

UTAH CHARTER SCHOOL GRANT PROGRAM

GRANT PROPOSAL REQUIREMENTS
AND GUIDANCE

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Utah Public Charter School Grant Program

2015-2016 CALENDAR

(Deadline Information in Red)

March 9, 2015

Grant Training

3:00 to 4:30 pm, USOE Basement West

RSVP: jo.schmitt@schools.utah.gov

April 15, 2015

Initial Startup & Implementation Grant Applications Due

Email: joseph.heywood@schools.utah.gov

April – May

Revisions as necessary

May 29, 2015

Final Startup & Implementation Grant Application Due

Email: joseph.heywood@schools.utah.gov

June 30, 2015

Applicants notified of grant status

August 2015

Grant money distributed by check (in the mail)

Startup grant fund distributions are tiered with 50% distributed in August, 25% in February, and 25% in May

Implementation grant fund distributions are tiered with 40% distributed in August (based on enrollment projections) and 60% distributed in November (based on actual enrollment)

June 15, 2016

Deadline for requesting a 90-day no-cost extension

Submit request via e-mail to joseph.heywood@schools.utah.gov

June 30, 2016

End of fiscal year

FINAL CHECKLIST

- Have you checked for grammatical errors and spelling mistakes?
- Have you followed the instructions and targeted the review criteria as outlined in the writer's guide (pg. 23)?
- Have people not involved in writing the grant application been used to edit the document and make sure that the document is clear and understandable?
- Have you stated things concisely and without redundancy?
- Have you prepared an electronic copy of the application to be emailed to joseph.heywood@schools.utah.gov? (Adobe pdf, not to exceed 9 MB and 30 pages)
- When saving to pdf format, did you ensure all pictures, tables, and formatting translated well?
- Have you used at least an 11 point font (10 point in tables)? Have you used 1 inch margins?
- Have you refrained from including the application instructions?
- Have you refrained from using attachments unless requested in the application or receiving written permission?
- Does your lottery comply with U.C.A. §53A-1a-506?
- Have you checked your requested budget to make sure all items are fundable?
- Have you used the school's FY16 estimated award to create your current year budget?
- Is your Data Management and Security Plan included?
- If you are requesting professional development funds (for staff or board members), have you included your Professional Development Plan?
- Have you created a cover page with your school name and is it the first page of your proposal?
- Are the required forms (pgs. 22-25), with appropriate signatures, immediately following the cover page?
- Do the required elements follow the grant application sequence? (pg. 9 – startup; pg. 14 – implementation)
- Have you attached the required budget templates as Appendix A?

1.....GENERAL INFORMATION

INTRODUCTION

The Utah State Charter School Board (SCSB) received startup and implementation grants for \$2,100,000 to support qualified charter school founders whose new charter schools are in the initial phases and years of implementation.

The purpose of these funds is to expand the number of high-quality charter schools available to students in Utah by providing financial assistance for planning, program design, and initial implementation of new charter schools.

The startup and implementation grant program is for schools in the planning and first two years of operation with students. Only grant proposals meeting the SCSB's grant standards will be funded. Startup grants require proposals. Implementation awards are automated based on available funds, student enrollment, and progress made toward school goals as outlined in the charter agreement.

Questions regarding the SCSB Charter School Grant Program may be directed to:

Joe Heywood, 801-538-7957 or joseph.heywood@schools.utah.gov

Definitions:

Startup: The first (planning) year of the grant program. Startup grants can be submitted following charter approval.

Implementation: The second and third years of the grant program (first and second operational years with students). Implementation awards are based on available funds, student enrollment, and progress made towards school goals in charter agreement.

ELIGIBLE APPLICANTS

Grant applicants must meet the requirements for charter schools in U.C.A. §53A-1a- 507 to be eligible for grant funds. All first year (startup) applicants must demonstrate their eligibility, through their charter application, to apply for these funds before a grant application will be accepted.

Funding for future years is contingent upon state appropriations. No more than 12 fiscal months can be used for startup activities and no more than 24 fiscal months can be used for implementation activities with funds received from this grant. The grant may be awarded for three fiscal years.

Schools that have received a state startup or implementation grant under another school name or before being reconstituted are not eligible. Only those schools determined to meet the eligibility requirements are eligible to submit a grant application.

LOTTERY/ENROLLMENT REQUIREMENTS

A charter school receiving these grant funds must use a lottery if more students apply for admission to the charter school than can be admitted consistent with U.C.A. §53A-1a-506. Students enrolled in a public school converting to charter status may be exempt from the lottery process. Students can be given preference in the enrollment process, consistent with those approved in its Charter Agreement. Schools approved with priority status, consistent with U.C.A. §53A-1a-502.5, must give enrollment preference to students who live within a 2-mile radius of the school building above any other preference.

