Utah Charter School Grant Program

Grant Proposal Requirements and Guidance

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FINAL CHECKLIST

- ☐ Have you checked for grammatical errors and spelling mistakes?
- ☐ Have people not involved in writing the grant proposal 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 (Word or PDF) document to be e-mailed to chartergrant@schools.utah.gov?
- ☐ Have you used a 12 point font in your document?
- ☐ Have you used 1 inch margins and printed your proposal on one side only of 8.5" x 11" paper?
- ☐ Have you refrained from using attachments unless approved by the Charter School Section?
- ☐ Are the cover page (pg. 34) and certifications (pgs. 35-38), with appropriate signatures, at the beginning of the electronic document?
- ☐ Do the certifications (pgs. 35-38) immediately follow the printed cover page?
- ☐ Does your lottery comply with U.C.A. 53A-1a-506?
- ☐ Have you targeted the rubrics as outlined in the Writers' Guide (pg. 28)?
- ☐ Is your completed USOE budget form included as Appendix A?
- ☐ Have you checked your requested budget to make sure all items are fundable (or previously sent the proposed budget to Charter School Section for a "red flag" check)?
- ☐ Is your school's most recently approved budget or audited financial statement on file with USOE? (if so, USOE will include as Appendix B)
- ☐ If you are requesting technology funds, is your school's updated Technology Plan on file with USOE? (if so, USOE will include as Appendix C)
- ☐ If you are requesting funds for a library, is your school's updated Library Plan on file with USOE? (if so, USOE will include as Appendix D)
- ☐ If you are requesting professional development funds (for staff or board members), have you included your Professional Development Plan as Appendix E?
- ☐ Is your Data Management Plan included as Appendix F? (This plan is not optional.)
- ☐ Have you cited the waivers you will request or have requested from your school's authorizer as Appendix G?

Utah Public Charter School Grant Program

2012-2013 CALENDAR

(Deadline Information in Red)

April 9, 2012	**Grant Training** 2:30 to 3:30 pm, Utah Law & Justice Center Registration: jo.schmitt@schools.utah.gov
May 4, 2012	**Startup & Continuation Grant Application Due**
May – June	**Revised Budget Narrative & Budget Form Due** Email: chartergrant@schools.utah.gov
June 15, 2012	**Applicants notified of grant status**
June 1, 2013	**Deadline for requesting a 90-day no-cost extension** Submit request via e-mail to chartergrant@schools.utah.gov
June 30, 2013	**End of fiscal year**

Grant calendar updates can be found at: http://www.schools.utah.gov/charterschools/Calendar.aspx

1…….General Information

Introduction

The Utah State Office of Education (USOE) received startup and implementation grants for $2,100,000 to support qualified charter school founders (whose charter schools are in the initial phases and years of implementation) and to assist public schools aspiring to systemically reform to convert to charter status.

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 State Charter School Board's grant standards will be funded. Startup (planning) grants require proposals. Implementation (continuation) awards are automated based on available funds, the appropriateness of the proposed grant budget consistent with the applicant's charter agreement goals, student enrollment, need, student academic achievement, and progress made toward school goals as outlined in the charter agreement.

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

Marlies Burns, 801-538-7817 or chartergrant@schools.utah.gov

Definitions:

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

Implementation Award: The second and third years of the grant program (first and second operational years with students). Implementation awards are based on enrollment, need, academic achievement, and progress made towards school goals.

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 an application will be accepted.

Requirements for charter schools:

(1) A charter school shall be nonsectarian in its programs, admission policies, employment practices, and operations.
(2) A charter school may not charge tuition or fees, except those fees normally charged by other public schools.
(3) A charter school shall meet all applicable federal, state, and local health, safety, and civil rights requirements.
(4) (a) A charter school shall make the same annual reports required of other public schools under this title, including an annual financial audit report.
(b) A charter school shall file its annual financial audit report with the Office of the State Auditor within six months of the end of the fiscal year.
(5) (a) A charter school shall be accountable to its chartering entity for performance as provided in the school's charter.
(b) To measure the performance of a charter school, a chartering entity may use data contained in:
(i) the charter school's annual financial audit report;
(ii) a report submitted by the charter school as required by statute; or
(iii) a report submitted by the charter school as required by its charter.
(c) A chartering entity may not impose performance standards, except as permitted by statute, that limit, infringe, or prohibit a charter school's ability to successfully accomplish the purposes of charter schools as provided in Section **53A-1a-503** or as otherwise provided in law.
(6) A charter school may not advocate unlawful behavior.
(7) Except as provided in Section **53A-1-515**, a charter school shall be organized and managed under Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act, after its authorization.
(8) A charter school shall provide adequate liability and other appropriate insurance.
(9) Beginning on July 1, 2007, a charter school shall submit any lease, lease-purchase agreement, or other contract or agreement relating to the charter school's facilities or financing the charter school facilities to its chartering entity for review and advice prior to the charter school entering into the lease, agreement, or contract.
(10) A charter school may not employ an educator whose license has been suspended or revoked by the State Board of Education as provided in Section **53A-6-501**.

