**Arizona Charter Schools Program Subgrant**

**Eligibility FORM (RFA Part I)**

This RFA Part I Eligibility Form must be submitted and approved to

receive the RFA Part II AZCSP Site-based Application.

Send to: [AZCharterSchool@azed.gov](mailto:AZCharterSchool@azed.gov)

**Application Submission Requirements**

Applicants to the 2024 Arizona Charter School Program Application will submit their application in the Arizona Department of Education Grants Management Funding Application format.

Failure to follow through with the following will lock the applicants out of the application process.

* If the applicant is a new charter school which has no previous authorization history through a charter network, the applicant must contact the Arizona Department of Education (ADE) School Finance Office to register as an entity.

The applicant must provide proof from the Arizona State Board for Charter Schools or the Arizona State University charter authority that the applicant has an active application with the authorizer that will be approved on or before December 16, 2024. The applicant will then register with ADE Grants Management.

* If the applicant is a replicating charter, the applicant needs to create a new LEA through the state authorizer, the Arizona State Board for Chater Schools. To be approved, the applicant must demonstrate to the authorizer at least three years of improved educational results and meets the definition of a high-quality charter school per ESEA§ 4310 (8). The applicant must contact the ADE School Finance Office to register as an entity. The applicant must provide proof from the Arizona State Board for Charter Schools or the Arizona State University charter authority that the applicant has an active application approved on or before December 16, 2024. The applicant will then register with ADE grants Management.
* If the applicant is an expansion of an existing charter, the applicant needs to apply through the state authorizer, the Arizona State Board for Chater Schools. To be approved, the applicant must demonstrate to the authorizer at least three years of improved educational results and meets the definition of a high-quality charter school per ESEA§ 4310 (8). If an applicant has previously received a subgrant under this funding, the expansion cannot be for the same activities. The applicant already has a School Finance Entity ID number and a Grants Management CTDS number. However, the applicant must contact Grants Management and School Finance to share the new site information. The applicant must provide proof from the Arizona State Board for Charter School.

**Submission (New Applicant):**

* Application deadline is **December 20, 2024, 11:59 PM (MST).** The application will be submitted in ADE’s Grants Management Enterprise Funding Application format.
* A capacity interview will be held **January 6-8, 2025.**
* AZCSP recommended applications will be submitted as a motion to the Arizona State Board of Education (SBE) for approval at its February 2025 Public Meeting.
* Upon approval by SBE, AZCSP staff will provide a final review of the subgrantee's Funding Applications to assure that all supplies, equipment, and services are necessary, reasonable and allocable.

**Submission (Waiver School)**

* AZCSP conducts an internal application review process. The application will be submitted in ADE’s Grants Management Enterprise Funding Application format.
* AZCSP conducts a review of the subgrantee's Funding Applications to assure that all supplies, equipment, and services are necessary, reasonable and allocable.

**Post Award Procedures**

* The application is then deemed Substantially Approved. Training is provided by ADE to subrecipients on how to submit Reimbursement Requests in GME.
* Upon Substantial Approval, the Project Year will commence.
* Subrecipients will submit Reimbursement Requests to GME for supplies, equipment, and services that are in their Funding Application.

Submitted Reimbursement Request usually takes one business week for approval or reject/return for edits.

* School, policy, procedures, and expenditures are monitored by GME federal auditors.
* Charter annual operational, programmatic, and financial audits by auditors are to be approved by the AZ State Board for Chater Schools. Those audits must be submitted by November 1 of the following school year.

**Notice**

1. The charter school must meet the federal definition of a charter school found in ESEA §4310(2).

CHARTER SCHOOL —The term ‘‘charter school’’ means a public school that—

1. in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
2. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
3. operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
4. provides a program of elementary or secondary education, or both;
5. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
6. does not charge tuition;
7. complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the ‘‘Family Educational Rights and Privacy Act of 1974’’), and part B of the Individuals with Disabilities Education Act;
8. is a school to which parents choose to send their children, and that—
   1. admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
   2. in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
9. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;
10. meets all applicable Federal, State, and local health and safety requirements;
11. operates in accordance with State law;
12. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

1. DEVELOPER—The term ‘‘developer’’ means an individual or group of individuals (including a

public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.