Enrollment policies: If granting enrollment preference to children/grandchildren of founders, then the charter school should clearly define what constitutes a “founder” and the criteria for meeting that definition in its enrollment policy. A charter school enrollment policy should also designate any criteria for students of teachers and staff (e.g., full- or part-time, years of employment, etc.). A charter school may never charge families to be designated a founder or to be enrolled in the charter school. Enrollment policies must include an open enrollment period that is advertised within the school’s community so that all interested students may have an equal opportunity to apply for admission consistent with Board Rule R277-482.

A charter school may weight its lottery to give a slightly better chance of admission to educationally disadvantaged students, consistent with U.C.A. §53A-1a-506, including: low-income students; students with disabilities; English learners; migrant students; neglected or delinquent students; and homeless students.

APPLICATION PROCESS (STARTUP)

Startup grant applicants are invited to attend the grant training. Supplemental information may be requested by SCSB staff to determine eligibility. Please refer to the grants calendar on pg. 4 of this guide for training, due dates, and deadlines.

APPLICATION PROCESS (IMPLEMENTATION)

Implementation grant applicants are invited to attend the grant training. Implementation applicants must submit a performance report, and may submit a request to amend the budget, according to the calendar on pg. 4.

DEADLINE

Startup and implementation grant applications must be submitted electronically in their entirety, as a single document, by the close of business on or before the respective due dates. (Please refer to Grant Program calendar, pg. 4 of this guide.) **Applications not submitted in their entirety by the deadline will not be reviewed.** The SCSB staff welcomes applications prior to their due date.

FUNDABLE ACTIVITIES

Startup and implementation grant funds must be used for the following:

- 1) Post-award planning and design of the educational program.
- 2) Research-based professional learning activities for teachers and other staff, including training offered through SCSB staff and mentoring grant program.
- 3) Initial implementation of the charter school including:
 - a) Informing the community about the school,
 - b) Acquiring necessary equipment, educational materials, and supplies,
 - c) Acquiring, developing, or aligning curriculum, and
 - d) Other initial operational costs.
 - i) Costs associated with creating and implementing office functions, such as accounting systems, attendance and registration systems, and human resources policies;
 - ii) Costs associated with the installation of computers, data systems, networks, and telephones;
 - iii) 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.); and
 - iv) Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.

FUNDING LEVELS

Grant applicants under this program may receive up to \$300,000 over the grant period. The funding level cap encourages the charter school to focus on financial priorities. Budget cuts will not be compensated for in subsequent years of the grant program. Applicants should consider the grant cap and funding requests over the entire grant period when submitting an application. The grant program provides for not more than 36 fiscal months of funding.

- Startup grant (year 1 – planning year) – all year 1 grant awardees split \$1,000,000 based on pupil enrollment projections as determined by the Common Data Committee.
- Implementation grant (year 2 – first operational year) – all year 2 grant awardees split \$700,000 based on an initial enrollment projection and then actual October 1 enrollment.
- Implementation grant (year 3 – second operational year) – all year 3 grant awardees split \$400,000 based on an initial enrollment projection and then actual October 1 enrollment.

NO funding level is guaranteed. Schools may request up to \$300,000 over the grant period. If a school skips the planning year it will still be eligible for up to 36 months of funding. However, all awards will be based on October 1 enrollment. If a school does not open following its planning year, it must wait for its first operational year to apply for additional grant funds.

GRANT PROCESS

SCSB staff will review for consistency with Charter Agreement, budgetary restrictions, eligibility, and compliance with submission requirements to determine if the application is in compliance with the basic requirements of the grant program.

Implementation funding for the second and third years of the grant program depend on a satisfactory progress report, additional information as outlined in Chapter 3, and a revised budget and budget narrative. Second- and third-year implementation applications are reviewed by SCSB staff. If information is incomplete or unsatisfactory, additional information may be requested and issues resolved before implementation funds are released. Implementation funding may be terminated if substantial progress is not being made to accomplish the goals in the charter agreement.

SUBRECIPIENT MONITORING

As a condition of this grant, SCSB is responsible to annually review and evaluate the performance of the charter schools it authorizes and hold these schools accountable for their performance, and monitor charter schools for compliance with federal and state laws, rules, and regulations, as required in U.C.A. §53A-1a-501.6.

RECORD KEEPING

The SCSB staff will keep track of specific information as a part of the grant. This may include attendance at mandatory trainings, submission of required reports, and progress towards goals in the charter agreement, as well as other items. To assist with proper notification of requirements and school progress, grantee schools are required to notify SCSB staff of any administrator, leadership, or board turnover at the school during the full three-year grant cycle.