Funding for future years is contingent upon state appropriations. No more than 12 fiscal months can be used for startup (planning) activities and no more than 24 fiscal months can be used for implementation (continuation) 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. Schools must submit certain information required in the Eligibility Form, included in this grant program's Required Documents section. 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.

Up to five percent (5%) of the students can be given priority in the enrollment process, consistent with the preferences approved in the charter application, if those students are children of founding parents, teachers, or staff; live within a 2-mile radius of the school building; live in the municipality where the school building is located; live in the school district where the school building is located; students articulating from one charter school to another pursuant to an approved articulation agreement. The charter school should clearly define what constitutes a "founder" and the criteria for meeting that definition in its enrollment policy. Charter school 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.

Siblings of students currently enrolled in the charter school and students articulating between charter schools governed by the same governing body may be exempt from the lottery if such provisions are contained in the charter school's admission policy, and do not count towards the 5% preference limitation. Further, 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. Students enrolled in a public school converting to charter status may be exempt from the lottery process.

Weighted lotteries are not permissible to enroll certain types of students, such as gender, language ability, or socioeconomic status preferences, but are permissible to enroll students seeking to change schools under the public school choice provisions of Title I.

APPLICATION PROCESS (STARTUP)

Startup grant applicants are invited to attend the grant training. Additionally, each startup applicant is required to submit a Proof of Eligibility form (located in Chapter 6) and supporting documentation prior to submitting an application. Supplemental information may be requested by Charter School Section staff to determine eligibility. Please refer to the grants calendar on page 5 of this guide for training, due dates, and deadlines.

APPLICATION PROCESS (IMPLEMENTATION)

Implementation (continuation) applicants may submit updated budgets according to the calendar on page 5. This request to continue is an automated award based on available funds, the appropriateness of the proposed grant budget, student enrollment, need, student academic achievement, and progress made toward grant goals as outlined in the charter agreement. This application is also referred to as the progress or performance report.

DEADLINE

Startup and implementation grant applications must be submitted electronically in their entirety, as a single document, by 11:00 a.m. on or before the respective due dates. (Please refer to Grant Program calendar, page 5 of this guide.) Any item not submitted by the deadline will not be reviewed. The Charter School Section 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, including refining results (standards) and measurements (evaluation) of progress toward those results.
2) Research-based professional learning activities for teachers and other staff and training offered through the grant program.
3) Initial implementation of the charter school including:
    a) Informing the community about the school,
    b) Acquiring necessary equipment and 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. The charter school must maintain accurate time and effort records to document the amount of time each employee works on tasks related to the initial implementation of the charter school.); and
        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 a thirty-six month 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 thirty-six month grant period when submitting an application. The grant program provides for not more than 36 fiscal months of funding.

Base: Fifty percent (50%) of state grant funds, or $1,050,000, will be split equally among applicants and is called the base. For FY13 the base amount is $61,765.71.

Per Pupil: Fifty percent (50%) of state grant funds will be distributed on a per pupil basis using projected enrollment (years 1 and 2) and actual fall enrollment of first operational year (year 3). For FY13 the per pupil amount is $123.52.

- Startup grant (year 1) – applicant may request up to base + per pupil at 90% of projected enrollment
- Implementation grant (year 2) – applicant may request up to base + per pupil at 90% of projected enrollment.
- Implementation grant (year 3) – applicant may request up to base + per pupil at fall enrollment (year 2) and 90% of projected enrollment (if expanding)

NO funding level is guaranteed. Schools may request up to the amount of base + per pupil for grant years 1 – 3, but the total requested over entire grant period may not exceed $300,000. Schools in grant years 2 – 3 may also request a supplementary grant award in November if the actual fall enrollment exceeded 90% of projected enrollment, not to exceed the base + per pupil at actual fall enrollment or overall maximum of $300,000.

Grant Process

Charter School Section staff will review for adherence to assurances, budgetary restrictions, eligibility and compliance with submission requirements to determine if the application is in compliance with the basic requirements of the grant program.