1. To receive a replication or expansion subgrant, the applicant must demonstrate that it is a high

quality charter school as per ESEA §4310 (8).

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

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

*The mission statement of the Arizona State Board for Charter Schools (“****Board****”) is: “To improve public education in Arizona by sponsoring charter schools that provide quality educational choices.” In the fall of 2006, the Board approved an application process for the replication of existing high-quality charter schools. Thus, AZCSP adopts the Board’s replication eligibility criteria to define “High-Quality Charter School” that meets all criteria described below.*

[***Academic Performance Criteria***](https://asbcs.az.gov/sites/default/files/documents/files/Academic%20Guidance%20Document%20Approved_Revised_2.2019.pdf)

*An academic dashboard for each school operated by the charter holder is available through the Arizona State Board for Charter Schools (ASBCS) online system.*

*The academic framework includes two indicators. Schools are evaluated by one of the following indicators:*

1. *State Accountability: State Accountability is the default indicator used to evaluate the academic performance of all charter schools sponsored by the Board. This indicator includes two measures:*

*• The letter grade of each school operated by the charter holder as assigned through* [*Arizona’s A–F Letter Grade Accountability System*](https://azsbe.az.gov/f-school-letter-grades)*, and*

*• State designations for school improvement.*

1. *School-Specific Academic Goals: A charter holder that operates a school that serves a special population that does not have an achievement profile established by the State Board of Education for state accountability pursuant to A.R.S. § 15-241(I) may petition the Board to adopt unique, school-specific academic performance standards. Only charter schools that have been approved by the Board to use the substitute indicator of school-specific academic goals will be evaluated under this indicator.*

***Free Standing Charter School***

* *A minimum Overall Rating of “Above Standard” on the academic dashboard in each of the last two years when data are available that includes the grade levels operated.*

***Charter Management Organization (CMO) or Network Schools***

* *75 percent or more of the schools operated by the charter holder must have a minimum Overall Rating of “Meets Standard” in the most recent fiscal year presented on each school’s academic dashboard.*
* *If the Board determines that one or more certain Associated Schools are excluded for academic purposes, then 100 percent of the remaining Associated Schools must have a minimum Overall Rating of “Meets Standard”.*

***[Financial Performance Criteria](https://asbcs.az.gov/sites/default/files/FPF%20Measures%20and%20Summative%20Ratings%20Guide%208-2021.pdf)***

[*A financial dashboard*](https://asbcs.az.gov/sites/default/files/Locating%20Financial%20Dashboards%20-%20Public%207-2019.pdf) *for the charter holder is available through ASBCS online system.*

***Free Standing Charter School***

*The charter holder has no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the charter holder’s dashboard.*

***Charter Management Organization (CMO) or Network Schools***

*75 percent or more of all Associated Charters have no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the Associated Charters’ dashboards. If one or more Associated Charters are excluded for financial performance purposes, then 100 percent of the remaining Associated Charters must have no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the Associated Charters’ dashboards.*

***[Operational Performance Criteria](https://asbcs.az.gov/sites/default/files/documents/files/Operational%20Guidance%20Document%20Revised%208-9-21.pdf)***

[*An operational dashboard*](https://asbcs.az.gov/sites/default/files/documents/files/Locating%20Operational%20Dashboards%20-%20Public%207-2017.pdf) *for the charter holder is available through ASBCS online system.*

***Free Standing Charter School***

*The charter holder meets the operational performance standard for the most recent completed fiscal year and the current evaluated year.*

***Charter Management Organization (CMO) or Network Schools***

*75 percent or more of its Associated Charters meets the operational performance standard for the most recently completed fiscal year and the current evaluated year.*

***Compliance Criteria***

*The charter holder and its Associated Charters must be in compliance with its charter, other contractual agreements with the Board, and all applicable federal and state laws as evidenced by* [*Compliance Checks Policy Statement*](https://asbcs.az.gov/board-staff-information/statutes-rules-policies/policies) *conducted by the Board.*

**Application Evaluation**

The AZCSP grant is aligned with the US Department of Education Charter Schools Program Priorities and the submitted application will be scored in light of these priorities. 34 CFR 75.105(b)(2)(ii) and section 4303(g)(2) of the ESEA (20 U.S.C. 7221b(g)(2)). All applicants will be subject to a review of previous state and federal education performance.The Evaluation Criteria is provided to assist in meeting the expectations of the application. It is not the application.