TIERED DISTRIBUTION OF FUNDS

It is imperative that grantee schools carefully manage expenditure of funds in Years 2 and 3 of the grant. Grantee schools will notice that only 40% of projected funds will be distributed in August. If the school's October 1 count does not match the projected enrollment number, then the remaining 60% of funds will either be reduced or eliminated depending on how far below the projection actual enrollment numbers fall. The 60% is not a guaranteed number, and as such, should not be encumbered until after the October 1 count matches the projected enrollment number. It is critical that a grantee school factors this into the monitoring of the budget and expenditures associated with this grant award. For example, if a school's projected enrollment nets the school a \$100,000 award for that year, the school will receive \$40,000 in August. The October 1 enrollment will then determine if the school will receive the full remaining \$60,000 or forfeit all or part of that amount due to lower than expected enrollment.

After October 1 counts are finalized, the remaining 60% of that year's total funds will be reallocated to schools eligible to receive funding.

2.....STARTUP GRANT

FORMAT

Each grant application must be submitted following the formatting instructions:

1. Electronically: Submit in Adobe Acrobat format as a single email attachment to joseph.heywood@schools.utah.gov
2. All pages must be standard letter size (8.5" x 11"); 12 point font (tables may be in an 11-point font); with a margin of at least one inch on all sides.
3. Document footer on each page must include the school name and page number.
4. Do not include curriculum, invoices or any other document not specifically required as an Appendix. If, for good cause, the applicant wishes to include additional information, e-mail joseph.heywood@schools.utah.gov requesting permission with a rationale for the request. Extraneous material will be removed and will not be reviewed.
Note: Please see Chapter 5 of this guide for extended suggestions to your proposal preparation.

GRANT APPLICATION SEQUENCE

1. Cover page with charter school name.
2. Charter school information (pgs. 22 – 25). Signatures of the Authorized Contact and governing board chair must be included. Provide a complete mailing address for the charter school, not just the street address.
3. Required elements as outlined in the appropriate section of this application.
 - a. Section 1: Project Budget Narrative
 - b. Section 2: Data Management and Security Plan
 - c. Section 3: Professional Development (optional)
4. Appendix A: Budget Form developed using the electronic Excel spreadsheet.

REQUIRED ELEMENTS AND REVIEW CRITERIA

Applications must include the following:

1. PROJECT BUDGET NARRATIVE

- A. Overview. Provide an overview of how grant funds will be used to address goals in the Charter Agreement (CA).
- B. Budget Narrative. Using the budget detail of the electronic budget, list the main line items for each measure. The budget detail page in the Excel spreadsheet should include hourly/daily rates, cost per item, or other detail sufficient to explain how the total line item amount was reached. No single line item should exceed \$10,000 without proper justification (i.e., a technology line item should be broken down to the number of systems and the cost per system). Line items without proper justification will be denied. Fully describe the proposed budget for three years.
- C. Example.

Measure 1: Student Academic Achievement in Science

80% of students will be proficient in science by SY2017 as measured by SAGE.

- Establish baseline in 2015-16 school year.
- Analyze data to determine areas of needed focus to help students reach proficient status from SY2016 assessment data.
- Open science tutoring lab three days per week to work with students needing individualized instruction (self-selection or mandatory if earning below a C).
- Hire science teacher to coordinate science fair program (may buy prep period instead of hiring another individual).

Measure 1 – Science Proficiency	Year One	Year Two	Year Three
Purchase class sets of science books (30 books x 2 biology rooms x 2 chemistry rooms x 2 physics rooms – \$60/book) and replacement books (5 per room per year)	\$10,800	\$1,800	\$1,800
Purchase lab supplies (details in budget)	\$12,530	\$2,495	\$4,650
Hire three college students majoring in biology, chemistry, and physics to work in science lab (\$17/hr x 2 hours per session x 3 sessions x 45 weeks)	\$13,770	\$13,770	\$13,770
Science Fair Program coordinator (\$34/hr x 5 hours per week x 45 weeks). Project 3% COLA per year.	\$7,650	\$7,880	\$8,116
Total	\$44,750	\$25,945	\$28,336

REVIEW CRITERIA

A response that meets standard will:

- Identify four to six measures that are meaningful, manageable, and measurable, and focus on improving student outcomes. Measures must align with the CA.
- Describe activities that will take place for each measure. Activities must align with the measure.
- Include a detailed budget narrative that fully explains all proposed expenditures for the entire grant period.
- Ensure budget narrative aligns with the budget detail in the electronic budget.
- Contain reasonable proposed uses for grant funds (e.g., supplement, not supplant; implementation activities, not ongoing costs)

2. DATA MANAGEMENT AND SECURITY

- A. Data Management. Provide the charter school's data management plan, including all types of data the school will maintain (e.g., financial data, student records, academic data, teacher files, behavior logs, immunization records, lunchroom information, etc.). The plan should identify which software programs will be used; specific hardware requirements; personnel responsible for collecting, entering, analyzing, and distributing data; and personnel responsible for submitting data to USOE and the school's authorizer. Include the school's record retention schedule
- B. Data Security. Describe the school's plan for keeping its data secure. Include information such as data accessibility, data location, definition of directory information, definition of a student educational record, and policy for handling data requests and security breaches. Also identify any third party vendors that the school will share protected data with and language from the contracts with the vendor that allow for sharing of data consistent with FERPA and state policy.