Continuation funding for the second and third years (implementation) 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 continuation applications are reviewed by Charter School Section staff. If information is incomplete or unsatisfactory, additional information may be requested and issues resolved before continuation funds are released. Continuation funding may be terminated if substantial progress is not being made to accomplish the goals articulated in the charter agreement.

At the completion of the 36 month startup and implementation grant a final grant report is required (p. 21).

Subrecipient Monitoring

As a condition of this grant, USOE is responsible for monitoring charter schools to ensure that they adhere to their charter agreement. This monitoring system reviews charter schools annually as required in U.C.A. 53A-1a-501.6.

Record Keeping

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

2.....STARTUP GRANT

FORMAT

Each grant application must be submitted following the formatting instructions:

1. Electronically: Submit in either a Word or Adobe Acrobat and Excel format as an email attachment to chartergrant@schools.utah.gov
2. All pages must be standard letter size (8.5" x 11"); 12 point Times New Roman or Arial font; with a margin of at least one inch on all sides; and pages consecutively numbered.
3. 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 chartergrant@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 (p. 34)
2. Charter School Program - Required information form (pp. 35 – 38). Signatures of the charter school grant contacts must be included. Provide a complete mailing address for the charter school, not just the street address.
3. Document footer should include the name of the charter school and the page number.
4. Appendix A: USOE Budget Form (developed using the electronic Excel spreadsheet)
5. Appendix B: Charter school annual budget or last audited financial statement (if on file with USOE – no need to resubmit)
6. Appendix C: Technology Plan if requesting technology funds (if on file with USOE via the charter application – no need to resubmit)
7. Appendix D: Library Development Plan if requesting library funds (if on file with USOE via the charter application – no need to resubmit)
8. Appendix E: Professional Development Plan if requesting professional development funds (if on file with USOE via the charter application – no need to resubmit)
9. Appendix F: Data Management Plan (required of all applicants)
10. Appendix G: List of Administrative Rules and their titles from which the charter school was waived (this may be different than what was requested). Do not submit the entire waiver request; the list of Administrative Rules and their titles should not be longer than one page.

REQUIRED ELEMENTS AND REVIEW CRITERIA

Applications shall include the following:

1. PROJECT BUDGET NARRATIVE

A. Overview. Provide an overview of how grant funds will be used to address goals in charter agreement.

B. Budget Narrative. Using the budget detail of the electronic budget, list the main line items for each goal. 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. The proposed budget should not exceed the limitation of the amount that can be requested each year.

C. Example. Here is an example of how each charter agreement goal's budget should be detailed.

Project 2. Student Academic Achievement in Reading

1. 80% of students will be sufficient / substantial in reading as measured by end-of-level CRTs by 2013. Reduce the percent of students at the minimal / partial levels by 10% each year to meet AYP until less than 5% of students are in the unsatisfactory range by 2013 by providing additional academic support through tutoring and use of computer assisted software.

a. Establish baseline in 2012-13 school year.
b. Analyze data to determine areas of needed focus to help students reach proficient status from 2011 UPASS data.
c. Utilize Direct Instruction in K-2 starting in 2012 to assure that 93% of the 1st – 3rd graders meet grade-level targets by the end of the year as measured by DIBELS.
d. Utilize Core Knowledge literature and include domain vocabulary in all lessons in 2012-13 school year and beyond to develop cultural literacy and background knowledge.

Goal 2 – Reading Achievement	**Year One**	**Year Two**	**Year Three**
Library books will be purchased, over 3 years, approximately 350 books per grade level K – 8 (average of $21.72 per hardback book)	$15,204	$22,806	$30,408
Core Knowledge Literature sets - $3000 per grade level for 6 classroom sets of novels aligned with the Core Knowledge sequence – 9 grade levels	$6,000	$9,000	$12,000
Scholastic Core Knowledge Literature sets for 22 classrooms ($425-475 per classroom)	$10,450		
Kids Discover Magazine for K-3 – 12 subscriptions per classroom (12 classrooms at $19.95 per subscription)		$2,873	$2,873
Total	$31,654	$34,679	$45,281

MEETS STANDARD	*MEETS STANDARD?*		DOES NOT MEET STANDARD
	YES	NO	
• Budget narrative supports the three – five selected charter agreement goals and meets the needs of the school.	☐	☐	• Budget narrative has no connection to the charter agreement goals and does not meet the needs of the school.
• Budget narrative provides line items for each goal and is consistent with the required budget form.	☐	☐	• Little budget narrative with few or no line items for each goal; required budget form not included.
• Proposed budget contains reasonable proposed uses for grant funds.	☐	☐	• Budget narrative is too broad; highly questionable whether the school has thought through a plan to use grant funds wisely.
• Budgeted line items are realistic and specific, not vague or estimated.	☐	☐	• Budgeted line items are vague and appear to be estimates.