**Application Assistance**

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

**Eligibility**

The applicant must apply for the startup subgrant to obtain assistance in planning, program design, and the initial implementation of its charter schools. The entity applying for this grant must be a Not-for-Profit organization registered and in good standing with the Arizona Corporation Commission at the time of the application submission. The applicant must notify its authorizer of the intent to apply for a CSP subgrant.

Applicants can apply in 2024 if they meet the following conditions:

1. The applicant has already submitted its charter application to the authorizers - Arizona State Board for Charter Schools (ASBCS) or Arizona State University (ASU) by June 2024 or,
2. The applicant must have an ASBCS or ASU approved replication application by December 2024, or,
3. The applicant must have an ASBCS or ASU approved expansion application by December 2024.
4. For profit entities are ineligible to apply.

The RFA Part I Eligibility Form is part of the RFA process. Before the non-profit organization can receive the RFA Part II AZCSP Site-based Application, it must complete and submit the Arizona Charter Schools Program Grant RFA Part I **Eligibility Form** and the applicant **Registration Form**. Both forms are available at the AZCSP website: <http://www.azed.gov/charter-school-program/>.

The proposed school shall meet one of the following definitions of educationally disadvantaged:

1. A school serving at least 30% racially and ethnically diverse students; or
2. A school serving at least 30% economically disadvantaged students eligible for federal lunch program support; or
3. A school serving at least 30% students with disabilities; or
4. A school serving at least 30% English Language Learners (ELL).

AZCSP uses the following federal definitions of disadvantaged Students:

CRITERIA FOR DISADVANTAGED BACKGROUND STATUS Disadvantaged background means an individual comes from an educationally/environmentally or economically disadvantaged background.

**Educationally/environmentally disadvantaged** means an individual comes from an environment that has inhibited the individual from obtaining the knowledge, skills, and abilities required to enroll in and graduate from a health professions school, or from a program providing education or training in an allied health profession.

**Economically disadvantaged** means an individual comes from a family with an annual income below a level based on low-income thresholds, according to family size established by the U.S. Census Bureau, adjusted annually for changes in the Consumer Price Index, and adjusted by the Secretary of the U.S. Department of Health and Human Services (HHS), for use in all health professions programs. The Secretary updates these income levels in the Federal Register annually.

**Low-income family/household is** defined by the Secretary for various health professions programs included in Titles III, VII and VIII of the Public Health Service Act, as having an annual income that does not exceed 200 percent of the Department’s poverty guidelines. A family is a group of two or more individuals related by birth, marriage, or adoption who live together. A household may be only one person. Parental income will be used to determine a student’s eligibility as economically disadvantaged in all cases except those where the student is considered independent by being at least 24 years old and has not been listed as a dependent on his or her parents’ income tax for 3 or more years. In those cases, the students' family income will be used instead of parental family income.

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| **Required Information:** |
| **Name of Charter Entity:** (Must match registered Arizona Corporation Commission Name) |

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| **Required Information:** |
| **Name of Grant Contact Person:** |
| Title of Grant Contact Person: |
| Phone: |
| Email: |

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| **Charter Authorizers:** *Check the relevant box.* | |
| AZ State Board for Charter Schools | Arizona State University |

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| **Charter Authorizer Notification:** *Check the box.* |
| Document submitted to notify the AZ State Board for Charter Schools or Arizona State University that the applicant is applying for the AZCSP subgrant. |

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| **Origin of Charter School:** *Check the relevant box.* |
| Free Standing Start-Up (no CMO affiliation)  Replication – CMO affiliation:  Expansion (specify the parent entity, additional grades, or additional school sites):  Waiver School (Previously received funding as a subgrantee under AZCSP 2018 Grant)  Free Standing Start-Up  Replication  Expansion |

