



New Hampshire
Charter School Office

Request for Applications
Charter School Program (CSP) Grants for
New Schools, Expansions and Replications

Release Date: January 9, 2023
Submission Due Date: March 6, 2023



New Hampshire Charter School Office

Charter Schools Program (CSP) Grant

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The New Hampshire Charter School Program (CSP) grant provides funds to eligible sub-recipients for the purpose of starting a new charter school, expanding a high-quality charter school, or replicating a high-quality charter school in the state of New Hampshire.

Section 1: General Program Information

Background

The New Hampshire Department of Education (NHED) is the recipient of a 2019 Federal Charter School Program Grant from the US Department of Education authorized by Title V, Part B of the Elementary and Secondary Education Act (ESEA) [P.L. 107-110]. The Federal Charter Schools Program (CSP) awards funding to state educational agencies (SEAs) which, in turn, provide sub-recipient grants to charter schools within their state. These grants are focused on expanding access to high-quality charter school opportunities for all students, especially at-risk students. NHED's grant was awarded in 2019 and NHED was given approval to begin issuing sub-grants in 2021.

NHED has established the following goals with respect to the CSP Grant it received:

1. Expand opportunities and access to charter schools throughout the state of New Hampshire,
2. Ensure at-risk students are given access to educational solutions that help them succeed, and
3. Create a center of excellence for charter schools through sharing best practices and educational innovations.

Through our competitive application process, we are seeking to identify and provide funding to charter schools who will work to meet challenging state academic standards; increase the number of high-quality charter schools available throughout New Hampshire to students (especially those at-risk); share best practices between charter schools and other public schools; and manage their funds and projects responsibly.

Funds are available for **project planning and implementation**. Under this funding program, a sub-grant awarded under the CSP program may be for no more than 3 years, of which, no more than 18 months may be used for planning and program design (project planning) and no more than 2 years for implementation. See ESEA §4303(d)(1)(B) and §4303(h)(1)(B) for reference.

Eligibility

Applicants must meet specific eligibility criteria in order to apply for a grant under the CSP program. This includes the applicant:

1. Being organized as a nonprofit corporation in accordance with the provisions of RSA 292. Such corporation shall first establish a prospective board of trustees and prescribe the board's duties in a set of proposed bylaws which shall be consistent with the prospective board duties under RSA 194-B: 5.
2. Meeting the federal definition of a charter school as defined by ESEA §4310(2)).
3. Meet the definition of "developer" as defined by ESEA §4310(5).
4. Provides a program of elementary or secondary education, or both.





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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, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act.
8. The school is one where parents choose to send their children and admits students on the basis of a lottery, if more students apply for admission than can be accommodated.
9. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program.
10. Meets all applicable Federal, State, and local health and safety requirements.
11. Operates in accordance with State and Federal 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. In the state of New Hampshire, this is an approved charter.
13. Applicants that apply for an expansion or replication grant must meet the federal definition of a high-quality charter school, as defined by ESEA §4310(8).
14. For expansion and replication candidates, their existing school must have a favorable risk profile per NHED Office of Federal Compliance.

To be awarded funding under this program, the school must have an approved charter with the state of New Hampshire, be registered as a non-profit, and be registered in SAM.gov (the federal government's System for Award Management).

Guidance and Regulations

This is a federally funded grant program subject to 2 CFR 200. As such, sub-grantees must understand the requirements, limitations, and expectations as a result of receiving funding under this program. The New Hampshire Department of Education's Bureau of Federal Compliance has published a number of helpful information sheets to assist sub-grantees. These documents can be found here: [Federal Fund Fact Sheets | Department of Education \(nh.gov\)](#).

Applicants are advised to review the following relevant provisions, requirements and guidance that govern CSP grants and sub-grants. These documents outline critical elements of compliance for which sub-grantees will be responsible.

- [January 2014 CSP Nonregulatory Guidance](#);
- [2 CFR Part 180, Non-procurement Debarment and Suspension](#);
- [2 CFR Part 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards](#);





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- [Education Department General Administrative Regulations \(EDGAR\), 34 CFR Parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, 99.](#)

In addition, applicants should review information found with on resources listed below which outline funding program requirements, school requirements, and allowable costs under the CSP program:

- ➔ [Elementary and Secondary Education Act \(ESEA\) 5204\(f\)\(3\)](#)
- ➔ [Uniform Guidance: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards - U.S. Department of Education](#)
- ➔ [Office of Management and Budget \(OMB\) Circular A-21, Cost Principles for Educational Institutions](#)
- ➔ [OMB Circular A-122, Cost Principles for Non-Profit Organizations](#)
- ➔ [U.S. Department of Education \(ED\) Charter Schools Program \(CSP\) Nonregulatory Guidance](#)

The Office of Charter Schools has also developed FAQ and Cost Allowance tools to guide and assist applicants. Those resources can be found here: [Federal Charter School Program Grant | Department of Education \(nh.gov\)](#).

CMOs and EMOs: Schools choosing to engage a Charter Management Organization (CMO) or an Education Management Organization (EMO) must disclose this arrangement and demonstrate that they and their governing authorities are independent of the provider; and that all fees and agreements are fair and reasonable as outlined in statute. ESEA Section 4310 (3) defines a “charter management organization” as a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight.

A CMO or EMO does not qualify as an eligible applicant, nor may it hold or manage a CSP subgrant awarded to a school under New Hampshire’s grant program. The governing authority of the school must maintain oversight of the CSP grant. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the CMO or EMO, is identified to administer the subgrant [34 CFR 75.700-75.702 and 76.701]. The Department will require an assurance that the involvement of any Educational Service Provider (ESP), whether for-profit or non-profit, remains at "arms-length" and has no involvement with the administration of the subgrant.

In determining whether a subgrant recipient is independent from the CMO or EMO hired to manage the day-to-day operations of the school, the Department will consider the following factors outlined in the federal CSP Nonregulatory Guidance dated January 2014:

- a) Whether the school’s governing board is selected by, or includes members who are employees of, the CMO or EMO,
- b) Whether the school has an independent attorney, accountant, and audit firm that works for the school and not for the CMO or EMO,





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- c) Whether the contract between the school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifies reasonable and feasible terms under which either party may terminate the contract (e.g., the school does not lose the right to use facilities),
- d) Whether the fee paid by the school to the CMO or EMO is reasonable for the type of management services provided, and
- e) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated [Section B-13, Nonregulatory Guidance].

As a general matter, subgrantees must avoid direct or indirect conflicts of interest when administering grants. For additional information on conflicts of interest, please see [2 CFR 200.317-326, Procurement Standards](#) and [Appendix II to Part 200, Contract Provisions for Non-Federal Entity Contracts Under Federal Awards](#).

Lottery & Enrollment: The enrollment policy of a charter school receiving CSP grant funds must include a lottery process if more students apply for admission to the school than can be admitted [20 USC 7221i(1)(H)]. The policy and/or procedures should clearly describe how the lottery will be administered, how families will be informed of the opportunity to submit an application to the lottery and how families will be informed about the outcomes of the lottery. More detailed information on Lottery and Enrollment Requirements can be found in the previously noted Nonregulatory Guidance (link provided above). ***These rules are stricter than the state of New Hampshire requirements. As a sub-recipient you would be required to follow the federal guidance.***

Schools are strongly encouraged to use targeted marketing strategies related to outreach, recruitment and retention for all students, including educationally disadvantaged student populations that the school is seeking to enroll [Section E-3, E-3a of the CSP Nonregulatory Guidance dated January 2014].

Financial Management: Under the Uniform Guidance at 2 CFR 200.302, every recipient of Federal funds is required to have a financial management system that permits the preparation of reports required by general and program-specific terms and conditions and enables the recording and reporting of grant expenditures in a manner that provides adequate evidence to establish that grant funds have been used in accordance with Federal statutes, regulations, and the terms and conditions of the Federal award. Recipients of Federal funds must maintain records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award as part of an effective internal control system.





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Section 2: Grant & Fund Information

Award Information

The sub-grant funds will be awarded to applicants seeking Start-up, Replication and Expansion grants. Applications are scored against a rubric (see appendix) with weighted scoring applied to schools that prioritize at-risk students in their model, have a well-defined process for establishing and sharing best practices, and those schools that are innovative in their model or aspects of their operation. After scoring is complete for all applications, the applications will be ranked from highest total score to lowest. Awards will then be issued beginning with the highest scoring application and proceeding down the list, through applications scoring at least 75%, until all available funds are awarded. **ONLY** applications scoring 75% or better will be considered for funding.

This is a multi-year project grant. As NHED’s grant is set to expire in September 2024, projects awarded under this competition will have a **combined maximum project performance period of 18 months, with extensions as USED approves.**

Funding Information

CSP Grant applicants will complete a budget to show how the grant funds will be spent and to justify the amount of grant funding requested. Separate budgets must be prepared for planning and implementation funds. Maximum funding levels are based on the type of grant, the proposed project, and the stage of development of the school. The table below illustrates the maximums for awards.

	Potential Project Award (planning and implementation)	Potential Innovative Funds	Potential At-Risk Funds	Maximum Potential Award
Start-Up	up to \$1,100,000	up to \$200,000	up to \$200,000	\$1,500,000
Expansion	up to \$500,000	up to \$50,000	up to \$50,000	\$600,000
Replication	up to \$900,000	up to \$150,000	up to \$150,000	\$1,200,000

Carryover funding from year to year may be allowable, provided the plan for those funds is reasonable, necessary, and applied to allowable activities. Following the initial award year, the subsequent year of funding is subject to a review for continued funding.

Planning funds will be issued for a 12-month period. Schools that have been awarded the CSP grant but experience changes to their projects including timeline, grades served, or fail to open fail to open as planned and wish to retain funding must supply adequate evidence and justification to qualify for retaining the award for an extended planning period. If justification is found to be inadequate, there is a change to the scope of the original plan or a loss of charter contract, the school will not receive continued funding. Planning periods cannot exceed 18 months per federal mandate including any





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approved extensions. Total project periods cannot exceed 18 months without an approved extension to NHED's program from USED.