DOES THE PROPOSAL MEET STANDARD FOR SECTION 1?

☐ YES.

☐ NO. APPLICANT DID NOT FULLY ADDRESS ALL ELEMENTS OF THE STANDARD.

2. Facilities Update

A. Facility Space. Briefly describe an update on the facility including if it is leased or owned. If leased, explain the terms of the lease (e.g., length, interest rate, escalator clauses, etc.). Specify if there is a need for additional space.

B. Building Codes. Describe any assistance that will be needed to bring the school's facility up to code (in particular, the American with Disabilities Act) prior to occupancy; list the needs and projected cost. If grant money is being requested to bring a facility up to code, document specific details from an outside source (e.g., contractor, architect, inspector, etc.).

C. Long-Range Facility Planning. Provide information on how long-range facility planning for the charter school has been established. Describe how the current facility was or is being financed and how future facility needs will be financed.

Meets Standard	*Meets Standard?*		Does Not Meet Standard
	Yes	No	
• Fully describes facility.	☐	☐	• Incomplete or no information on facility.
• Detailed information provided on facility needs along with specific, reasonable projected costs.	☐	☐	• Facility needs vaguely described and partial information on projected costs.
• A comprehensive plan for long-range financial/facility planning fully described.	☐	☐	• Very weak financial/facility long-range planning process.
• Financing for current and future facilities detailed and thorough.	☐	☐	• Does not provide information on current and future facility financing.

Does the Proposal Meet Standard for Section 2?

☐ Yes.

☐ No. Applicant did not fully address all elements of the standard.

3. PROFESSIONAL DEVELOPMENT (OPTIONAL)

A. Professional Development Plan and Goals. Provide an executive summary of the charter school's professional development plan (the full professional development plan should be described in Appendix E, if requesting grant funds), including specific goals related to improving student achievement and a description of how results will be assessed. Mention all relevant stakeholders 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. Connection to Technology Plan. Specifically define the professional development plan to match the use of technology in your building. This description should correlate with the school's technology plan (the full technology plan should be described in Appendix C, if requesting grant funds)

D. Compliance with ESEA. Describe how the school's professional development plan will ensure that all teachers are highly qualified pursuant to the requirements of the federal ESEA.

MEETS STANDARD	*MEETS STANDARD?*		DOES NOT MEET STANDARD
	YES	NO	
• Provides a complete overview of the professional development plan as it pertains to all subgroups. Goals specific and tied to improving student achievement.	☐	☐	• Overview of the professional development plan is incomplete or does not include information about all subgroups. Goals are not specified and/or not connected to improving student achievement.
• Fully specifies research-based professional development activities, which are embedded, ongoing and have been proven to be effective in improving student achievement.	☐	☐	• Little or no information on research-based professional development activities, which are embedded, ongoing, and have been proven to be effective in improving student achievement.
• Plan to use grant funds for professional development clearly aligns with the school's professional development plan.	☐	☐	• Professional development activities, proposed to be funded by this grant, are disjoined from the professional development plan.
• Plan to train the staff in the use of technology is needs-based, embedded, and ongoing.	☐	☐	• Planned technology use is not supported with professional development.
• Substantive evidence assuring all teachers will be highly qualified.	☐	☐	• Little or no evidence that the teachers will be highly qualified.

DOES THE PROPOSAL MEET STANDARD FOR SECTION 3?

☐ YES.

☐ NO. APPLICANT DID NOT FULLY ADDRESS ALL ELEMENTS OF THE STANDARD.

3…….IMPLEMENTATION GRANT

Generally, each implementation (continuation) request will be reviewed in light of the grantee's attentiveness to fiscal considerations 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 goals outlined in the first year application;
- Failure to make adequate yearly progress or satisfactory student academic achievement; and
- Student enrollment and need.

FORMAT

Each implementation application must be submitted electronically to the Charter School Section. The application should be submitted in either a Word or Adobe Acrobat format and the budget should be submitted in an Excel format via an e-mail attachment. Not more than two electronic files should be submitted: the first either a Word or PDF with the implementation application and a second an Excel file containing the electronic budget. There is no need to submit the cover sheet, the certifications form, or signatures required in the startup grant proposal.

The following formatting instructions are mandatory:

1. All pages must be standard letter size (8.5" x 11"); 12 point Times New Roman or Arial font; with a margin of at least one inch on all sides; and pages consecutively numbered.
2. Label email and all attachments with the charter school name. The Word/PDF file should have a footer with the charter school name.
3. The signature page and signatures are not needed for implementation grant applications.
4. Prepare your own cover page with current contact information for school, school administrator and grant contact (do not use the cover sheet required in the startup grant proposal).