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| **Required Information** | |
| A description of the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations (CMO), including the administrative and contractual roles and responsibilities of such partners. (*Req.(3)(ii)(A)(1)(A)-(F))* | |
| For any existing or proposed contract between a charter and a for-profit management organization (including a nonprofit management organization operated by or on behalf of a for profit entity), without regard to whether the management organization or its related entities exercises full or substantial administrative control over the charter school or the CSP project, the applicant must provide the following information or equivalent information that the applicant has submitted to ASBCS: | |
| (i) | Create or provide a link to the existing contract with the for-profit management organization or a description of the terms of the contract, including the name and contact information of the management organization; the cost ( i.e., fixed costs and estimates of any ongoing costs or fees), including the amount of CSP funds proposed to be used toward such cost, and the percentage such cost represents of the school's overall funding; the duration; roles and responsibilities of the management organization; and steps the applicant will take to ensure that it pays fair market value for any services or other items purchased or leased from the management organization, makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant in accordance with [34 CFR 75.701](https://www.ecfr.gov/current/title-34/section-75.701). |
| (ii) | A description of any business or financial relationship between theproposed charter school and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities that will be used by the charter school. |
| (iii) | The name and contact information for each member of the governing board of the charter school and a list of the management organization's officers, chief administrator, or other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant resolved or will resolve any actual or perceived conflicts of interest to ensure compliance with [2 CFR 200.318(c)](https://www.ecfr.gov/current/title-2/section-200.318#p-200.318(c)). |
| (iv) | A description of how the applicant will ensure that members of the governing board of the charter schoolare not selected, removed, controlled, or employed by the management organization and that the charter school's legal, accounting, and auditing services will be procured independently from the management organization. |
| (v) | An explanation of how the applicant will ensure that the management contract is severable, severing the management contract will not cause the proposed charter school to close, the duration of the management contract will not extend beyond the expiration date of the school's charter, and renewal of the management contract will not occur without approval and affirmative action by the governing board of the charter school. |
| (vi) | A description of the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school, in accordance with section 4308 of the ESEA (2022 NFP). |

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| **School Operation Schedule** | | |
| **Check ONE** and only one of the following: *Place an X in the relevant box.* | | |
| 1 | The school opened for students in August 2024.  (Eligible for two Project Years of Implementation funds.) |  |
| 2 | The school will open for students in August 2025.  (Eligible for three Project Years of Planning and Implementation funds.) |  |
| 3 | The school will open for students in August 2026.  (Eligible for three Project Years of Planning and Implementation funds.) |  |
| \**Notice*: No AZCSP subgrant can be for more than 36 months. Planning can be no more than 18 months. | | |

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| **School Description**  If this is an Expansion application do NOT include existing grades. Check only NEW grades as described in your Expansion application with the Arizona State Board for Charter Schools. | | | | | | | | | | | | | |
| Grades the school will serve. ***Check the relevant boxes.***  (The grades served must match the grades listed in the current charter application). | | | | | | | | | | | | | |
| K | | 1 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
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| **Check ONE** and only one of the following**: *Check the relevant box.*** | | | | | | | | | | | | | |
| 1 | A school serving at least 30% racially and ethnically diverse students. | | | | | | | | | | |  | |
| 2 | A school serving at least 30% economically disadvantaged or neglected/homeless students. | | | | | | | | | | |  | |
| 3 | A school serving at least 30% students with identified disabilities per IDEA. | | | | | | | | | | |  | |
| 4 | A school serving at least 30% English Language Learners | | | | | | | | | | |  | |

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| **Projected 100th Day Count**  If this is an Expansion application, do NOT include existing enrollment. Post only NEW enrollments as described in your application with the Arizona State Board for Charter Schools. |

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| 2024-25 | Grades K-5: | Grades 6-8: | Grades 9-12: | **K-12 Total:** |
| 2025-26 | Grades K-5: | Grades 6-8: | Grades 9-12: | **K-12 Total:** |
| 2026-27 | Grades K-5: | Grades 6-8: | Grades 9-12: | **K-12 Total:** |
| 2027-28 | Grades K-5: | Grades 6-8: | Grades 9-12: | **K-12 Total:** |