Continued funding is not competitive but is subject to the availability of federal funds and contingent upon performance, compliance, financial and operational obligations, as evaluated by Department staff. Continued funding may also be terminated if substantial progress is not being made to accomplish the grant project goals articulated in the initial CSP grant application or if the charter school fails to make satisfactory student academic progress. Failure to draw down funds in a regular and timely manner, fulfill requirements, or meet enrollment projections by a significant amount may potentially impact continued funding. Regular communication with NHED CSO staff regarding changes in plans, administration, or ability to fulfill obligations of the grant is encouraged to identify early solutions.

Project Planning Funds vs Implementation Funds

Project planning funds can be used for activities associated with planning and design of the school. This includes curriculum design and school development including salaries. Planning funds are available for up to 12 months. Schools that are awarded planning funds but are unable to expend them by the end of the 12 months may apply for an extended planning period. Planning periods and any extensions granted cannot exceed 18 months per federal mandate and cannot overlap the implementation period.

Implementation funds may begin four months prior to the school opening. Implementation funding timeframes will vary based on the length of time a school is in the planning phase. Implementation funds are used for opening and setup activities for the charter school.

Schools should plan their project and expenses accordingly to ensure they have adequate planning and implementation time without exceeding their project duration maximum.

Innovation and At-Risk Funds

NHED is providing additional funding to schools that can demonstrate their innovation and/or focused support of at-risk student. Innovation covers a broad range of categories including model, populations served, location, operation, access to technology, community partnerships, and more. It is up to the school to convince the reviewers through their application narratives and submitted plan that they should be granted the additional funding. Applicants seeking this funding should provide a clear description of how their school compares to the charter and wider public school community using data and a comprehensive plan that includes goals/activities to be delivered, how the grant funds will support this plan, and how the school will track and monitor progress on the goals. Please see Part 4: Required Attachments for more information on the plan requirements.

Use of Funds

The CSP grant is a reimbursement program, which means recipients will be reimbursed following proof of expenditures on allowable, approved activities. Allowable activities are described in the ESEA § 4303 (h), and include the following activities:

- Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with –





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- Providing research-based professional development for teachers and other staff that includes national staff development standards (including travel costs for school leaders, staff, and school board to attend conferences and training, or visiting other charter schools); and
- Hiring and compensating, during the eligible applicant’s planning period specified in the application for funds, one or more of the following: (i) Teachers. (ii) School Leaders. (iii) Specialized instructional support personnel.
- Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials or aligning curriculum).
- Under ESEA § 4303(h)(4), providing one-time startup costs associated with providing transportation to students to and from the charter school.
- Carrying out community engagement activities, which may include paying the cost of student and staff recruitment and informing the community about the school.
- Providing for other appropriate, non-sustained costs related to opening, replicating, or expanding high-quality charter schools when such costs cannot be met from other sources, providing support requests are reasonable and appropriate.
- Under ESEA § 4303(h)(3), grantees may use CSP funds to carry out “necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).”

CSP Grant funds, in general, are not allowed for the following activities:

- recurring costs
- before and after school programs
- salary and benefits for staff once the school has opened
- major capital costs
- food costs for staff, students, or parents
- promotional/novelty items for advertising, events, or recruiting
- student activities
- professional memberships

Expenses must be necessary, reasonable, and allocable to the grant in order to be allowable under the CSP (2 CFR 200.403(a)). Funds used in the CSP Grant Program cannot support ongoing operational expenses. Certain expenses are allowable in only planning or implementation. It is important for applicants to review the provided guidance on allowable expenses to ensure that your project expenses are approved for the appropriate activity to avoid negative scoring and/or rejection of expenses.

Further details on allowable use of funds can be found in the Grant Budget Instructions section of this document as well as at the Bureau of Federal Compliance webpage and in the State’s Accounting Handbook, links provided below.

[Bureau of Federal Compliance | Department of Education \(nh.gov\)](#)

[Microsoft Word - Handbook 1999 Edition Updated August 2001.doc \(nh.gov\)](#)





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Monitoring and Reporting Requirements

Applicants that are awarded a sub-grant will be required to undergo monitoring of their approved project and submit reports as to the progress of their projects. In addition, NHED expects the cooperation of sub-grantees in assisting the Department in meeting the goals set for the state with respect to the grant program. This includes participating in events, requests for information, training sessions, and other activities that will support the state's initiatives.

The New Hampshire Department of Education Charter School Office (NHED CSO) has developed a comprehensive process to both ensure compliance of sub-grantees to the federal program and to support the successful outcomes of their individual projects. The process involves fiscal compliance reviews, "light-touch" reviews known as check-ins, and in-depth surveys done through an on-site monitoring visit. The purpose of each of these assessments is to identify areas where the sub-grantee may require additional support, corrective action, or project revisions to ensure their start-up, expansion, or replication meets the spirit of the approved grant application.

Fiscal Monitoring: Upon award, sub-grantees must agree to elements of fiscal monitoring in the Program Assurances including performing a program specific financial audit by a licensed CPA and an expenditure review for at least their first three submitted requests for reimbursement. The expenditure review is completed by NHED staff and involves reviewing the expenses and documentation of the expense. This is to both ensure that sub-grantees understand the expectations of the grant and also provides the NHED staff with critical information with regard to the level of compliance to be used in Risk Assessments. Feedback is provided and sub-grantees must address certain items before the expenses are approved for release. Sub-grantees that struggle with this step are asked to continue this practice until reports with no findings are consistent.

Once sub-grantees are released from this process, their expenses are still reviewed each time for adherence to the approved project budget and to ensure they are reasonable, allowable, and necessary.

Check-In: The check-in is a "light-touch" programmatic review of the sub-grantee designed to ensure continued compliance with the state and federal requirements. The light-touch check-in frequency is determined by the risk assessment which is updated after each level of monitoring is completed. While each check-in will differ slightly, depending on the project the school is undergoing, the format is essentially the same.

These reviews typically last 1-2 hours and can be done via phone, virtual meeting, or in-person. In preparation for the check-in, NHED staff reviews available information including: GMS entries, the school's website, record of reporting to the NHED, attendance records and participation tracking, and other NHED records to verify continued compliance with state and federal requirements, participation in State priority initiatives, and adherence to program plans. NHED uses the information gathered from the check-in to determine if the project's funding will be continued.

On-Site Monitoring: This is an in-depth review of the school's programmatic and fiscal compliance. This meeting is typically held at the school's facility but can be virtual. It can last from 3 -8 hours depending on the level of information shared in advance with the NHED CSO. The process that NHED's CSO has established for on-site monitoring is designed to establish the extent to which:





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- Progress has been made toward established project goals
- Compliance with state and federal charter school regulations
- Compliance with grant requirements
- Level of participation in assisting the NHED to meet established goals and priorities
- Fiscal monitoring of expenditures.

Each sub-recipient school must have at least one on-site visit during the course of their project. NHED uses the information gathered from the check-in to determine if the project's funding will be continued.





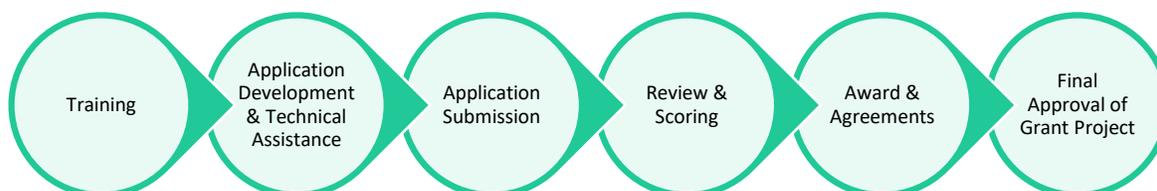
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Section 3: Application Process and Components

Overview

NHED's application process for CSP Grant funds is detailed in the sections below. All applicants are required to attend a training session and submit an application package. In general, the steps to receiving an award are:



Training and Technical Assistance

NHED provides training and technical assistance for all charter schools interested in applying for CSP sub-grants. Sessions provided for applicants are noted below.

CSP Grant Informational Session (required session)

[CLICK HERE TO REGISTER](#)

This session is **required for all potential applicants** and focuses on the requirements for eligibility for funding for all grant types and highlights components of post award requirements.

- January 19, 2023: 10:00 - 11:00 am
- February 2, 2023: 3:30 - 4:30 pm

Preparing a Quality Application (recommended session)

[CLICK HERE TO REGISTER](#)

This session focuses on preparing a quality application and reviews requirements for submittal.

- January 26, 2023: 9:00 - 10:00 am
- February 9, 2023: 3:30 - 4:30 pm

Q&A Forum (recommended session)

[CLICK HERE TO REGISTER](#)

This is an open forum session where applicants can ask questions as they are working through the application process. All answers to questions received will be summarized and posted on the NHED website. Final answers to questions received will be posted no later than February 24, 2023.

- February 3, 2023: 1:00 – 2:00 pm
- February 21, 2023: 12:00pm – 1:00 pm

Additionally, NHED offers on-call technical assistance to applicants. Applicants needing clarification or assistance on the grant application can submit their question or request to: doe.nhcsp@doe.nh.gov. NHED has published additional resources including Frequently Asked Questions, Cost Allowance Guidance, and more on the CSP webpage located here: [Federal Charter School Program Grant | Department of Education \(nh.gov\)](#).





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Schedule

NHED has set the schedule below for the January 2023 competition round. The following dates are critical for your submission planning. Late submissions will not be accepted or considered for funding. Any changes to this schedule will be sent to all applicants that submit an intent to submit and posted on the NHED website.

Release Date	January 9, 2023
Deadline for Intent to Submit	February 10, 2023, by 12:00 pm
Question Period Closed	February 21, 2023, by 4:00 pm
Final Responses to Questions Posted	February 24, 2023, by 4:00 pm
Submissions Due	March 6, 2023, by 4:00 pm
Anticipated Award Notification	TBD, <i>dependent on completion of scoring</i>

General Requirements

All applicants are required to complete the following to consider their application complete and eligible for review.