NOTE: PLEASE SEE CHAPTER 5 OF THIS GUIDE FOR EXTENDED SUGGESTIONS TO YOUR PROPOSAL PREPARATION.

APPENDICES

1. Appendix A: USOE budget form using the Excel electronic file.
2. Appendix B: Charter school annual budget and previous year's end of fiscal year statement (on file with USOE – no need to resubmit).
3. Appendix C: Amended technology plan (if applicable).
4. Appendix D: Amended library plan (if applicable).
5. Appendix E: Amended professional development plan (must be updated from previous year). If the charter school did not make AYP in either reading or math, the professional development plan must be tied to improving student academic achievement in reading and math.
6. Appendix F: Data management plan (must be updated from previous year)
7. Appendix G: List of Administrative Rules and their titles from which the charter school was waived during the previous year (if applicable).

REVIEW PROCESS

Charter School Section 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.

1. Executive Summary

Meets Standard	*Meets Standard?* Yes	No	Does Not Meet Standard
• Clear evidence the school has used grant funds to address the vision and mission of the charter.	☐	☐	• Limited evidence the school has used grant funds to address the vision and mission of the charter.

Does the Summary Meet Standard for Section 1?

☐ Yes.

☐ No. Applicant did not fully address all elements of the standard.

2. General progress report on each goal

Both a narrative and a quantitative update on progress made on selected charter agreement goals.

Meets Standard	*Meets Standard?* Yes	No	Does Not Meet Standard
• Progress report indicates significant progress made on selected goals.	☐	☐	• Progress report indicates limited progress on selected goals.
• Progress demonstrates strong likelihood of student academic achievement during the implementation grant period.	☐	☐	• Progress demonstrates minimal impact on student academic achievement during the implementation grant period.

Does the Report Meet Standard for Section 2?

☐ Yes.

☐ No. Applicant did not fully address all elements of the standard.

3. Budget narrative

The budget narrative should be aligned with charter agreement goals. Report funds that were spent and any budget revisions or reallocations.

Meets Standard	*Meets Standard?*		Does Not Meet Standard
	Yes	No	
• Budget request aligns with selected goals.	☐	☐	• Budget request only somewhat aligns with selected goals or with only some of the charter agreement goals.
• Budget detailed & specific; not vague and does not include estimates.	☐	☐	• Budget vague and without specific detail.
• Almost all of previous grant award spent or encumbered.	☐	☐	• Small portion of previous grant award spent or encumbered.

Does the Budget Narrative Meet Standard for Section 3?

☐ Yes.

☐ No. Applicant did not fully address all elements of the standard.

4. Accreditation

Does the Charter School Meet Accreditation Standards?

☐ Yes.

☐ No. Applicant did not meet accreditation standards.

5. Annual Yearly Progress

Does the Charter School Meet Adequate Yearly Progress?

☐ Yes.

☐ No. Applicant did not meet AYP.

FINAL GRANT REPORT

A final grant report is due to the Charter School Section at USOE within 30 days after the end of the final budget period. The final report should contain:

1. Executive Summary (not to exceed one page)
2. Final report on each grant goal including a summary of the progress made on those goals and objectives.
3. Financial narrative report on how the grant was expended for each of the three years and totals for the three-year period.
4. Expenditure report that details 100% of awarded grant funds and includes a property inventory of all equipment and non-consumable goods purchased with grant funds.

4……BUDGET INFORMATION

INTRODUCTION

The proposed budget and the budget narrative should support the selected charter agreement goals. 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 funding; Implementation (years two and three) should contain budgets for **two** years and **one** year of funding, respectively.

Budgets for the anticipated amount of funding must be submitted on the USOE 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. After applications have been reviewed and awarded, a revised budget will likely be required. The final budget must comply with the application review comments and the proposed budget.

NOTE: ALL REVISED BUDGETS MUST BE SUBMITTED AND APPROVED WITHIN 15 DAYS OF THE DATE ON THE GRANT AWARD LETTER OR SUPPLEMENTAL GRANT LETTER. ANY GRANTEE NOT PROVIDING AN APPROVED, REVISED BUDGET BY THE DEADLINE MAY BE SUBJECT TO LOSING THEIR GRANT AWARD.

BUDGET DEVELOPMENT

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

Each line item in the budget narrative should note the object code, quantity, the budget amount, project number and year, a justification, and a date the activity will be completed. 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 project goal should have a related budget narrative that is subtotaled. Budgets categorized by year, rather than project number, are more easily read and therefore, expedite approval. 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 charter school applicant to request only reasonable funding levels in order to maximize the total award.