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| **Charter Status\*** *Check the relevant box.* |
| Charter application approved.  Grade levels approved: Date approved:  Charter application submitted, but in progress pending approval.  Date submitted:  Charter application submitted for replication or expansion, but in progress pending approval.  Date submitted:   * Applicant will only be awarded grant funds if its charter application to the appropriate authorizer has been approved by December 2024.   **\*Ineligible Schools**   * **Arizona Online Schools (AOI):** A charter school that applied to and is approved by Rio Salado Community College for AOI status is funded by the Arizona Department of Education School Finance as an AOI school. It is ineligible for the AZCSP grant even though it may have a brick-and-mortar component. * **Alternative School:** A charter school that applies to and is approved by the Arizona Department of Education for Alternative Schools status is ineligible for the AZCSP grant. |

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| **Mission Statement** |
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| **Key Components of the Program Instruction (No more than three bullet points, each bullet point is no more than one sentence)** |

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| **Previous Arizona Charter Schools Program Grant(s) *(for replication or expansion schools only)*:** | | | |
| Campus | Award Years | Total Amount | Current A-F Letter Grade |
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| **Federal Financial Accountability and Transparency ACT (FFATA) Requirements** | | | |
| Please complete the following: | | | |
| 1 | I will register my charter entity at the System for Award Management (SAM.gov) to receive an identifying number. | | Select |
| 1a. | The Federal Funding Accountability and Transparency Act (FFATA) requires subgrantees receiving more than $25,000 to report executive compensation. I will provide this information on my FFATA form. | |  |
| 2 | If awarded, I agree to submit a signed General Statement of Assurance, Self-Assessment and W-9 to ADE Grants Management. | | Select |
| Primary Place of Performance (POP) Information | | | |
| 3 | POP City |  |  |
| 4 | POP State |  |  |
| 5 | POP Zip Code |  |  |
| 6 | Please provide a brief description of your project in no more than two sentences. | | |

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| **Steering Committee and/or Governing Board Members:** | | | |
| List steering committee or board members for this charter school. For each person include the following: | | | |
| Name | Email | Role on the board (e.g., community member, parent) | Board Title  (e.g., president, secretary) |
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| **Lottery and Enrollment Policy:** |
| The following elements must be addressed within this policy:   1. How the community was/will be notified of the charter school’s opening?      1. The date of the first, and thereafter annual, lottery.      1. The lottery plan and/or enrollment guidance make it clear that charter schools must recruit in a manner that does not discriminate against students of a particular race, color, national origin (including English language learners), religion, or sex, or against students with disabilities.      1. The charter school’s definition of an affiliated charter school (if applicable – see the following section to see if this would apply to your school) and the method with which students in an immediate prior grade would matriculate from an affiliated charter school.      1. Arizona does not conduct weighted lotteries. However, a lottery is required to enroll students if more   students apply for admission to the charter school than there are seats available at the school. The processes and procedures that will guide how the lottery will be conducted in compliance with [CSP Nonregulatory Guidance Section E](https://cms.azed.gov/home/GetDocumentFile?id=57c873cbaadebe1010cd5682). The lottery plan, must be posted at the school’s website, ensures that lotteries use a statistically random method to select students for available seats at the charter school. The plan includes:  a) whether waitlists may be used in conjunction with lotteries. If waitlists are used, there is an explanation of how and when students are offered seats if they become available.  b) a description of whether enrollment preferences / lottery exemptions are permitted.  If enrollment preferences / lottery exemptions are permitted, they align with one or more of the following categories:  i) Students who are enrolled in a public school at the time it is converted into a public charter school;  ii) Students who are eligible to attend, and are living in the attendance area of, a public school at the time it is converted into a public charter school;  iii) Siblings of students already admitted to or attending the same charter school;  iv) Children of a charter school's founders, teachers, and staff (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); or  v) Children of employees in a work-site charter school, (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).  Attach Lottery Plan with this form |

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| **New ESSA Option Related to Automatic Enrollment of Students from an Affiliated Charter School:** |
| Please only fill out the following section if you wish to take advantage of the new ESSA flexibility related to automatic enrollment of students from an affiliated charter school. **Additional guidance is provided in this Eligibility Form.**   1. Would the school identified on this application provide automatic enrollment to students matriculating from another affiliated school that would be coming from the immediate prior grade? If yes, please list the school or schools below:      1. Describe the process that you will follow to allow automatic enrollment (for example, how do families notify the school of their desire to automatically enroll, what would the deadline be, how will this process work in relation to the lottery process, etc.).      1. Explain how you would apply this flexibility so that students would experience a “continuity of education.”      1. Explain how this flexibility will support your school with making a greater individual impact for students.      1. Will you use automatic enrollment as a tool for measuring longitudinal outcomes? If so, how do you plan to share information across campuses?      1. If this school has a current charter contract with its authorizer, has the automatic enrollment priority been approved by the authorizer? |