REVIEW CRITERIA

A response that meets standard will:

- Document a comprehensive data management and security plan that is reasonable and appropriate for the school (click [here](#) for assistance).
- Identify all software that may be used for data management (including an [approved SIS](#)) and any specific hardware requirements.
- Describe the responsibilities of personnel dealing with school data, including the professional training offered to ensure competency in their data assignment.
- Assure the governing board will be responsible to submit all required reports to USOE and their authorizer.
- Include an appropriate records retention schedule, consistent with guidance provided by [Utah State Archives](#).
- Define [directory information](#) that is consistent with FERPA and state policy.
- Appropriately protect a student's educational record (Federal [FERPA](#) and [State FERPA](#))

3. PROFESSIONAL DEVELOPMENT (OPTIONAL)

If requesting grant funds for professional development, the application must include:

- A. Professional Development Plan and Goals. Provide the charter school's professional development plan, including specific goals related to improving student learning and a description of how results will be assessed. Mention all relevant participants in this description, including teachers, administrators, staff, and governing board members.
- B. Activities. Describe the activities that will be used to achieve the goals of the professional development plan. Activities must be research-based, ongoing, and embedded into the daily life of the school. They must be proven to be effective in improving student academic achievement. For instance, if the school will establish a mentor teacher program, what is the research basis for that activity and how will success be measured?
- C. Compliance with CA. Describe how the school's professional development plan will ensure that all teachers are appropriately licensed and endorsed for their teaching assignment and help the governing board meet CA goals.

REVIEW CRITERIA

A response that meets standard will:

- Provide a complete overview of the school's professional development plan, for all subgroups (e.g., teachers, administrators, staff, and governing board members), including professional development goals that are specific and tied to improving student learning or CA goals.
- Fully specify research-based professional development activities, which are embedded, ongoing, and have been proven to be effective in improving student learning or other CA goals.
- Clearly align requested expenditures with the school's professional development plan.
- Include substantive evidence that all teachers will be properly licensed and endorsed for their teaching assignments.
- Include substantive evidence the proposed activities will help the governing board meet CA goals.

3.....IMPLEMENTATION GRANT

Generally, each implementation request will be reviewed in light of the grantee's progress report and responsibility in use of grant funds to date. Factors that will be considered include, but are not limited to:

- Any significant, unexplained discrepancies between approved and actual prior year grant expenditures;
- The legitimacy of the planned expenditures in the context of the recipient's overall financial picture;
- Evidence that the charter school is being operated in accordance with the information provided in the first year's grant proposal, including the demonstration of accountability;
- Progress made toward CA goals; and
- Student enrollment.

FORMAT

Each implementation application must be submitted electronically to the SCSB staff. The progress report and updated budget should be submitted in Adobe Acrobat format as a single email attachment.

The implementation uses the same formatting instructions as the startup grant (pg. 10). These formatting instructions are mandatory.

GRANT APPLICATION SEQUENCE & REQUIRED ELEMENTS

1. Cover page with charter school name.
2. Required elements:
 - a. Executive Summary providing clear evidence the school used prior year startup grant funds to address grant goals (measures).
 - b. Section 1: General Progress Report on Startup Grant goals (measures). This section should include both a narrative and a quantitative update on progress made toward grant goals (measures).
 - c. Section 2: Budget Update. Report funds that were spent and any budget revisions or reallocations. Indicate any budget amendments sought for implementation period.
 - d. Section 3: Data Management and Security Plan Update. Summarize major changes and improvements to the prior year plan.
 - e. Section 4: Professional Development Update (optional)
3. Appendix A: Updated Budget Form developed using the electronic Excel spreadsheet.

REVIEW PROCESS

SCSB staff will review each performance report. Grantees may be asked for additional information. Failure to satisfactorily provide the requested additional information by the deadline may result in the applicant not being funded. It is possible that year two and/or year three funding will be terminated if there is sufficient cause.

4.....BUDGET INFORMATION

INTRODUCTION

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

Budgets for the anticipated amount of funding must be submitted on the SCSB Budget Form, using the Excel template, and conform to the object code categories (listed in this chapter) that public schools use in their accounting system.

BUDGET DEVELOPMENT

The budget period for this grant is **July 1 through June 30** of each year. The proposed grantee budget should reflect that timeframe.