- **File an Intent to Submit:** the intent to submit form is located in the appendix of this document and must be submitted by the date listed in the schedule. This document will be used by NHED CSO to verify eligibility and to understand the potential demand for funding during this round of applications.
- **Attend Required Training Session:** a member of the application team **MUST** attend the **CSP Grant Informational Session** (marked as required above) and provide the date of attendance in the application form.
- **Submit a Complete Application Package:** the application package consists of multiple parts. Detail on these items is provided below and in Section VI.
 - Completed application form
 - Complete project narratives
 - Completed CSP Budget Form(s)
 - Additional funding plans if requesting this funding
 - Include required attachments

Intent to Submit Form

Schools intending to submit an application for a CSP Grant **MUST RETURN AN INTENT TO SUBMIT FORM** by the date noted in the schedule above. The information requested in this form is critical to ensuring a speedy review and award of grant funds as it is used to develop the peer review team that will score the applications. There is no penalty for returning the intent to submit form and then deciding not to apply.

Application Form and Project Narratives

Detailed instructions on the application package are provided in Section VI of this Request for Applications.





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The application form should be completed in its entirety as this form is used to ensure eligibility for the program. Please do not leave sections or questions blank. Please also note that the amount of your request on the final portion of this form should be for at least the amount in your project budget.

For responses to the project narratives, applicants may create their own document, use their preferred software and include their own branding. It is not required to use a form or format from NHED. Successful applicants will answer the project narrative questions completely and thoroughly, citing examples and details of their project plan. Avoid vague answers. Refer to the provided rubric to further understand scoring and items being weighted more heavily. **To aid evaluators in scoring, please keep your responses in the exact order of the questions presented.**

All responses are subject to Freedom of Information Act (FOIA) legislation requests on federal and state levels. DO NOT INCLUDE any student specific data or data that could easily identify any individual within your response.

Budget Form

Applicants must provide a budget for the project that outlines how CSP funds will be spent. For applications requesting a both a planning and implementation period, a separate budget for each MUST be submitted.

Please use the provided budget template to outline how your school proposes to expend the grant funds, should you be awarded a grant. The budget must be separated into your planning and implementation phases. Review the Instructions Tab to complete your CSP Budget. All items included in your budget must be necessary, reasonable, and allocable.

- **Necessary:** Expenditures that are required for the effective delivery of your educational program as described in your application and charter. Existing funding resources are unable to meet the cost needs.
- **Reasonable:** The budgeted items and amounts are practical and sensible for the plan outlined in the application.
- **Allocable/Allowable:** The expense is properly tied to the activity, project outcome, and expense accounts. The CSP is subject to limitations on the expensed that will be covered. These limitations are dependent on the activity and the timeframe. Certain costs are only allowed in certain project phases. Additional guidance on what is allowable is provided on our website and below.

Operational Budget

Please include a copy of your school's operational budget. This operational budget should reflect your school's entire revenue and spending plans without the grant funds and will serve as a tool in assessing the need of the school for the requested grant funding amount. The format for this budget is at the discretion of the applicant.





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Additional Funding Plans

NHED is providing additional funding to schools that demonstrate innovation and/or are targeting at-risk students. To access this funding, NHED is requiring applicants to submit a plan that outlines the goals/activities to be delivered with this additional funding, how the grant funds will support this plan, and how the school will track and monitor progress on the goals. A separate plan for each additional funding opportunity needs to be provided and these plans will be scored separately from the grant application. An applicant will need to first qualify for a sub-grant to be eligible to receive this additional funding.

Required Attachments

The following items will be required at the time of application submission. For schools applying for a start-up grant, funding priority will be given to schools that have the following items in place for their school.

- Copy of Applicant's Non-Profit Certification
 - This includes a 501(c)(3) designation by the IRS or a statement from the State taxing body or State Attorney General certifying registration as a nonprofit, or a certified copy of incorporation documents showing established as a nonprofit)
- Copy of SAM.gov registration status
- Organization Chart Organization Chart that demonstrates the relationship between leadership and key roles for the school
- School's Operational Budget

Additional Information/Appendices

Additional information and attachments are permissible in an appendix to the extent that they support the application, a particular question, or provide additional detail required to answer the questions in the application. These attachments could include: resumes, sample plans, charts, reports, etc. Each attachment should be clearly labeled so the evaluators can see the applicability of its inclusion. Please do not include materials that do not directly support the responses you have provided in your answers. These attachments will not count towards the page count limit.

Submitting an Application

Your submission should be packaged into a single pdf document in the following order:

1. Cover letter or cover sheet (optional)
2. Application Form
3. Application Narrative Responses
4. Grant Fund Budget Form (excel template)
5. Operational Budget
6. Plan for At-Risk Funding (if requesting the additional funding)
7. Plan for Innovation Funding (if requesting the additional funding)
8. Required Attachments
9. Appendix (if applicable)





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This application package should be emailed to the NHED at: doe.nhcsp@doe.nh.gov no later than 4:00 pm on March 6, 2023.

Submitting Questions

Any questions associated with this Request for Applications should be submitted to:
doe.nhcsp@doe.nh.gov





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Section 4: Selection Process

Eligibility Check

All applicants are required to submit an Intent to Submit form. This form will be used to verify eligibility of the applicants. The check will verify elements outlined in the eligibility section of this document. Applicants being found ineligible will be notified and given a timeframe to correct the deficiency. Any deficiencies must be addressed prior to submission of the application for funding, or the application will be deemed ineligible. To submit documentation of addressing the deficiency, submit the Eligibility Deficiency Response form included in this document and email it to doe.nhcsp@doe.nh.gov. Applicants will receive a response to the submission noting that the deficiency is addressed and closed; or not addressed and open.

Evaluation Process

NHED will use a team of peer reviewers to evaluate applications received by the prescribed date and time in the Schedule section of this document. Using the Scoring Rubric provided in the attachments section for your review, peer reviewers will review and score applications independently. NHED will convene the evaluators at least once to review scoring progress and/or discuss any outlying scores in an effort to reduce scoring gaps and normalize scores.

Once all scores are complete and returned to the NHED, peer review scores for each applicant will be totaled and used to rank applicants (high to low scores). The NHED will award grants to applicants scoring at least 75%, starting with the top score and moving down the ranked list with the goal of expending available grant funds made available by the US Department of Education and NHED for each round. Ultimate awards will depend on grant dollars available, quantity of quality applications, amounts requested by applicants, and types of applications.

Refer to the attached rubric to see scoring criteria.

Notice of Selection

NHED will notify all applicants of their application outcome. Those schools that receive notification tentative selection, will be required to sign assurances, establish standardized measures, develop a project plan for input into the GMS, and comply with the program specific requirements including, but not limited to:

1. Develop project plan for State's Grant Management System (GMS)
2. Have a Unique Entity Identification number and SAM registration (see sam.gov)
3. Obtain a vendor code from the New Hampshire DAS ([State of New Hampshire - Online Vendor Registration \(nh.gov\)](http://State of New Hampshire - Online Vendor Registration (nh.gov)))
4. Maintain registration as a non-profit with the State of New Hampshire
5. Obtain a Federal Tax ID number
6. Agree to the General and Program Specific Assurances
7. Submit to routine reporting, monitoring, and an Program Specific Audit
8. Attend workshops and training





New Hampshire Charter School Office

Charter Schools Program (CSP) Grant Request for Applications

9. Develop understanding of EDGAR and 2CFR
10. Comply with Division B, Title V, Section 505 of Public Law 115-245

The measures and program specific assurances are included within the attachments of this document for your review.

Notice of Award

NHED will issue the sub-grantee an official Grant Award Notification (GAN) for signature once all required forms and assurances are received. Once this GAN is received and signed, schools may begin submitting reports in the state's GMS for review, approval and reimbursement. All reports must be accompanied by acceptable documentation for each expense requested for at least the first three reports. The expenses submitted in the report will be reviewed against the approved budget and for documentation compliance. The report will either be returned with comments for editing, denied, or approved for reimbursement. Additional training on this process will be provided after notice of award.

Schools that receive awards will be required to develop and maintain policies and procedures around management of the funds, compliance with state and federal requirements, provide reporting on progress, submit to monitoring, participate in state program initiative, establish systems and maintain sustainability plans.



New Hampshire Charter School Office

Charter Schools Program (CSP) Grant Request for Applications

Section V: Project Requirements & Final Approval

Sub-grantees will be required to sign agreements and assurances regarding implementation of compliance measures attached to the CSP grant. These agreements are outlined below. Every applicant should review the required agreements and fully understand the requirements for creating policies, procedures, infrastructure, and reporting attached to this funding opportunity.

General Assurances

General Assurances are required by any school seeking any federal grants under Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA). Charter Schools in the state of New Hampshire are required to sign a General Assurance Agreement annually in order to access any federal funding.

General Assurances change annually and the most recent copy can be found on the NHED website here: [General Assurances | Department of Education \(nh.gov\)](#). These assurances are required prior to a sub-grantee receiving “final approval” by NHED CSO. Final Approval is required prior to any sub-grantee being given access to their grant award in the state’s grant management system (GMS).

As part of your project monitoring, NHED CSO and Bureau of Federal Compliance will review your compliance with the contents of this document. Deficiencies in compliance that are discovered (findings) could result in:

- Creation of a corrective action plan to bring the sub-recipient into compliance,
- Designation as an elevate risk, which would factor into future awards,
- Addition requirements for monitoring, reporting, and/or compliance checks, and/or
- Impact continued funding decisions for certain programs.

Program Assurances

Program Assurances are specific to the CSP grant fund and only apply to that federal funding. These assurances are also required prior to a sub-grantee receiving “final approval” by NHED CSO. Final Approval is required prior to any sub-grantee being given access to their grant award in the state’s grant management system (GMS).

Program Assurances can be found here are included in the appendix of this document. As part of your project monitoring, NHED CSO will review your compliance with the contents of this document. Deficiencies in compliance that are discovered (findings) could result in:

- Creation of a corrective action plan to bring the sub-recipient into compliance,
- Designation as an elevate risk, which would factor into future awards,
- Addition requirements for monitoring, reporting, and/or compliance checks, and/or
- Impact continued funding decisions for certain programs.