Budget Revision

Periodically an approved grant budget must be revised due to a change in need at the school or a supplemental grant award. Each approved revision should be given a new date on the cover page and the date of submission in the file name. Revisions should be highlighted in the body of the budget detail sheet.

Note: In a separate document, provide the date and reason for the budget revision and any notes that would help explain what was revised (e.g., deletions, additions, changes in cost, etc.)

If the revision is to address a modification requested by the charter school, it is best to contact Charter School Section staff first to make sure the change will be approved. The email request should completely explain the reason for the request. Expenditure of unapproved grant costs is not allowable. Upon Charter School Section approval, the revised budget replaces the previously-approved budget. The email from Utah's Charter School Section will be the official documentation to begin spending or encumbering grant funds.

Grant Award Process

Awards are typically posted on the Charter School Section Website the afternoon they are approved. Within three weeks of the grant application submission, USOE will send applicants an email with a grant award letter attached. The award letter will stipulate any additional information that is required before final approval. Awards are contingent upon an approved budget and may never be spent retroactively. After the additional information is satisfactorily provided to Charter School Section, the applicant will receive an email 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; non-educational promotional/novelty items for advertising, parades, open houses or recruiting.
- Program expenses outside of the school's charter (i.e., before/after school programs and preschool).
- Out-of-state travel unless it can be demonstrated that the goal of the travel cannot be accomplished in-state (no out-of-country travel is permitted).
- Site licenses for software in year three of the award (should be operational at this time).
- Bus passes.

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

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.

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.

- Requests for specialty board training must include expected attendees, expected outcomes, and a plan for sustaining that training.
- Professional development requests must include sufficient detail and, if known, include the service provider.
- Allowable salaries and benefits (prior to school 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.
- Attendance at conferences must be justified and is limited to two individuals, unless it can be demonstrated that attendance is necessary for additional staff for professional development purposes.

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.

(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, dentists, lawyers, medical, 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.

(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.

(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 expenditures 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 grant contact should be a member of the charter school and not an educational service provider. The board authorization needs to delegate responsibility to execute the approved grant application, comply with the certifications of the grant program, including all fiscal requirements, and act as the board's authorized official for the grant award. The Grant Contact can have no conflict of interest with any party (i.e., employee, contractor, vendor, etc.) that has a financial interest in the grant award.

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

- Oversight of the entire grant project.
- Manage grant budget.
- Responsibility for compliance with state laws and guidance regarding grant management.
- Liaison with CSS 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 CSP funds closes, the following policy applies:

a. Closing/closed charter schools: All non-consumable items of value purchased with grant funds must be distributed to other public charter schools; schools in the affected district receive first priority and schools throughout the state second priority. The charter school's authorizer is responsible to notify the CSS 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: Any proceeds from the sale of property must go back into the funded program (i.e., money from the sale of computers goes into the technology fund). Grant

records should reflect depreciation, disposition, and an updated inventory record for six years after completion of grant funding.

Change of Status. Should the charter school change to non-charter status within ten years of receiving 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 Grant Contacts and governing board members must have no real, apparent, or potential conflict of interest with any vendors contracted to provide services funded under a school's 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 CSS no later than June 1 of the year the grant is due to be completed. Funds cannot be carried over between grant awards. 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.

Grant final reports are due within 30 days of the grant end date.

Financial Reports. An Annual Financial Report (AFR) and Annual Program Report (APR) is required to be filed by October 1st of each year. The AFR and APR reports actual expenditures made from the grant. If the AFR and APR 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 1. 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 Charter School Section 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

This section is a guide for completion of the Charter School Startup Grant application.

SECTION ONE: 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 scoring rubrics. Those rubrics are what the grant readers will use to score 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 school agreement, the school's professional development plan, technology plan, library plan, and data management plan.
- Follow the directions for the format of your proposal.
- Proofread your final proposal.
- 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 score it using the rubrics.

SECTION TWO: TARGETING THE RUBRICS

While the ideas for what to include in each rubric section apply primarily to first year applicants, second and third year applicants can also use them.

1. Project Budget Narrative

__Does the proposal budget reflect realistic selected goals and meet the needs of the school?
__Is the budget detailed enough to give the reader confidence that the budget has been researched and thought through?
__Does the budget describe requests for all three years of the grant program?
__Is a hard copy of the Excel spreadsheet budget included that is broken down to specific line items, including a description of how calculations were made?
__Does the budget reflect the prudent use of funds for a charter school given the limited funds available to public schools? (i.e., If these funds were your own personal funds, could you still rationalize the proposed uses/expenditures?)