Each line item in the budget narrative should note the quantity, budget amount, and associated measure. All columns should be complete. No single line item should be more than \$10,000 without a detailed justification. Break down line items exceeding \$10,000 through notations of quantity, explanation, or additional line items to clarify how funding will be expended. Generalities will be asked to be clarified. Each measure should have a related budget narrative that is subtotaled. Do keep in mind that budget submissions can go through several reviews prior to approval; budget time adequately.

To ensure that funds go as far as possible, funds should supplement rather than supplant local effort. Funds for salary & benefits should not exceed \$5,000 per month and should be limited to implementation activities. Funds should not be used for routine operational costs of the school that are a regular ongoing part of a school budget. Proposed budgets should reflect actual projected costs at a reasonable level. Budget line items that are unrealistic may be cut or trimmed. For example, although \$5,000 is requested for a new laptop computer, only \$2,000 may be approved. It is in the best interest of the applicant to request only reasonable funding levels in order to maximize the total award.

BUDGET REVISION

Grant recipients should follow Utah's Procurement law in all purchases. On occasion, a school is able to get a better deal on a purchase than anticipated in the grant budget. If this occurs, then saved funds can be used for any other purchase within the same measure without requiring a budget revision. Money within the same measure can be moved without requiring a budget revision. However, all proposed activities within the measure are still required.

Example. These changes could occur without SCSB staff approval.

Measure 1 – Science Proficiency	Year One Proposed	Year One Actual	Justification
Purchase class sets of science books (30 books x 2 biology rooms x 2 chemistry rooms x 2 physics rooms – \$60/book) and replacement books (5 per room per year)	\$10,800	\$9,720	School received 10% discount
Purchase lab supplies (details in budget)	\$12,530	\$13,610	Book discount used to purchase additional lab supplies
Hire three college students majoring in biology, chemistry, and physics to work in science lab (\$17/hr x 2 hours per session x 3 sessions x 45 weeks)	\$13,770	\$13,770	
Science Fair Program coordinator (\$34/hr x 5 hours per week x 45 weeks). Project 3% COLA per year.	\$7,650	\$7,650	
Total	\$44,750	\$44,750	

Periodically an approved grant budget must be revised due to a change in need at the school. If the revision adds/eliminates an activity or requires movement of funds between measures, then this requires SCSB staff approval. On school letterhead, and signed by both the project director and Authorized Contact, provide the reason for the budget revision and any notes that would help explain the need for the revision. Email the request to joseph.heywood@schools.utah.gov. Upon SCSB staff approval, the revised budget replaces the previously-approved budget. The email from SCSB staff will be the official documentation to begin spending or encumbering grant funds.

Example. These changes could not occur without SCSB staff approval.

Measure 1 – Science Proficiency	Year One Proposed	Requested revision	Justification
Purchase class sets of science books (30 books x 3 biology rooms x 3 chemistry rooms x 3 physics rooms – \$60/book) and replacement books (5 per room per year)	\$10,800	\$16,200	School opened with 3 rooms for each science discipline
Purchase lab supplies (details in budget)	\$12,530	\$14,780	Add extra coordinator funds
Hire three college students majoring in biology, chemistry, and physics to work in science lab (\$17/hr x 2 hours per session x 3 sessions x 45 weeks)	\$13,770	\$13,770	
Science Fair Program coordinator (\$34/hr x 5 hours per week x 45 weeks). Project 3% COLA per year.	\$7,650	\$0	Hire coordinator in year 2
Total	\$44,750	\$44,750	

GRANT AWARD PROCESS

Within 30 days of the grant application submission, SCSB staff will send applicants an email with required changes before final approval. Awards are contingent upon an approved application and may never be spent retroactively. After the additional information is satisfactorily provided to SCSB staff, the applicant will receive a grant award letter stating the grantee has final approval. Funds should not be spent or encumbered until the grant has received final approval.

BUDGET GUIDANCE

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

- Gift certificates; alcoholic beverages; school apparel for staff; school apparel for students not eligible for free/reduced lunch; fines and penalties; lobbying.
- Program expenses outside of the school's CA (i.e., before/after school programs and preschool).
- Out-of-state travel unless it can be demonstrated that the goal of the travel cannot be accomplished in-state (no out-of-country travel is permitted).
- Bus passes.

NOTE: UNDER NO CIRCUMSTANCES WILL AN IMPLEMENTATION GRANT BE AWARDED TO A CHARTER SCHOOL THAT HAS BEEN NOTIFIED BY ITS AUTHORIZER THAT THE CHARTER CONTRACT WILL BE REVOKED OR OPENING DATE WILL BE POSTPONED.

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

BUDGET CATEGORIES

Examples of the types of expenses that may be included in each object category are listed below for categorization guidance only. Your budget narrative should give enough detail so that the appropriate object category can be confirmed.