New Hampshire Charter School Office

Charter Schools Program (CSP) Grant Request for Applications

Program Measures

Program Measures are also required prior to a sub-grantee receiving “final approval” by NHED CSO. Final Approval is required prior to any sub-grantee being given access to their grant award in the state’s grant management system (GMS). Program measures are standardized for NHED’s CSP Program and every sub-grantee is required to establish goals for each established measure.

Please refer to the Program Measure form included within this document to familiarize yourself with the goals sub-grantees must establish.





New Hampshire Charter School Office

Charter Schools Program (CSP) Grant
Start-Up Application Form

Section VI: Detailed Application Instructions

Part 1: Application Form

Please refer to the Application Form (separate document on the website). The application form is used to verify eligibility and serves as an overview of your proposed project. Please complete the form in its entirety as directed below.

Section 1: School Information

School Name: Provide the name of the school as registered with the state, or in the case of new schools, planned school name.

Location Region: Provide the town in which the school will be located. If the location is not completely known, provide at least the county and/or area in which the school will be located.

Type of Grant Application: Please note the type of grant you are applying for:

- New schools are for schools in development and that have not yet opened their doors to students
- Expansions are for schools looking to grow their programs, enrollment, or grade levels.
- Replication schools are looking to duplicate their existing program in another area of the state.

UEI: Provide your Unique Entity Identifier as given by registering with the US System of Award Management (sam.gov). Registration with SAM.GOV is required in order to be awarded grant funds.

Tax ID: Provide your tax identification number, if available.

Primary Grant Contact Information: Provide the Name, Email, Phone, and Mailing Address for person responsible for the school's grant application. This will be the person who receives the communications from the NHED and will be the coordinator during the award process.

Section 2: Eligibility Requirements

Please answer the questions in this section and provide additional information, as requested.

- 1) Grades: provide a range of grades for this project. For existing schools, please note if your project includes an expansion of grades served. For example: Currently serving K-4, expanding to 5-8.
- 2) Note any affiliation meeting this description
- 3) Fees: Including any information regarding fees your school requires for educational programming. Provide both what the purpose of the fee is and the amount.
- 4) Provide the non-profit status of the school.
- 5) Accountability plans are used by NHED to track progress of a school meeting its educational goals. These plans are also used in NHED's reporting to USED. Accountability plans are now a part of the authorization process, but older schools may not have developed one. This question helps us understand who needs to complete one.





New Hampshire Charter School Office

Charter Schools Program (CSP) Grant Request for Applications

- 6) Provide the type of previous grant award and the approximate dates. Schools are prohibited from obtain two grants for the same purpose (ie. two startup grants)

Section 3: School Status & Demographics

Charter Authorizer: Provide the New Hampshire Department of Education, if you are using the state authorization process, or the name of the local district, if you are pursuing a local authorization.

Charter Approval: Provide the current status of your charter (is it approved or not). If approved, provide the date it was approved. If no, provide a description of where you are in the process.

Planned Opening Date: Provide the month and year you are planning to open your school or new program to students.

Enrollment: Provide the anticipated enrollment at the end of the grant period (2 or 3 years from award). Please note for new schools utilizing a planning period, this may be your school's first year of enrollment.

Percent At-Risk: Provide a projected percentage of your students that will meet the at-risk definition upon opening. Students who qualify as at-risk are English language learners, special education students, and those needing free or reduced lunch.

Economic Disadvantage: These numbers are available on the i-report platform ([Workbook: iReport \(nh.gov\)](#)) by searching a school that is already operating in the district planned for your school and reviewing the "profile" tab and providing the economically disadvantaged percentage.

Section 4: School Model & Operations

Please provide brief answers to the questions provided (approximately 2-3 paragraphs should be sufficient). These questions are meant to provide an overview of your school and the plans for the grant for reviewers that may not be familiar with your school.

Section 5: Project Overview

Please provide brief answers to the questions provided (approximately 2-3 paragraphs should be sufficient). These questions are meant to provide an overview of planned project and how the grant funds will assist your school.

Section 6: Grant Request Amounts

Use this section to provide the outline of grant funds being requested. Please note the individual maximums for each line.

Project Grant: This amount is the base award you are seeking for planning and implementing your project.

Innovation Funds: Provide the amount of innovation funds being requested in addition to the project grant amount. NOTE: if requesting innovation funds, you are required to submit additional documentation.



New Hampshire Charter School Office

Charter Schools Program (CSP) Grant Request for Applications

At-Risk Funds: Provide the amount of at-risk funds being requested in addition to the project grant amount. NOTE: if requesting innovation funds, you are required to submit additional documentation.

Total Funds: Add up the three categories for a total amount requested.

Signature: An authorized representative must sign and date the application, attesting to the accuracy of the entire application.

Part 2: Application Narratives

For the application narratives, provide a written response to each section. The narrative responses should be formatted as noted below:

1. The total page count for the narrative must be 45 typed pages or less. A page is defined as a side of a sheet of paper.
2. The narrative sections must follow the order of sections in the application document. The title of each section of the narrative should be identified in bold, and each section should be clearly identifiable.
3. Any appendices must be clearly labeled and reference the section they support.
4. Include a header on each sheet providing the name of the school and page numbers.

NHED is seeking quality application responses. A quality response will utilize at least one of the following elements:

- a) Contextual information for your school's plan, development, model, solution with respect to the current state of the charter community.
- b) Contextual information for your school's plan, development, model, solution with respect to the population that you will target or community where you are/will be located.
- c) Demonstrates how your school has a unique or improved method, solution, qualifications or way of operating.
- d) Defines a plan that includes: definition of the actions to be taken, timeframes for completion, and methods for measuring delivery, effectiveness, and/or outcomes.
- e) Provides clearly defined problem, solution, and method for measuring effectiveness
- f) Provided static historical data or projections.
- g) References published and publicly available research.

Part 3: Budgets

Using the provided templates, provide a project budget that details how the grant funds will be used. A separate budget MUST be prepared for each phase (planning and implementation). The amount listed in the budget template must be for at least the amount requested on the application form. For example, if total grant request listed on Section 6 of the application form is \$650,000, the budget templates must also total \$650,000 or more.

If you are requesting At-Risk and/or Innovation funding, make sure those expenditures are included in the appropriate planning or implementation budgets based on where the expense is allowed. These expenditures should be referenced and explained in the budget narrative and in the respective plans





New Hampshire Charter School Office

Charter Schools Program (CSP) Grant

Request for Applications

required as attachments (see below) in order to provide a clear picture of how these additional funds will be utilized and necessary for the school's plan.

Please see the budget template for specific instructions on completing the template.

Part 4: Additional Funding Plans

Innovation Plan (required if requesting these funds)

NHED is providing additional funding to schools that can demonstrate innovation which covers a broad range of categories including model, populations served, location, operation, access to technology, community partnerships, and more. The plan provided should align to and expand on information provided in the innovation section narrative. It is up to the school to convince the reviewers with their application should be granted the additional funding. Plans should detail the goals/activities to be delivered, how the grant funds will support this plan, and how the school will track and monitor progress on the goals. Plans should be no more than 5 pages in length (one side of paper equals 1 page) and should include:

- a. Discussion of why your school should be considered for the funds (how will you be more innovative/technology focused than area public schools using available data to make your case)
- b. Details on how the additional funding would be used to accelerate or enhance your ability to deliver the plan, referring to items noted in the budget
- c. Provide milestones, timeframes, and measurable goals relative to delivery of the ideas and goals.

Plan for Development & Support of At-Risk and Struggling Students *(required if requesting these funds)*

NHED is providing additional funding to schools that can demonstrate a strong focus on recruiting, retaining and supporting at-risk students. The plan provided should align to and expand on information provided in the at-risk narrative section. It is up to the school to convince the reviewers with their application should be granted the additional funding. Plans should detail the goals/activities to be delivered, how the grant funds will support this plan, and how the school will track and monitor progress on the goals. Plans should be no more than 5 pages in length (one side of paper equals 1 page). Include:

- a. Discussion of why your school should be considered for the funds (provide data of need in the community and your ability to meet the need)
- b. Details on how the additional funding would be used to accelerate or enhance your ability to deliver the plan, referring to items noted in the budget
- c. Provide milestones, timeframes, and measurable goals relative to delivery of the ideas and goals.





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Charter Schools Program (CSP) Grant Request for Applications

Part 5: Required Attachments

The following lists documents and additional required attachments that may or may not be required to support your application. Please refer to the guidance provided with each line item to determine if you need to submit.

1. Copy of Non-Profit Certification (501(c)(3) designation by the IRS or a statement from the State taxing body or State Attorney General certifying that it is a nonprofit, or a certified copy of incorporation documents showing established as a nonprofit)
2. System for Award Management registration (SAM.gov). USED requires all sub-grant recipients to have an active registration in order to receive federal funding. Proof of this registration is required as an attachment.
3. Organization Chart that demonstrates the relationship between leadership and key roles for the school
4. Operational Budget





New Hampshire Charter School Office

Charter Schools Program (CSP) Grant
Program Assurances for CSP Program

Section VII: Appendices and Resources

Forms attached include:

	Reason to Submit	When to Submit
Application Form	<i>required for all sub-grant applications</i>	With application form
Intent to Submit	<i>required for all sub-grant applications</i>	Due by 2/10/2023
Program Measures	<i>if approved for sub-grant (provided for information only)</i>	Post selection
Program Assurances	<i>if approved for sub-grant (provided for information only)</i>	Post selection
Scoring Rubric	<i>(provided for information only)</i>	N/A





New Hampshire Charter School Office

Charter Schools Program (CSP) Grant Application

Part 1: Application Form

Section 1: School Information

School Name:			
Location/Region: (planned if not known)			
Type of Grant Application:	Expansion	Replication	Startup (New School)
UEI (<i>sam.gov</i>):	Not Yet Registered		
Tax Id:			
Primary Grant Contact Name:			
Email:			
Phone:			
Street Address:			
City/Town:			

Section 2: Eligibility Requirements

1. What grades will your school target?

2. Is the school affiliated with a sectarian school/religious institution? Yes No

3. Will your school charge any fees to access any educational program elements? Yes No
If yes, briefly explain what the fees will be for and amounts:

4. Is the school registered as a non-profit? **Attach Certificate** Yes No

5. Has the school completed an Accountability Plan? Yes No

6. Has the school received a previous CSP grant for start-up, expansion or replication? Yes No
If yes, provide type (start-up, expansion, or replication) and dates:

Section 3: School Status & Demographics

Who is your Charter's Authorizer:		
Is your charter approved?	<input type="checkbox"/> Yes <i>Date of Approval:</i>	
	<input type="checkbox"/> No <i>Targeted date for Approval:</i>	
When will your new school, expansion or replication open to students?		