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| **Replication Schools:** (complete only if applicable) |
| Provide an explanation of how the new campus school meets the definition of a new charter school under the ESEA definition that is “separate and distinct” as described in January 2014 CSP Non-Regulatory Guidance. Each of the listed Guidance criteria should be addressed, but additional information may also be helpful to explain the new school’s status.    In addition, the State has determined that only charter schools demonstrating the following criteria for replication may apply for grant funding:  Approval from the charter authorizer as evidenced by an executed charter contract specifically granting a separate campus. (A grant application may be submitted with AZCSP approval if there is an application pending with an authorizer.) |

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| **Expansion Schools:** (complete only if applicable) |
| Grade levels of original charter contract:    Current grade levels:    Grade level or student capacity additions to be supported by this grant:    Enrollment numbers for original charter:    Date of original charter contract: |

**ESSA Application Guidance**

**Automatic Enrollment of Students in Immediate Prior Grade from an Affiliated Charter School (Section 4310 (2)(H) of ESEA)**

Under new guidelines in Every Student Succeeds Act (ESSA), charter schools can apply to have an automatic enrollment of students in an immediate prior grade from a charter school within the same charter network or charter management organization (CMO) and maintain eligibility as a subgrantee in the CSP program.

**Objectives of Automatic Enrollment Initiative**

1. Provide students with a continuity of education that will help them to become educated and productive citizens capable of succeeding in society, the workforce, and life.
2. Provide schools with the ability to have a more significant impact on students that remain in their systems and will be better suited to measure longitudinal outcomes.
3. Build and grow capacity among authorizers, charter board members, administrators, and staff as they will be able to identify new and effective ways of supporting continuity of educational programming for students in their districts.

**Determining Whether a Charter School Grantee is “Affiliated”**

AZCSP will use the following criteria to determine whether two charter schools are affiliated.

* A school that is part of the same “network” of charter schools, as defined in the Arizona Revised Statutes OR
* A school that is managed by a shared non-profit CMO and shares the same education model, OR
* A school that identifies in their AZCSP application as replication or an expansion of another high-quality charter school and names that charter school in its application.