2. Facilities Update

__Is there an updated description of the campus, the facilities used for the school, and the classrooms?
__Is there a description of how the facility was funded, and whether the facility was renovated or a new building built?
__Has the school made plans for future growth that is financially solvent?
__Does the applicant describe the school's long-range financial and facility plan?

3. Professional Development

__Was the professional development (PD) plan established after a needs assessment was conducted? Who made the plan and who approved it?
__Does the PD plan include all relevant subgroups, such as teachers, administrators, staff, and governing board members?
__What is the research basis for the PD plan and is it matched to the school's educational program and staff needs?
__Were data from the school, or student academic achievement, used to develop the PD plan?
__Are PD activities embedded so that teachers can learn from them right away?
__Does the process focus on teachers as central to student learning?
__Does the PD plan match charter agreement goals?
__Are a variety of PD models and approaches included in the plan?
__If money is requested for technology, how will the staff be trained to use that technology?
__Does the PD plan address the ESEA's requirement for "highly qualified" teachers?

SECTION THREE: BUDGET NARRATIVE

Budgets are completed using the Excel file located at: http://schools.utah.gov/charterschools/Funding/Funding-Grants.aspx. Budget forms are not available in a hard copy format. The grant application should include the Excel pages via an email attachment.

CSS staff will preview electronic budgets up to two weeks before the deadline. If you would like to know if there are any "red flags" in your school's proposed grant budget, email it to: chartergrant@schools.utah.gov.

The Excel application allows interaction among worksheets and calculates subtotals and totals automatically. The electronic budget application contains the following worksheets:

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

Please remember to submit a separate document summarizing revisions when submitting revisions and supplemental budgets outlining the changes made and additions to the existing budget.

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.

SECTION FOUR: TIPS

- Make sure the application is complete (e.g., required appendices, signatures, each required element section, etc.).
- Make sure the electronic Excel spreadsheet budget form is included in your hard copy application.
- Be clear, concise, and coherent.
- Don't annoy the reader with poor formatting, repetition, grammatical errors, misspelled words, or incomplete thoughts.
- Don't use education jargon or acronyms without first explaining them.

6……REQUIRED PAGES & FORMS

Utah Charter School Grant Program

ELIGIBILITY FORM

E-mail to: chartergrant@schools.utah.gov

Name of charter school:	
Name & title of contact person:	
Phone:	**E-mail Address**:
Charter Authorizer: _____ State Charter School Board _____ Local School District: (name) _____ Institution of Higher Education: (name)	
Status: ___ Approved ___ Charter application submitted, but not approved We have a fully executed, signed charter contract ❑ Yes ❑ No _____Projected date of contract_____ ❑ We understand that we 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.	
Origin of charter school: ___ grassroots startup ___ public school conversion ___ mandatory ___ voluntary ___ other (specify) _____	

Autonomy:

Describe how this charter school will operate autonomously from the authorizer. 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.

For conversion schools only – "new" school:

Explain how this charter school will be significantly different than the previous school. Provide information on personnel, curriculum, school day, school year calendar, business operations, philosophical changes and any other changes that make this a "new" charter school.

Governing board members:

Provide updated list of governing board members for this charter school. For each person, explain their expertise, role on the board (e.g., community member, parent), board title (e.g., president, secretary), and way they came to be on the board (e.g., elected, appointed). Briefly describe the expertise each brings to the board.

Lottery policy:

Include the charter school's lottery policy, which addresses criteria listed in the grant proposal requirements including answers to the following questions.

1. How was/will the community (be) notified of the charter school's opening?
2. What is/will be the date of the first, and thereafter, annual lottery?
3. What is the charter school's definition of "founding member" and what percentage of students were enrolled as children of founding families?
4. Was/will a lottery (be) conducted for students between the 5% allowable for specific types of preference (listed on pg. 8) and the school's 100% capacity?
5. How was/will the first class of students (be) enrolled relative to the aforementioned questions? Were/will any students (be) given priority notice or guaranteed admission?