New Hampshire Charter School Office

Charter Schools Program (CSP) Grant Application

What is your projected enrollment at the end of the grant project?	
What is your projected At-Risk Enrollment by percent?	
What is the percent of Economic Disadvantage for the district where your school will be located? Refer to the iplatform for this information.	

Section 4: School Model & Operations (attach additional pages as needed)

In a few sentences, please provide the school's mission and educational philosophy/model.

What prompted the development team to form this school?

What districts/towns will your school target for students?

Does the school currently have or plan to have an agreement to work with any organization to assist in the operation or management of the school? If yes, please describe.





New Hampshire Charter School Office

Charter Schools Program (CSP) Grant Application

Section 5: Project Overview:

In a few paragraphs, provide an overview of your grant project. What will the money go towards?

Provide an overview of the current state of your school and the post grant picture of your school. For expansions, provide information how your school will expand (enrollment and/or program).

Section 6: Request Amounts

Please enter the amount requested per line item. Maximum amounts listed are per line item.

Enter the amount of project grant requested: <i>(up to \$1.1 million) submit a separate planning and implementation budget</i>	
Enter additional funds requested for innovation: <i>(up to \$200,000) submit required innovation plan</i>	
Enter additional funds requested for targeting at-risk populations: <i>(up to \$200,000) submit a Plan for At-Risk Students</i>	
Enter the total amount of grant requested <i>(add lines above, max of \$1,500,000):</i>	





New Hampshire Charter School Office

Charter Schools Program (CSP) Grant Application

By signing below, the applicant affirms that the information contained within the entire application is an accurate and true representation of facts. The applicant certifies that the application and supplemental documents will be a matter of public record and could be subject to a Right to Know Request (FOIA Law) and has made every effort to eliminate individual identifiers to protect individual student's identities.

Signature

Date

Print Name, Title





Part 2: Application Narratives

Submit a written response, in the order provided below, to each section. Responses should be provided in the applicant's own format and do not need to be inserted below. For existing schools applying for expansion or replication, please answer the following with respect to your planned expansion or replication.

Section 1: School Summary

Describe your school's mission and vision. What makes the school unique, how the school will prepare students for academic success, and what is the school's philosophy and instructional approach? *Reviewers will likely not have reviewed your charter application, so make sure to relay the overall goals and vision of the school.*

Section 2: Educational Model

Provide a description of the academic program model your school plans to implement. Include discussion of the curriculum design, alignment to state standards, and if you plan to use any consultants.

Section 3: Innovation (scores for this section are weighted)

Discuss ways in which your school is innovative in respect to operation, instruction, or model. Consider aspects of management, assessment of progress, curriculum, student services, approach to education, and other elements that make your school unique. Consider your school in comparison to other schools in the area, state, and region.

Section 4: Best Practices (scores for this section are weighted)

Discuss ways the school's leaders will develop and share best practices with the broader educational community. Note areas where best practices are/will be developed. Provide ideas of how your school can help share best practices with the educational community.

Section 5: Admission Policies and Lottery Process

Discuss your admission policies and how students will be admitted. What information is collected and how is it used in making admission decisions? Provide details on your lottery process including exemptions or preference given and how it will be run.

Section 6: At-Risk Students (scores for this section are weighted)

What is the anticipated percentage and type(s) of the educationally disadvantaged students (ELLs, those qualifying for free lunch, those with IEPs, etc.) that you will serve? Discuss how the school has arrived at this estimate and if the school plans to target these students and how. Discuss support the school plans to provide to these students.

Section 7: School Leadership & Governance

Provide the organizational structure of the school, including a description of how each layer of leadership and management work together. Discuss the makeup and selection process for the governing board. Provide background information for Leadership and Board Members. Will the school use outside organizations to manage or operate any portion of the school, if so who and for what purposes? Include an organizational chart in the appendix.





Section 8: School Operations

How are policies and procedures developed and implemented? How the school will ensure these are followed and comply with applicable state and federal rules and laws. How will the board and school leaders divide responsibilities? How does the school exercise its autonomy and flexibility in operation?

Section 9: Staffing

Discuss key staff hires for the school including timelines for hiring. Discuss any external resources needed to support the planning and implementation of your school (for example: curriculum specialist, marketing team, or accounting team) and who will manage/oversee these external resources.

Section 10: Program Development and Effectiveness

Discuss what measures the school will use to evaluate the success of the educational program and what data points be used to track success? How will this data be used to develop strategies to meet the needs of learners?

Section 11: Sustainability Planning

Detail the school's plan for sustainability post grant. Demonstrate an understanding of the recruitment efforts required to meet enrollment goals, fundraising efforts and goals needed to close income gaps, and strategic planning. Include if the school is working with identifying and engaging an external resource to assist in its development.

Section 12: Budget Narrative

Provide a description for the planning and implementation phase budget activities and expenditures that will be supported by this funding. The level of detail provided should be sufficient to understand how that money will be allocated over the planning phase and the implementation phase and support the level of funding requested. Include discussion on the research used to develop your grant budget.

Section 13: Grant Project Goals

Provide five goals the school has for the grant funding (academic and non-academic) and include the metrics/measures it will use to track and report success. These goals should be written "SMART" (Specific, Measurable, Achievable, Relevant, and Time-Based) giving specific, measurable milestones that are achievable and relevant to the project. They should also have a timeframe for delivery associated with them. How will the school assess progress toward these goals throughout the life of the grant and include levels of reporting (reporting what and to whom).

Section 14: Grant Management

Describe how the school will ensure proper fiscal management of grant funds and compliance with the federal program. Include information on systems and tools to monitor the finances, track assets purchased with government funds, track and report expenses, and provide transparency with regard to the project. Who will lead compliance and oversight of the grant at the school? Include any checks and balances in place to safeguard misuse.





Part 3: Budgets

Using the provided excel templates, provide a project budget that details how the grant funds will be used. A separate budget **MUST** be prepared for each phase (planning and implementation). The amount listed in the budget template must be for at least the amount requested on the application form. For example, if total grant request listed on Section 5 of the application form is \$650,000, the budget templates must also total \$650,000 or more.

If you are requesting At-Risk and/or Innovation funding, make sure those expenditures are included in the appropriate planning or implementation budgets based on where the expense is allowed. These expenditures should be referenced and explained in the budget narrative (Part 2, Section 13) and in the respective plans required as attachments (see below) in order to provide a clear picture of how these additional funds will be utilized and necessary for the school's plan.

Please see the budget template for specific instructions on completing the template.

Part 4: Additional Funding Plans

Innovation Plan *(required if requesting these funds)*

NHed is providing additional funding to schools that can demonstrate innovation which covers a broad range of categories including model, populations served, location, operation, access to technology, community partnerships, and more. The plan provided should align to and expand on information provided in Section 9 in Part 2. It is up to the school to convince the reviewers with their application should be granted the additional funding. Plans should detail the goals/activities to be delivered, how the grant funds will support this plan, and how the school will track and monitor progress on the goals. Plans should be no more than 5 pages in length (one side of paper equals 1 page) and should include:

- a. Discussion of why your school should be considered for the funds (how will you be more innovative/technology focused than area public schools using available data to make your case)
- b. Details on how the additional funding would be used to accelerate or enhance your ability to deliver the plan, referring to items noted in the budget
- c. Provide milestones, timeframes, and measurable goals relative to delivery of the ideas and goals noted in Section 9 of Part 2 and the above.

Plan for Development & Support of At-Risk Students *(required if requesting these funds)*

NHed is providing additional funding to schools that can demonstrate a strong focus on recruiting, retaining and supporting at-risk students. The plan provided should align to and expand on information provided in Section 8 in Part 2. It is up to the school to convince the reviewers with their application should be granted the additional funding. Plans should detail the goals/activities to be delivered, how the grant funds will support this plan, and how the school will track and monitor progress on the goals. Plans should be no more than 5 pages in length (one side of paper equals 1 page). Include:

- d. Discussion of why your school should be considered for the funds (provide data of need in the community and your ability to meet the need)





New Hampshire Charter School Office

Charter Schools Program (CSP) Grant Application

- e. Details on how the additional funding would be used to accelerate or enhance your ability to deliver the plan, referring to items noted in the budget
- f. Provide milestones, timeframes, and measurable goals relative to delivery of the ideas and goals noted in Section 8 of Part 2 and the above.

Part 5: Required Attachments

The following lists documents and additional attachments to support your application. Please refer to the guidance provided with each line item to determine if you need to submit.

1. School organization chart outlining the key roles and hierarchy (**required for all applications**)
2. School's full operational budget to illustrate financial need (**required for all applications**)
3. Proof of registration with the federal System for Award Management (sam.gov).
This registration will be required in order to receive a final Grant Award Notification. Funding preference will be given to schools that can provide this registration.
4. Proof of Non-Profit Status
This proof can take the form of a copy of (501(c)(3) designation by the IRS or a statement from the State taxing body or State Attorney General certifying that it is a nonprofit, or a certified copy of incorporation documents showing established as a nonprofit. This registration will be required in order to receive a final Grant Award Notification. Funding preference will be given to schools that can provide this registration.