Instructional Program. Instruction includes the activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It also may be provided through some other approved media such as television, radio, telephone, and correspondence. Included here are the activities of paraprofessionals, aides, and classroom assistants, clerks, or graders, and the use of teaching machines or computers which assist in the instructional process of interaction between teachers and students.

Support Program. Support service programs are those activities which facilitate and enhance instruction. Support services include school-based and general administrative functions and centralized operations for the benefit of students, instructional staff, other staff, and the community.

(100) Salaries - Amounts paid to employees of the school in positions of a permanent nature or hired temporarily, including substitutes for those that are in permanent positions (on payroll). Amounts for instruction, planning, administration, etc. should be broken out.

(200) Employee Benefits - Amounts paid by school on behalf of employees which are over and above salary (e.g., state and local retirement, social security, group/industrial/unemployment insurance & other fringe benefits.) Amounts for instruction, planning, administration, etc. should be broken out.

- Allowable salaries and benefits (for implementation activities either pre-opening or after opening) are limited to \$5,000 per month; required information includes name, title, a list of activities funded by the grant, percentage of time per week and length of time grant funding will be used to cover the salary.

(300) Purchased, Professional & Technical Services - Purchased services which, by their nature, can be performed only by persons with specialized skills, knowledge and services. Included are the services of accountants, architects, auditors, consultants, lawyers, etc. (list substitutes hired for permanent positions under "salaries"). This area will also include any associated expenses paid to the service provider such as travel, per-diem, and miscellaneous items.

- Evidence of following procurement as outlined in the Charter Agreement must be provided, as well as an executed copy of any contracts that will be paid in part or whole by grant funds.

(400) Purchased Property Services - Amounts paid for services, rendered by organizations or personnel not on payroll of the school, to operate, repair, maintain, insure and rent property owned and/or used by the school.

(500) Other Purchased Services - Amounts paid for services rendered by organizations or personnel not on payroll of the school, and other than Professional and Technical Services (300), or Purchased Property Services (400). This would also include expenses for meeting facilities, conference hotels (which may include direct-billed items for group meals and lodging provided to participants, equipment, space charges, and miscellaneous). Also, any travel and per-diem expenses for participants.

- SCSB staff recommends schools consider using some grant funds for activities such as charter school association conferences and symposia, required governing board and staff meetings/trainings, and optional activities (e.g., job fairs, parades, community fairs, etc.).

(580) Travel - Expenditures for transportation, meals, hotel, and other expenses associated with staff (on payroll) travel for the school. Payments for per-diem in lieu of reimbursements for subsistence (room and board) also are charged here.

(600) Supplies/Materials - Amounts paid for items of an expendable nature that are consumed, worn out, or deteriorated in use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances are considered supply expenditures. Amounts paid for non-equipment items and with reasonable care and use may be expected to last for more than one year, are considered material expenditures. Includes computer programs (software).

(700) Property - Expenditures for the acquisition of fixed assets, including expenditures for land or existing buildings and improvements of grounds; initial equipment; additional equipment; and replacement of equipment. (i.e., machinery, school buses, furniture & fixtures, audiovisual equipment, non-bus vehicles, computer equipment (hardware)).

Some measure activities may cross object category lines. For example, community services or parental involvement may include salaries, purchased services (printing), and supplies/materials. The budget narrative should identify these elements so that a total cost of the activity can be determined.

GENERAL GRANT MANAGEMENT

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

Authorized Contact Responsibilities. Responsibilities of the Authorized Contact include:

- Oversight of the entire grant project.
- Manage grant budget.
- Responsibility for compliance with state laws and guidance regarding grant management.
- Liaison with SCSB staff and attend required meetings.
- Liaison with charter school governing board to provide regular updates.

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

- a. Closing/closed charter schools: All non-consumable items of value purchased with grant funds must be returned to the charter school authorizer for distribution. The charter school's authorizer, if not the State Charter School Board, is responsible to notify the SCSB staff the reason for the school's closure, a statement of how the assets will be distributed, and file a Final Report consistent with U.C.A. §53A-1a-510.5.
- b. Operational charter schools wishing to sell, give-away, or dispose of non-consumables purchased with grant funds: Grant records should reflect depreciation, disposition, and an updated inventory record for six years after completion of grant funding.

Change of Status. Should the charter school change to non-charter status within five years of receiving grant funds, grant funds must be reimbursed to SCSB. An exception may be made for schools that convert status due to either federal or state law requirements for academic purposes.

Conflicts of Interest. Schools must avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services. State laws regarding conflicts of interest are very strict. It is the responsibility of the charter school governing board to be in compliance with conflicts of interest policies. Authorized Contact and governing board members must have no real, apparent, or potential conflict of interest with any vendors contracted to provide services funded under a school's grant or personnel compensated for grant-sponsored activities, except as provided in U.C.A. §53A-1a-518.