Utah State Office of Education

Cover Page

Utah Charter School Grant Program

Date received by USOE:_____(USOE use only)

Application for:

_____

(Name of Charter School)

_____ # of students this or first school year

$_____ Amount requested this budget year

Deadline:

May 4, 2012

Utah State Office of Education – Charter School Grant Program

I. CHARTER SCHOOL INFORMATION	
1. Name of Charter School	
2. Mailing Address: Street, City, State, Zip	
3. Contact Person/Administrator	
4. Phone Number	5. Fax Number
6. E-mail Address	
II. AUTHORIZER INFORMATION	
7. Authorizer	
8. Mailing Address: Street, City, State, Zip	
9. Contact Person/Authorized Representative	
10. Phone Number	11. Fax Number
12. E-mail Address	
13. Authorizer Superintendent/Executive Director	
14. Authorizer Board President	
III. REQUIRED INFORMATION	
15. Year School Started/will start	16. Past Charter School Grant Program Funding: Year 1: _____ Year 2:_____
17. Met Adequate Yearly Progress during the previous school year (verified by CSS) Yes ___ No ___ N/A ___	18. Percentage of Students Qualifying for Free or Reduced Lunch (verified by CSS)
19. Percentage of Students with an Individualized Education Plan (verified by CSS)	20. Percentage of Students Identified as Minority (verified by CSS)

21. Oct. 1 Count or Projected Enrollment (verified by CSS).
2012-13: Total:_____ Grades K-6: ____, Grades 7-8: ____, Grades 9-12: ____
2013-14: Total:_____ Grades K-6: ____, Grades 7-8: ____, Grades 9-12: ____
2014-15: Total:_____ Grades K-6: ____, Grades 7-8: ____, Grades 9-12: ____

22. Federal Program Funds the charter school will be applying for (check with your authorizer to understand how these funds may be or are available to your charter school):

- ❑ Title I, Part A: Improving the Academic Achievement of the Disadvantaged
- ❑ Title II, Part A: Teacher Quality
- ❑ Title II, Part D: Educational Technology
- ❑ Title III, Part A: English Language Acquisition, Enhancement, and Academic Achievement
- ❑ Title IV, Part A: State Substance Abuse Prevention
- ❑ Title VII: Indian Education
- ❑ Title X, Part C: McKinney-Vento Homeless Education

23. Amount Requested (all 3 years should be completed – either list amount actually awarded or amount budgeted for the current year and/or future years).

Year One (Startup): _____
Year Two (Implementation): _____
Year Three (Implementation): _____

IV. Certifications

Charter schools that accept funding through the Utah Charter School 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 Grant 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 Utah State Office of Education; 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 USOE Charter Schools 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 and that the charter school does not discriminate based on race, gender, national origin, color, disability, or age.

☐ 7. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Act, 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 (P.L. 107-110, section 5208).

☐ 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), Privacy of Assessment Results, and School Prayer [P.L. 107-110].

☐ 9. LEA recipients ensure that the charter school will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formula basis. Each charter school will receive funds for which it is eligible.

☐ 10. Recipients will ensure that the awarded grant funds will be spent or encumbered by June 30, 2013 unless an extension is requested by June 1, 2013.

☐ 11. 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 five full years from the date of final payment. USOE 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.

☐ 12. Recipients will submit a revised budget narrative and budget to the Charter School Section staff within 15 days of notification of a grant award; budget changes must meet the approval of CSS staff.

☐ 13. Recipients understand that if any findings of misuse of grant funds are discovered project funds must be returned to the State Charter School Board 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.

☐ 14. 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 Charter School Section of the reason for closure and agrees to notify the CSS regarding the disposition of assets purchased by this grant.

☐ 15. 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.

☐ 16. 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.

☐ 17. Recipients certify that they have a signed charter agreement.

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. Signatures

WE, THE UNDERSIGNED, do hereby agree to the certifications contained in Section IV. Certifications above.

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

Signature of Charter School Board Chair

Signature of Charter School Principal

Signature of Charter School Contact Person

VI. Certification by Charter School Governing Board

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

I 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. All progress reports and the final report requested through this grant program will be filed on time. I further certify that all disbursements: (1) will be obligated after the grant has been awarded and the revised budget (if applicable) is approved 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.

(Charter School Board Chair Name Printed)	(Charter School Board Chair Signature)
(Authorized Representative Name Printed)	(Authorized Representative Signature)

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 deposited in the school's monthly allotment.

2. **We received donated items for some of the things requested in our budget. Can we change that line item in our budget?**
   Yes. Simply submit a revised budget to the Charter School Section 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 Charter School Section 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. 24) and for implementation activities (pg. 9).

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?**
   It is up to each individual authorizer to designate the means of register or proof of expenditures they need.

7. **We got a grant for our school, but now we've decided to delay opening for a year? Can we keep the grant award?**
   No. You will need to decline the award and apply again next year. If any funds have been spent, they must be repaid to USOE within 30 days of the chartering entities decision to delay opening.

8. **How can our school change the grant program contact?**
   The charter school governing board must vote to designate a new grant program contact and provide evidence of this change to the Charter School Section at USOE.