New Hampshire Charter School Office

Charter Schools Program (CSP) Grant

Intent to Submit

Please complete the following form to register your plan to submit an application for a CSP Grant under the current competition. This form is critical to our planning for the review and scoring of the applications received as we use it to check eligibility, plan the size of the peer review team, and notify your authorizer of your intent to submit an application. Failure to submit this form may result in an ineligible designation. This form is **due no later than noon, February 10, 2023.**

Return this form to doe.nhcsp@doe.nh.gov.

Date:	
School Name:	
Location/Region (planned if not known):	
Please provide the name of your school leader(s):	
Primary Contact Name:	
Primary Contact Phone Number:	
Email Address for Primary Contact:	
Alternate Email Address for Competition Updates:	
Who is your authorizer? <i>This form will be used to notify your authorizer of your application.</i>	
Type of Application You Are Likely Seeking:	<input type="checkbox"/> Start-Up/New School <input type="checkbox"/> Expansion <input type="checkbox"/> Replication



New Hampshire

Department of Education

New Hampshire Charter School Grant Program

Sub-grant Project Measures

2 CFR requires state entities to track program success and measure sub-recipient performance. As such, we are requiring each sub-recipient to set measureable and reportable goals. Please complete the form below. If you are a new school that will not have students in year 1, note this by setting the goal as N/A. When setting goals, make them realistic and achievable based on your current plan for your school.

Enrollment pull from Charter, as amended, or set new goals if working beyond numbers in your charter.

Baseline Year 1	Goal Enrollment Year 2	Goal Enrollment Year 3
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Promotion Rate can report raw numbers or percentages, whichever is easier to track.

Goal Year 1	Goal Year 2	Goal Year 3
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Graduation Rate (if applicable) can report raw numbers or percentages, whichever is easier to track.

Goal Year 1	Goal Year 2	Goal Year 3
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Student Achievement Rates: please provide SAS and internal assessment goals if you use an alternate method.

	Goal Year 1	Goal Year 2	Goal Year 3
SAS Scores	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Internal	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Student Achievement Growth Rates: provide SAS and internal assessment goals if you use an alternate method.

	Goal Year 1	Goal Year 2	Goal Year 3
SAS Scores	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Internal	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Click or tap here to enter text.

Completed By

Click or tap here to enter text.

School Name

X

Signature

To sign electronically, right click on the signature box and select SIGN to upload a signature image or to provide a digital signature.

New Hampshire Charter School Program

Charter School Program Grant Program Specific Assurances

Date: _____ Sub-grantee Name: _____

Charter School Program Assurances, Terms, and Requirements for Receipt of Funds through the Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities FY19 Grant Program

By submitting for reimbursement through the Grant Management System (GMS), the sub-recipient agrees to and gives assurance that the sub-grant recipient will:

- 1) Abide by the Rules, Laws, Regulations and Requirements referenced in the GAN, the General Assurances (either on file with the Department or completed as a part of this award), applicable 2CFR and EDGAR rules, and the terms of the grant application.
- 2) Participate in New Hampshire Department of Education (NH DOE) and NH DOE Charter School Office (CSO) coordinated events including: training opportunities, information sessions, forums, and other activities designed to assist sub-grantees in the management of their grant funds, improve systems and operations, and build charter school sustainability.
- 3) Upload all backup information including receipts, contracts, bid documents, and other appropriate materials to support reimbursement requests into the state's Grant Management System (GMS) for four months following the award date or until directed to discontinue the practice. Thereafter, upload backup information as directed by the CSO.
- 4) Provide reporting, as requested, on progress towards performance goals identified in your completed NH DOE CSP Program Measures document. (Attachment 2 of the GAN)
- 5) Respond in a timely manner and by prescribed deadlines for reporting requests to ascertain the status of projects, budgets, performance measures, and other applicable information with regard to activities undertaken with funding from this grant.
- 6) Assist the State in developing a "center" of best practices by providing feedback, sharing experiences, and participating in activities designed to identify and share best practices.
- 7) Support efforts towards engaging at-risk students through engaging in public outreach efforts to at least three different community organizations annually to inform them about your school's capabilities and instructional mission.
- 8) Develop a plan for your school that outlines a process for delivering additional support to underperforming, struggling, and special needs that ensures personalized supports to increase performance and upload a copy to the NH DOE GMS system.
- 9) Leverage available Title Funding solutions to assist your school in meeting its goals.
- 10) The Charter School shall provide evidence that they have entered into an agreement with an independent auditor to complete an audit of expenditures made using the Charter School Grant in each fiscal year that the sub-recipient expends grants funds. According to 2 CFR 200.208(c)(3), the Federal awarding agency or pass-through entity may adjust specific Federal award conditions, as needed, in accordance with this section: (c)(3) requiring additional, more detailed financial reports. This audit should be done in a conjunction with your annual fiscal audit and a copy of each audit should be submitted to the Office of Charter Schools with their standard fiscal audit submission.

Completed By

Date

Signature



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Applicant Scoring Criteria

Narrative Rubrics

Section 1: School Summary

Describe your school's mission and vision. What makes the school unique, how the school will prepare students for academic success, and what is the school's philosophy and instructional approach?

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
<p>Maximum point value is 5 This answer should help you as a reviewer understand why the school was developed and what the goals of the developers are/were.</p> <p>For expansion and replication applicants, they may include language around evolution of program and school goals.</p> <p>Reviewers should have a clear picture of the school's identity from this question.</p>	<ul style="list-style-type: none">• Applicant is thorough and thoughtful in the response.• Provides a cohesive mission and vision for educating students that leads to academic success for the likely student population, providing evidence from research or publications• Provides evidence of ways the school is unique or innovative vs. the NH Charter Community (unique elements to the NHED are one that are the sole source in their region or one of less than 5 in the state).• Provides research or data to support the effectiveness of their approach.• Response is cohesive and demonstrates a clear line from mission, to vision, to approach.	<ul style="list-style-type: none">• Answer is vague or difficult to understand.• Doesn't address all elements in the question.• Data, research, context or other proofs are absent from the response to support the statements made.• Applicant fails to adequately describe how their approach supports and delivers on the schools mission and vision.



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Section 2: Educational Model

Provide a description of the academic program model your school plans to implement. Include discussion of the curriculum design, alignment to state standards, and if you plan to use any consultants.

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
<p>Maximum point value is 5 This answer should relay the highlights of their curriculum and how they align it to state standards.</p> <p>Expansion schools may be expanding their programming, and this should enhance their mission/vision, not conflict with it.</p> <p>Reviewers should feel the school has a solid plan implement an educational model with proven success</p>	<ul style="list-style-type: none"> • Applicant demonstrates understanding of state standards and provides strategies to align their curriculum to the state standard. • For new schools, model seems well developed and thought-through • Model implementation is discussed, and strategies seem practical/effective • Consultants, tools, and outside resource relationships are clearly defined and understood • If the school is an expansion or replication, provides data of their own students to show high-quality in student performance. • Gives dates, deliverables, or targets that the school is striving to meet with respect to curriculum development, if applicable. • For expansions of curriculum, applicant links new offering to school’s mission/vision effectively and in a way that is sensible. 	<ul style="list-style-type: none"> • Academic model is not well explained or lacks detail on how the program is implemented. • Lack of discussion or understanding of alignment to state standards. • Little discussion on model effectiveness or no evidence of success provided. • If school is targeting at-risk students, information regarding how the model will benefit and support the particular population is weak, missing, or difficult to see. • If expansion is expanding their program, this is not clearly described or included.

Section 3: Innovation (Scores for this section are weighted. An applicant scoring 3.75 or more will have 10% added to their score.)

Discuss ways in which your school is innovative in respect to operation, instruction, or model. Consider aspects of management, assessment of progress, curriculum, student services, approach to education, and other elements that make your school unique. Consider your school in comparison to other schools in the area, state, and region.



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Question Guidance	Ideal answer will include:	Consider these potential answer issues:
<p>Maximum point value is 5 Applicant provides a discussion regarding innovation and their innovative position</p> <p>Reviewers understand if the applicant values innovation and if they see themselves as innovative (if so, why).</p>	<ul style="list-style-type: none"> • School makes valid arguments as to their level of innovation backed up by contextual data on the state and region. • They show innovative practices in more than two areas of their school, supported by a reasonable definition of innovative • Arguments demonstrate an understanding of the New Hampshire charter community and the work being done in the schools in their proposed area. • They plan to maintain creativity and innovation and have a process to do so that includes continuous evaluation, improvement or sharing of best practices when created. 	<ul style="list-style-type: none"> • Applicant doesn't define innovation or definition seems flawed • Applicant doesn't display any new ideas for the state in operating, curriculum, or strategies, etc. • Applicant doesn't compare their practice to other schools or doesn't have enough knowledge of the school community to make those arguments soundly. • Applicant doesn't provide goals or targets for innovation/creativity in the school's operations, program, or strategy, etc.

Section 4: Best Practices (Scores for this section are weighted. An applicant scoring 3.75 or more will have 10% added to their score.)

Discuss ways the school's leaders will develop and share best practices with the broader educational community. Note areas where best practices are/will be developed. Provide ideas of how your school can help share best practices with the educational community.

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
<p>Maximum point value is 5 Applicant provides information on their approach to developing and documenting systems, ways of operating, and educational strategies.</p>	<ul style="list-style-type: none"> • Applicant demonstrates a knowledge of what best practices are and how to document them • Applicant expresses a desire to further develop their practices, document, and share them • Applicant includes a method for evaluating the effectiveness of practices that are/will be developed 	<ul style="list-style-type: none"> • Doesn't demonstrate an understanding how to develop or document best practices • Demonstrates unwillingness to share the practices with all public schools • Fails to provide ways they will share best practices



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<p>Reviewers feel the school values developing practices that can enhance and be shared with the wider educational community.</p>	<ul style="list-style-type: none"> • Provides concrete ideas on how they will share practices and with whom • Provided specific examples of practices under development or previously developed 	<ul style="list-style-type: none"> • Answer is vague and lacks specific areas where best practices exist/will exist • Value of best practices seems low or the value they place on best practices seem low
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Section 5: Admission Policies and Lottery Process

Discuss your admission policies and how students will be admitted. What information is collected and how is it used in making admission decisions? Provide details on your lottery process including exemptions from the lottery, how it will be run, and comply with the federal guidelines?