Grant Closeout. A request for end date extension must be received by the SCSB staff no later than June 15 of the year the grant is due to be completed. If it is determined that any grant funds have been misused, grant funds must be returned to SCSB. SCSB may terminate a grant award upon thirty days' notice if it is determined that the applicant is not fulfilling the funded program responsibilities as specified in the approved application.

Each awarded charter school is responsible for annual financial audits including these grant funds. Federal audit requirements contained in the Single Audit Act (OMB Circular A-133) may also apply. The charter school is expected to provide its fiscal agent with complete financial information to satisfy federal and state requirements.

Financial Reports. An Annual Financial Report (AFR) and Annual Program Report (APR) is required to be filed by October 1st of each year. The Audited Financial Statement is required to be filed by November 30th of each year. The AFR and APR reports actual expenditures made from the grant and the Audited Financial Statement is completed by an independent external auditor. If the AFR, APR, or Audited Financial Statement is not filed on time, complete, and accurate, grantees risk losing their funds for the following year.

Extension of Time to Expend Grant Funds. The grant fiscal year ends June 30 of each year. If a school anticipates that it will be unable to spend grant funds by the end of the fiscal year, an extension request form must be filed no later than June 15. An extension allows up to 90 additional days to expend funds. Extension requests should outline the reason for delay, the amount of carryover and the anticipated timeline and new end date. The grantee is still bound by the budget that was submitted, and approved, and is expected to adhere to that budget. The extension is subject to approval by SCSB staff and is not guaranteed. It's important for grantees to monitor their spending throughout the year and make the necessary budget revisions to meet the original deadline. Grantees should not assume they will be granted an extension, rather an extension should be the last resort when budgeting funds. The following year's funding will be held until spending of the extended funds is complete.

5.....GRANT WRITING GUIDANCE

GENERAL GRANT WRITING SUGGESTIONS

Here are some things to keep in mind as you get ready to create your proposal:

- Carefully read this entire Grant Proposal, paying particular attention to the review criteria. Those criteria are what the SCSB staff will use to evaluate your proposal.
- Allow yourself plenty of time to conduct planning, gather data, and collect the necessary information from other sources. For instance, you will need the Charter Agreement, the school's professional development plan, and data management and security plan.
- Follow the directions for the format of your proposal.
- Make sure the application is complete (e.g., required appendices, signatures, each required element section, etc.).
- Proofread your final proposal.
- Don't have poor formatting, unnecessary repetition, grammatical errors, misspelled words, or incomplete thoughts.
- Be clear, concise, and coherent.
- Don't use education jargon or acronyms without first explaining them.
- When you have finished writing your proposal, but before you submit it to the state, have someone who has not been involved in the writing process read it and evaluate it using the review criteria.

BUDGET NARRATIVE

Budgets are completed using the Excel file found [here](#). The Excel application allows interaction among worksheets and calculates subtotals and totals automatically. The electronic budget application contains the following worksheets:

1. Summary
2. Salaries & Benefits (100-200)
3. Professional Services (300)
4. Property Services (400)
5. Other (500)
6. Travel (580)
7. Supplies and Materials (600)
8. Property (700)

Year one applicants must complete a budget for the full three years of the grant program. Year two applicants must submit a budget for two years and year three applicants a budget for one year. However, do not delete the prior year's budget.

6.....REQUIRED PAGES & FORMS

I. CHARTER SCHOOL INFORMATION	
1. Name of charter school	
2. Complete Mailing Address	
3. Authorized Contact	
4. Phone Number	5. Fax Number
6. E-mail Address	
II. AUTHORIZER INFORMATION (Complete if authorizer is other than State Charter School Board)	
7. Authorizer	
8. Complete Mailing Address	
9. Contact Person/Authorized Representative	
10. Phone Number	11. Fax Number
12. E-mail Address	
13. Authorizer Superintendent/Executive Director	
14. Authorizer Board President	
15. Date Charter School Approved	
16. Date Charter Agreement Signed (submit executed copy)	

III. REQUIRED INFORMATION

17. Autonomy: Describe how this charter school will operate autonomously from the authorizer and education service provider. Specifically address financial decision-making and business operations, services purchased from a third party, charter school governing board members not associated with the school district, and legal independence.

18. Governing board members: Provide updated list of governing board members for this charter school. For each board member explain their expertise, board title (e.g., president, secretary), and way they came to be on the board (e.g., elected, appointed).

