |
| ✓ Charter Contract (1 copy) | 0 |
| TOTAL POINTS | /96 |

| The Executive Summary, as a whole, fulfill minimum content requirements, including: | Inadequate (Did not address or met no criteria) | Minimal (Addresses only one criterion) | Adequate (Met more than one criterion) | Excellent (Met all criteria) |
|---|---|--|--|--|
| a. Clearly describes the charter school and the mission and vision which drives the academic decisions. | 0 | 2 | 4 | 6 |
| b. Supplies an outline of the activities and funding requested to meet the goals of the application plan. | 0 | 2 | 4 | 6 |

| Each subgrants successful practices has the following criteria: | Inadequate (Did not address or met no criteria) | Minimal (Addresses only one criterion) | Adequate (Met more than one criterion) | Excellent (Met all criteria) |
|---|---|--|--|--|
| a. All successful practices are evidence-based and are assumed will lead to student achievement and/or effective and efficient systems. | 0 | 2 | 4 | 6 |
| b. Documentation of successful practices are clear, complete and demonstrate the impact of the practice. | 0 | 2 | 4 | 6 |

| The set of activities and outcomes fulfill minimum content requirements, including: | Inadequate (Did not address or met no criteria) | Minimal (Addresses only one criterion) | Adequate (Met more than one criterion) | Excellent (Met all criteria) |
|---|---|--|--|--|
| a. Each activity will assist students in reaching and exceeding achievement standards | 0 | 2 | 4 | 6 |
| b. Each activity described supports the overall mission and values of the school | 0 | 2 | 4 | 6 |
| c. Each activity is evidence-based, innovative, rigorous and creative | 0 | 2 | 4 | 6 |
| d. Each subgrant project outcome is aligned to each activity | 0 | 2 | 4 | 6 |
| e. Each subgrant project outcome supports the school in reaching their school performance goals | 0 | 2 | 4 | 6 |

| Each subgrant benchmarks and monitoring has the following criteria: | Inadequate (Did not address or met no criteria) | Minimal (Addresses only one criterion) | Adequate (Met more than one criterion) | Excellent (Met all criteria) |
|---|---|--|--|--|
| a. Each subgrant benchmarks identifies specific measurements to be used to monitor and evaluate | 0 | 2 | 4 | 6 |

| Each subgrant benchmarks and monitoring has the following criteria: | Inadequate (Did not address or met no criteria) | Minimal (Addresses only one criterion) | Adequate (Met more than one criterion) | Excellent (Met all criteria) |
|--|---|--|--|--|
| b. Each subgrant benchmark has a reasonable timeline associated with it | 0 | 2 | 4 | 6 |
| c. The monitoring plan has built in continuous improvement steps described | 0 | 2 | 4 | 6 |
| d. There is clear accountability built in to the monitoring plan | 0 | 2 | 4 | 6 |

| Budget and narrative is complete with the following elements: | Inadequate (Did not address or met no criteria) | Excellent (Met all criteria) | Adequate (Met more than one criterion) | Excellent (Met all criteria) |
|---|---|--|--|--|
| The budget clearly describes all proposed grant expenditures; expenditures are aligned, reasonable, necessary, and allowable to support the implementation of the grant requirements and plan. | 0 | 2 | 4 | 6 |
| A strong, well-written, and concise explanation of expenditures provides a clear and complete narrative that includes: a breakdown of proposed spending as identified in the action steps supported by the ESSA evidence level, and an equation that clearly demonstrates the use of funds. | 0 | 2 | 4 | 6 |
| All proposed spending indicated in the plan are included and identified by correct object codes; all line item totals balance with total funding request | 0 | 2 | 4 | 6 |

Appendix E: Federal Definition of Charter School

A charter school is a public school that:

- a) In accordance with a specific state statute authorizing the granting of charters to schools, is exempt from significant state or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
- b) Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and control;
- c) Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d) Provides a program of elementary or secondary education, or both;
- e) Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f) Does not charge tuition;
- g) Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- h) Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- i) Agrees to comply with the same federal and state audit requirements as to other elementary and secondary schools in the state, unless such requirements are specifically waived for the purpose of this program;
- j) Meets all applicable federal, state, and local health and safety requirements;
- k) Operates in accordance with state law; and
- l) Has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured pursuant to state assessments that are required of other schools and pursuant to any other assessments agreeable to the authorizing agency.

Appendix F: ESSA Evidence Levels

| Demonstration Type | Levels of Evidence | Evidence-Based Citation |
|--|--|--|
| An activity, strategy, or intervention that demonstrates a <i>statistically significant effect on improving student outcomes or other relevant outcomes</i> | LEVEL 1: STRONG EVIDENCE | Evidence cited is based on: <i>at least 1 well-designed and well-implemented experimental study</i> |
| An activity, strategy, or intervention that demonstrates a <i>statistically significant effect on improving student outcomes or other relevant outcomes</i> | LEVEL 2: MODERATE EVIDENCE | Evidence cited is based on: <i>at least 1 well-designed and well-implemented quasi-experimental study</i> |
| An activity, strategy, or intervention that demonstrates a <i>statistically significant effect on improving student outcomes or other relevant outcomes</i> | LEVEL 3: PROMISING EVIDENCE | Evidence cited is based on: <i>at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias</i> |
| An activity, strategy, or intervention that demonstrates a <i>rationale that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes</i> | LEVEL 4: DEMONSTRATES A RATIONALE | Evidence cited is based on: <i>high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention</i> |