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
<p>Maximum point value is 5 This answer should relay the highlights of their curriculum and how they align it to state standards.</p> <p>Expansion and replication schools should have well defined policies and processes.</p> <p>Grant recipients must conform to federal admission and lottery guidelines, which prohibit any practice that may be discriminatory.</p>	<ul style="list-style-type: none"> • Applicant has well-developed approach to admissions and data collected does not appear to be data that could be used to exclude any student • Applicant describes systems used to track, manage and record admissions and lotteries • Policies do not seem to have procedures or decision points that could be exclusionary • Lotteries are proposed to be held in an open and transparent way • Lottery weighting is done only to comply with Title VI, I, and/or disadvantaged students. • Lottery exceptions are only for <ul style="list-style-type: none"> • Students of a public school conversion • Siblings • Children of founders, teachers and staff (as long as the overall percent is low) 	<ul style="list-style-type: none"> • Data collected on admission is not well explained • Policies could exclude particular students or subsets of population • Lottery policies allow exceptions or weighting outside what is described to the left (for example exemption for board member children) • Process for admission or lottery is not well explained or doesn't provide sufficient detail to score its conformance with guidelines • Either process seems vague, unclear, or not open/transparent



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Section 6: At-Risk Students (Scores for this section are weighted. An applicant scoring 3.75 or more will have 10% added to their score.)

What is the anticipated percentage and type(s) of the educationally disadvantaged students (ELLs, those qualifying for free lunch, those with IEPs, etc.) that you will serve? Discuss how the school has arrived at this estimate and if the school plans to target these students and how. Discuss support the school plans to provide to these students.

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
<p>Maximum point value is 5 Applicant should demonstrate a reasonable understanding of the at-risk students they will attract and target.</p> <p>Reviewers should be convinced of the applicant has appropriate supports, plans, and targets for these populations.</p>	<ul style="list-style-type: none"> • Applicant demonstrates an understanding of the likely at-risk student population using research, data, etc. • Applicant cites programs, policies, and approaches to teaching that align with the potential population. • Demonstrates an understanding of the needs of this student population and an ability to meet those needs. • If they plan to target these populations, they outline how they will market their school and provide supports that will lead to retention and student success. 	<ul style="list-style-type: none"> • Applicant doesn't demonstrate a sensible approach to planning for or supporting the potential at-risk population • Analysis or data used to identify the potential population is flawed or missing • Fails to include policy discussions around supports for the population • If targeting this group, does not provide clear targets or goals for this population

Section 7: School Leadership & Governance

Provide the organizational structure of the school, including a description of how each layer of leadership and management work together. Discuss the makeup and selection process for the governing board. Provide background information for Leadership and Board Members. Will the school use outside organizations to manage or operate any portion of the school, if so who and for what purposes? Include an organizational chart in the appendix.



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Question Guidance	Ideal answer will include:	Consider these potential answer issues:
<p>Maximum point value is 5 This answer should help you as a reviewer understand the skills, experience, diversity, and structure of leadership. For replication applicants, they should describe how will the new location be operated relative to the existing school (separately, under the same leadership).</p> <p>Reviewers should understand how the school will be structured and how responsibilities are divided and managed.</p>	<ul style="list-style-type: none"> • The applicant demonstrates well-thought-out response to development of the board and its membership • Gives dates, deliverables, or targets that the school is striving to meet. • Provides for depth of experience and input at leadership levels. • Includes discussion on skill development needs or goals for leaders • If outside consultants are noted, the applicant provides what they will deliver, how they will be managed and included in key opening stages. • If outside consultants are noted, they explain the relationship (contractual, non-profit assistance, etc) services, duties, and oversight of such work. 	<ul style="list-style-type: none"> • The applicant demonstrates weak understanding of organizational structure or organizational needs. • Lacks definitions of responsibilities for board, leaders, and other key stakeholders, has not defined roles clearly, or how leaders are chosen and developed • Doesn't address all elements in the question or the org chart is missing/confusing. • Doesn't provide measureable targets for leadership and governance development

* ESEA Section 4310 (3) defines a “charter management organization” as a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight.

Section 8: School Operations

How are policies and procedures developed and implemented? How the school will ensure these are followed and comply with applicable state and federal rules and laws. How will the board and school leaders divide responsibilities? How does the school exercise its autonomy and flexibility in operation?

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
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<p>Maximum point value is 5</p> <p>Reviewers should gain a sense of that the applicant has clear way of developing policies and procedures, dividing duties, and ensuring smooth operation of the school.</p>	<ul style="list-style-type: none"> • Applicant provides a clear picture of how the school will operate, with defined responsibilities for leadership teams • Provides description of how those teams will be selected, structured, and work together. Reviewers may check the organizational chart in the attachments to gain more clarity on this response. • Demonstrates an understanding of state and federal compliance and a plan to stay compliant through policy, procedure, and implementation of school. • Gives dates, deliverables, or targets that the school is striving to meet. <ul style="list-style-type: none"> • Roles and responsibilities of the operational staff members is unclear • Methods for ensuring compliance is unclear or not well thought-out • Org chart is missing • Relationships with outside groups are not well defined or understood.
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Section 9: Staffing

Discuss key staff hires for the school including timelines for hiring. Discuss any external resources needed to support the planning and implementation of your school (for example: curriculum specialist, marketing team, or accounting team) and who will manage/oversee these external resources.

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
<p>Maximum point value is 5</p> <p>This answer should demonstrate an understanding of the staffing needed to expand/replicate/start and their charter school during</p>	<ul style="list-style-type: none"> • Applicant demonstrates understanding of the staff the school will need to develop and the staff listed are reasonable and rise to “key staff”. • School has unique and thoughtful ways to engage, recruit and retain staff • Key staff provided is reasonable with respect to model/plan/approach. 	<ul style="list-style-type: none"> • Staffing doesn’t align with expected need based on model and development stage. • School doesn’t have strategies that are clear for recruiting, retaining, and engaging staff to reduce turnover or address challenging staffing market.



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this critical period of the grant.

For expansion and replication applicants, they should describe an approach to recruiting and retaining high-quality personnel and have a plan for professional development.

Reviewers should gain a sense of that the applicant understands critical roles they need to fill and the challenges with hiring/retaining in a tight labor market. Applicant should present solutions to any challenges.

- If outside consultants are noted, the applicant provides what they will deliver, how they will be managed and included in key opening stages.
- If outside consultants are noted, they demonstrated an understanding of EMO/CMOs* and notes that relationship clearly, if it exists.
- Gives dates, deliverables, or targets that the school is striving to meet.
- Data, research, context or other proofs are absent from the response to support the statements made.
- Timelines/targets are absent/unreasonable.
- Relationships with outside groups are not well defined or understood.

* ESEA Section 4310 (3) defines a “charter management organization” as a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight.

Section 10: Program Development and Effectiveness

Discuss what measures the school will use to evaluate the success of the educational program and what data points be used to track success? How will this data be used to develop strategies to meet the needs of learners?

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
Maximum point value is 5	<ul style="list-style-type: none"> • Provides detailed description of how they will track and monitor individual student success 	<ul style="list-style-type: none"> • Plan for evaluating success of model and instruction is lacking detail, unclear, or weak.



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<p>This answer should show that the applicant has set a target for measuring effectiveness of their program and understands the data needed to track and monitor.</p> <p>Expansion and replication schools may include discussion on program evolution and discussion on how they currently collect/use data for improvement.</p> <p>Reviewers should feel comfortable with the applicant’s grasp of using data and tools as well as their plan or process to continuously improve.</p>	<p>with specific data points that they will collect, track, and use.</p> <ul style="list-style-type: none"> • Has a definition for effectiveness and student success. • Applicant provides a thoughtful and complete picture of student support including identifying needs, strategies for support, and evaluating effectiveness. • Demonstrates understanding of student and school data and how data is used in decision making, identifying students in need and for improving methods • Has a plan to develop formal practices and share them with others for elements of the school that are highly-effective. • Expansion and replications provide evidence that their program is high-quality. 	<ul style="list-style-type: none"> • Discussion of data collection and usage is incomplete or seems to be vague. • Arguments made around what will be collected and why are not well relayed. • Doesn’t give a definition of success or effectiveness. • Demonstrates an unwillingness to share best practices or fails to discuss it. • Doesn’t provide targets they are striving to measure program effectiveness. • Expansion/replication schools do not provide specifics on how they track and monitor their program effectiveness
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Section 11: Sustainability Planning

Detail the school’s plan for sustainability post grant. Demonstrate an understanding of the recruitment efforts required to meet enrollment goals, fundraising efforts and goals needed to close income gaps, and strategic planning. Include if the school is working with identifying and engaging an external resource to assist in its development.

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
Maximum point value is 5	<ul style="list-style-type: none"> • Applicant clearly outlines future funding solutions that are detailed and comprehensive. 	<ul style="list-style-type: none"> • Applicant doesn't clearly address future funding needs, or their understanding is flawed.



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This answer should show a thoughtful approach to long-term operation.

Expansion and replication schools may point to their continued operation, but they should provide more information to reviewers.

Reviewers should be convinced of the applicant's understanding of the school's long-term needs and ability to manage the school post grant

- Demonstrates understanding of their future needs and other funding resources/how to access them.
- Provides clear fundraising and recruitment plan to meet enrollment goals.
- Provides clear targets for fundraising and enrollment.
- Reviewers may check the attached documents for the operational budget to check for alignment with statements made in this section.
- Expansion and replication will have access to historic data and should present data on demand and waitlists to support their arguments on post grant enrollment/recruitment.
- Response contains unrealistic values or rely too heavily on funding streams that are historically unreliable.
- Response varies widely from what is presented in the operational budget
- Applicant doesn't include clear plans or goals for fundraising
- Applicant doesn't include clear plans or goals for recruitment

Section 12: Budget Narrative

Provide a description for the planning and implementation phase budget activities and expenditures that will be supported by this funding. The level of detail provided should be sufficient to understand how that money will be allocated over the planning phase and the implementation phase and support the level of funding requested. Include discussion on the research used to develop your grant budget.