IV. Certifications

Charter schools that accept funding through the Utah State Charter School Board Startup & Implementation Grant Program agree to the following certifications: *Read and check*

- 1. The applicant possesses the legal authority to apply for this grant, a resolution or motion has been adopted by the applicant's governing body which authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Authorized Contact to act in connection with the application and to provide additional information as may be required.
- 2. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as requested by the USOE and authorizer; this includes participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements.
- 3. Recipients will comply with federal laws including, but not limited to, 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.
- 4. Recipients will comply with U.C.A. §53A-1a-506, which includes the use of a lottery for enrollment if the charter school is oversubscribed.
- 5. Recipients will ensure that at least one person from the charter school will subscribe to the Charter Administrators, Charter School Business Officials, and Governing Board E-mail Listserv for the life of the charter.
- 6. Recipients operate (or will operate, if not yet open) a charter school in compliance with all state and federal laws, rules, regulations, and State Charter School Board and Utah State Board of Education directives.

- 7. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable law.
- 8. Recipients will comply with all provisions of the ESEA, including but not limited to, provisions on School Prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA), and Privacy of Assessment Results.
- 9. Recipients will ensure that the awarded grant funds will be spent or encumbered by June 30, 2016 unless an extension is requested by June 15, 2016.
- 10. Recipients shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for six full years from the date of final payment. SCSB must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The recipient further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits.
- 11. Recipients understand that if any findings of misuse of grant funds are discovered project funds must be returned to SCSB and that SCSB may terminate a grant award upon 30 days' notice if it deems that the recipient is not fulfilling the funded program as specified in the approved grant application.
- 12. Recipients are required to keep and maintain all equipment purchased with grant funds in accordance with state law; should the charter school close the authorizer agrees to notify the SCSB staff of the reason for closure and agrees to notify the SCSB staff regarding the disposition of assets purchased by this grant.
- 13. Recipients understand that the state will own all rights, title and interest in all of the intellectual property rights, including copyrights, patents, trade secrets, trademarks, and service marks in the works and documents created and paid for under this grant program.
- 14. Recipients will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services consistent with U.C.A. §53A-1a-518.
- 15. Recipients certify that they have a signed charter agreement. If school has been approved, but charter agreement has not been executed, recipients understand that they will not be awarded grant funds until a contract between the school and authorizer has been executed and signed. Evidence of a signed contract must be provided prior to funding.

Note: The ESEA, Title V, Part B [20 USC 7221c. Section 5204, (e)(4)(B)] states, "A local educational agency may not deduct funds for administrative fees or expenses from a grant awarded to an eligible applicant, unless the applicant enters voluntarily into a mutual agreed upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all grant funds to the eligible applicant without delay."

V. Certification by Charter School Governing Board

The governing body of the charter school applicant has authorized the filing of this application and the undersigned representatives have been duly authorized to file this application and act as the Authorized Contact of the applicant in connection with this application.

We do hereby certify that all facts, figures, and representations made in this application are true and are correct and are consistent with the statement of certifications. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this project. All records necessary to substantiate these items will be available for review by state and federal monitoring staff for six years from the receipt of the last grant funds. We further certify that all disbursements: (1) will be obligated after the grant has been awarded, following the approved budget, and prior to the termination date; (2) have not been previously reported; and (3) were not used for matching funds on this or any special project.

VI. Signatures

WE, THE UNDERSIGNED, do hereby agree to the certifications contained in Sections IV and V above.

Signature of Authorizer Superintendent or Exec. Director
(if other than State Charter School Board)

Signature of Charter School Board Chair

Signature of Authorized Contact

7..... FREQUENTLY ASKED QUESTIONS

1. After our money has been awarded, how do we receive our money?

After you're officially notified of your annual grant award amount and after the school has opened a qualifying bank account, the funds will be distributed by check.

2. We received donated items for some of the things requested in our budget. Can we change that line item in our budget?

Yes. Submit a revised budget to the SCSB staff for approval. The reallocated funds should be for something addressed in the project goals.

3. Our founders wrote our school's grant application. Now that the staff is hired, we'd like to change it. Can we?

Yes, but the requested changes should still fit under the selected Charter Agreement goals. Submit a revised budget to the SCSB staff for approval. A narrative explaining the changes should be included with the revised budget.

4. Can we pay current staff salaries with grant funds?

Yes, but only within the allowable amounts (pg. 18) and for implementation activities (pg. 7).

5. Are computers classified as equipment?

Yes. For purposes of the budget form, computers are listed on the equipment tab. Even though individual computers rarely meet established thresholds for capitalization from an accounting standpoint, they are referred to as equipment in the grant program.

6. What do I do with receipts?

Keep them for six years following the final grant disbursement. Have them organized and available for review by SCSB staff upon request.

7. We received an implementation grant for our school, but now we've decided to delay opening for a year? Can we keep the implementation grant award?

No. You will need to decline the implementation award and apply again next year. If any funds have been spent, they must be repaid to SCSB within 30 days of the charter school authorizer's decision to delay opening.

8. How can our school change the Authorized Contact?

The charter school governing board must vote to designate a new Authorized Contact and provide evidence of this change to the SCSB staff at SCSB.