**Assurances**

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| The charter holder, if part of a network of schools, will abide by the following:  ***Type your initials*** *in the box provided.* | |
| [  ] | The charter holder contract with its charter management organization does not cede charter school control of funds and operations to the management organization. |
| [  ] | The charter holder has appropriate internal controls between the two entities to prevent waste, fraud, and abuse of CSP dollars (for example, preventing related-party transactions, preventing a conflict of interest, and ensuring appropriate segregation of duties between schools and management organizations). |
| [  ] | The charter school maintains control over all CSP funds, makes all programmatic decisions, and directly administers or supervises the administration of the subgrant. |
| [  ] | The management organization does not exercise full or substantial administrative control over the charter school(and, thereby, the CSP project), except that this does not limit the ability of a charter schoolto enter into a contract with a management organization for the provision of services that do not constitute full or substantial control of the charter school  project funded under the CSP (*e.g.,* food services or payroll services) and that otherwise comply with statutory and regulatory requirements. |
| [  ] | The charter school’sgoverning board has access to financial and other data pertaining to the charter school*,* the management organization, and any related entities. |
| [  ] | The charter schoolis in compliance with applicable Federal and Statelaws and regulations governing conflicts of interest, and there are no actual or perceived conflicts of interest  between the charter schooland the management organization (2022 NFP).  The Conflict of Interest policies are published in its Articles of Incorporation, its By-Laws, and its internal operational policies of the school. |
| [  ] | The charter schoolwill post on its website, on an annual basis, a copy of any management contract between the charter school and a for-profit management organization, including a  nonprofit management organization operated by or on behalf of a for-profit entity, and report information on such contract to the State entity*,* including—  (i) A copy of the existing contract with the for-profit organization or a detailed description of the terms of the contract, including the name and contact information of the management  organization, the cost (*i.e.,* fixed costs and estimates of any ongoing cost), including the amount of CSP funds proposed to be used toward such cost, and the percentage such cost represents of the *charter school’s* total funding, the duration, roles and responsibilities of the management organization, and the steps the *charter school* is taking to ensure that it makes all programmatic decisions, maintains control over all CSP funds, and directly administers or  supervises the administration of the grant or subgrant in accordance with 34 CFR 76.701;  (ii) A description of any business or financial relationship between the charter schoolor CMO and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities to be used by the charter school;  (iii) The names and contact information for each member of the governing boards of the charter school and a list of management organization’s officers, chief administrator, and other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant resolved or will resolve any actual or perceived conflicts of  interest to ensure compliance with 2 CFR 200.318(c); and  (iv) A description of how the charter schoolensured that such contract is severable and that a change in management companies will not cause the proposed charter school *to close*  *(2022 NFP).* |
| The applicant organization agrees to the following:  ***Type your initials*** *in the box provided.* | |
| [  ] | The charter school will disclose, as part of the enrollment process, any policies and requirements (*e.g.,* purchasing and wearing specific uniforms and other fees, or requirements for family participation), and any services that are or are not provided, that could impact a family’s ability to enroll or remain enrolled in the school (*e.g.,* transportation services or participation in the National School Lunch Program) (2022 NFP). These policies including lottery plan must be posted on the school’s website. |
| [  ] | The charter schoolwill hold or participate in a public hearing in the local community in which the proposed charter school would be located to obtain information and feedback regarding the potential benefit of the *charter school,* which shall at least include information about how the proposed *charter school* will increase the availability of high-quality public school options for underserved students, promote racial and socioeconomic diversity in such community or have an educational mission to serve primarily underserved students, and not increase racial or socio-economic segregation or isolation in the school districts from which students would be drawn to attend the *charter school* (consistent with applicable laws). The charter school must ensure that the hearing (and notice thereof) is accessible to individuals with disabilities and limited English proficient individuals as required by law, actively solicit participation in the hearing (*i.e.,* provide widespread and timely notice of the hearing), make good faith efforts to accommodate as many people as possible (*e.g.,* hold the hearing at a convenient time for families or provide virtual participation options), and submit a summary of the comments received as part of the application. The hearing may be conducted as part of the charter authorizing process, provided that it meets the requirements above. (2022 NFP). |
| [  ] | The applicant will make following information publicly available, consistently with the dissemination requirements of the annual State report card, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including –   1. Information on the educational program; 2. Student support services; 3. Parent contract requirements (as applicable), including any financial obligations or fees; 4. Enrollment criteria (as applicable); and 5. Annual performance and enrollment data for each of the subgroups of students, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. ESEA Title IV, Part C, Sec. 4303 (f) |
| [  ] | The organization and its school leaders will actively participate in AZCSP Technical Assistance for the life of the grant. |
| [  ] | The applicant will annually provide AZCSP such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives. |
| [  ] | The applicant will provide AZCSP such information as may be required to determine if the charter school has a high degree of autonomy over budget and operations, including autonomy over personnel decisions. |
| [  ] | The applicant will cooperate with AZCSP in evaluating the program assisted under this subpart and other information and assurances as AZCSP may require. |
| [  ] | The applicant will comply with the State’s open meetings and open records laws. ESEA Title IV, Part C, Sec. 4303(f)(1)(F). |
| [  ] | The applicant shall ensure that a student’s records and, if applicable, a student’s individualized education program as defined in IDEA, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable State law. ESEA Title IV, Part C, Sec. 4308. |
| [  ] | The applicant will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. 2 CFR §200.302&303. |
| [  ] | The applicant will post annual financial audit report on the school’s website. |
| [  ] | The applicant agrees that all cost charged to the grant are direct costs throughout the life of the grant. There are NO indirect costs. |

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| LEA Authorized Representative | Title |
| **eSignature** of LEA Authorized Representative | Date |
| Applicant Organization | Date Submitted |