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
<p>Maximum point value is 5 Applicant provides a summary of their project's planned expenses.</p> <p>Reviewers are given a valuable overview of the planned</p>	<ul style="list-style-type: none"> • Levels of funding are noted with separate amounts for each level • Applicant provides sufficient detail and descriptions to clearly understand the purchasing plan for the grant 	<ul style="list-style-type: none"> • Narrative is not organized by project stage (planning and implementation) • Descriptions on what will be done with the additional funding for innovation and at-risk are not present



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<p>expenditures for the grant, so they have good context before reviewing the grant budget itself.</p>	<ul style="list-style-type: none"> • The narrative supports and aligns to the other application narratives and makes sense within the context of the previous narratives. • Narrative is organized by project stage (planning and implementation) and the activity noted in each stage is appropriate. • Provides notes on the research performed to arrive at the budget. 	<ul style="list-style-type: none"> • The amounts requested or line items seem unreasonable or not aligned with the grant narratives • No notes on research performed to arrive at pricing estimates in the budget.
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Section 13: Grant Project Goals

Provide five goals the school has for the grant funding (academic and non-academic) and include the metrics/measures it will use to track and report success. These goals should be written “SMART” (Specific, Measurable, Achievable, Relevant, and Time-Based) giving specific, measurable milestones that are achievable and relevant to the project. They should also have a timeframe for delivery associated with them. How will the school assess progress toward these goals throughout the life of the grant and include levels of reporting (reporting what and to whom).

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
<p>Maximum point value is 5 Applicant provides reasonable, achievable goals for their grant project that NHED can track and monitor.</p>	<ul style="list-style-type: none"> • Applicant presents five, well-crafted goals that align to their project • The goals are written SMART • The goals are clearly linked to the funding request and demonstrate need for funds • Demonstrates a strong plan for monitoring progress on the goals that includes reporting and frequency of review. 	<ul style="list-style-type: none"> • Less than 5 goals are provided • Goals are not able to be measured (lack quantities, deadlines) • Applicant doesn't provide how often or how the goals will be checked for progress • A good link between the goals and the fund request cannot be made



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Section 14: Grant Management

Describe how the school will ensure proper fiscal management of grant funds and compliance with the federal program. Include information on systems and tools to monitor the finances, track assets purchased with government funds, track and report expenses, and provide transparency with regard to the project. Who will lead compliance and oversight of the grant at the school? Include any checks and balances in place to safeguard misuse.

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
<p>Maximum point value is 5 Applicant demonstrates a understand of control measures needed to manage and comply with federal grants.</p> <p>Reviewers feel confident that the applicant understands the importance of grant management and ensuring compliance to grant terms.</p>	<ul style="list-style-type: none">• Applicant demonstrates a thoughtful approach to properly handling and monitoring the expenditures resulting from award of grant funds• Applicant shows a strong understanding of fiscal responsibility and the steps and policies needed• Provides clear checks and balances plan• Applicant can identify the people or roles responsible for managing/overseeing the grant• Applicant references federal requirements to demonstrate understand of the compliance needs of the fund	<ul style="list-style-type: none">• No person or team is identified to manage the compliance and oversight• The plan to oversee the grant has gaps or areas that are weak or don't employ checks and balances• Plan doesn't address systems and tools the applicant will use to track expenditures and create reports• Applicant doesn't demonstrate understanding of the complexities of federal compliance or doesn't convince reviewers that they have reviewed provided guidance and materials



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Budget Rubrics

Reviewers should review and score the budgets in 2 areas: Clarity & Reasonableness and Alignment to Application Narratives. The next two grids provide guidance for scoring each of these elements. Review both stages of budget: Planning (noted as such, with one column for the year) and Implementation (noted as such and has two columns for year).

Reasonableness

Review both the Planning and Implementation budgets to score the overall clarity and reasonableness of the outlined expenses using the guidance below.

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
<p>Maximum point value is 5 Expenses outlined in the budget seem reasonable in the context of the application, stage of development, and in amount/quantity when considering that this project is funded via tax dollars.</p>	<ul style="list-style-type: none"> • Both planning and implementation budgets are well organized and easy to follow/understand and completed with all columns having entries for each row. • Activities listed seem reasonable when compared to the school’s mission, project goals and the overall application narrative. • Activities seem reasonable based on project stage (planning stages vs implementation) • Quantities seem reasonable when compared to enrollment, staffing, grades served, stage in school development and other factors • Cost amounts seem reasonable and are supported by discussion in the narrative around steps taken to develop estimates • There are no stand-out or questionable activities for the school’s project or mission 	<ul style="list-style-type: none"> • The applicant doesn’t separate planning and implementation funds, but requests both on the application form • The form is incomplete in areas, missing cells or columns • The objectives are difficult to link with expenses • The expenses seem inappropriate in amount, quantity, or for the project. • Expenses seem not well researched or planned.



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Necessary for the Project (Alignment to Application Narratives)

Review both the Planning and Implementation budgets to score the alignment to the responses in the narrative sections of the application using the guidance below. Notes are provided if you should reflect to specific narratives.

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
<p>Maximum point value is 5 Expenses outlined in the budget seem necessary to support the success of the project, ensure completion within the timeline, and to ensure that the project goals are met. The expenses are well aligned to the overall application.</p>	<ul style="list-style-type: none">• When checked against the narrative section 10 (Budget Narrative) budget is aligned with the description of spending and supports the budget narrative.• Any items in the budget that are highlighted in blue, are explained in the budget narrative• Amounts in budget match or exceed overall request• The objectives and expenses completely support the project narratives, goals, and seem to be in the proper order (expenses occurring where they should – planning vs implementation).• Clear lines can be drawn between the projects goals and the expenses outlined; things fit the “story” the grant is telling• School makes a case that the expenses are important to the successful development, implementation and delivery of their grant project.• Expenses are appropriate for the purpose of the grant and detail who the expense is aimed at benefiting (staff, students, operations, etc.).	<ul style="list-style-type: none">• The objectives, outcomes and/or expenditures do not link well together.• There are more than a couple of expenses that odd and are not explained in the narratives• The submitted 5-year operational budget doesn’t demonstrate a “need” for the funding• The budget doesn’t cover at least the amount requested in the grant application• The overall application lacks discussion on why these funds are needed for the school’s development and goals• The overall application doesn’t make a good case or explain well how the funds will enhance or benefit its targeted students



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Innovation Plan Rubric (10 points maximum)

Please use the guidance below in reviewing the innovation aspects on the application to provide a score for the applicant. Particular areas to review in the application include: innovation narrative (section 9), budget references to innovation, budget narrative references to innovation (section 10), and the innovation plan attachment. The innovation plan directions for applicants were as follows:

NHed is providing additional funding to schools that can demonstrate innovation which covers a broad range of categories including model, populations served, location, operation, access to technology, community partnerships, and more. Plans should detail the goals/activities to be delivered, how the grant funds will support this plan, and how the school will track and monitor progress on the goals.

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
<p>Maximum point value is 10 Applicant clearly demonstrates areas of innovation and how this additional funding will assist in strengthening, accelerating and/or improving their innovative position.</p> <p>Reviewers are convinced of the areas of innovation and feel the applicant is willing to assist others through sharing the best practices they develop.</p>	<ul style="list-style-type: none"> • The applicant provides solid evidence using contextual and data driven arguments to define innovation. • Accurately calls their areas innovative. • The applicant provides numerous areas of innovation (more than 3). • The applicant shows interest in sharing their innovative practices with others. • The ideas presented in the innovation plan support the other elements of the application narratives. • In the budget line items are specifically referenced to support “innovation” projects and align to the narratives and the innovation plan in attachment. • The plan for innovation funds is clear, includes timelines, goals, milestones/measures that provide enough detail to track and monitor progress • The plan is well-aligned to the overall application and makes sense relative to the school’s objectives and method of operating. 	<ul style="list-style-type: none"> • The applicant fails to provide at least 2 distinct areas of innovation they are looking to build • Ideas presented do not rise to the definition of innovation when looking at other schools in the region/area. • When the budget doesn’t clearly reflect where the additional innovation funding will be spent • They do not provide a clear plan for the additional funding, or the plan is flawed • They do not provide measures, timelines or other means for monitoring progress and use of funds. • The ideas presented seem disjointed or at odds with other elements of the application. • Expenses for innovation do not seem well researched or planned.



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At-Risk Plan Rubric (10 points maximum)

Please use the guidance below in reviewing the at-risk aspects on the application to provide a score for the applicant. Particular areas to review in the application include: at-risk narrative (section 8), budget references to at-risk, budget narrative references to at-risk (section 10), and the at-risk plan attachment. The at-risk plan directions for applicants were as follows:

NHed is providing additional funding to schools that can demonstrate a strong focus on recruiting, retaining and supporting at-risk students. The plan provided should align to and expand on information provided in Section 8. Plans should detail the goals/activities to be delivered, how the grant funds will support this plan, and how the school will track and monitor progress on the goals.

Question Guidance	Ideal answer will include:	Consider these potential answer issues:
<p>Maximum point value is 10 Applicant clearly demonstrates how this additional funding will assist in their support for at-risk students.</p> <p>Reviewers are convinced the at-risk funding will be used to develop robust supports and programming for at-risk students that will benefit them.</p>	<ul style="list-style-type: none">• The applicant provides strong argument for the at-risk funds supported by data for enrollment of these populations.• Provides strong approach to developing supports for these students and monitoring their success.• Discusses clearly how the funds would be used to benefit at-risk student populations.• Gives realistic recruitment/retention information that justifies any enrollment estimates.• In the budget line items are specifically referenced to support “at-risk” projects and align to the narratives and the at-risk plan in attachment.• The plan for at-risk funds is clear, includes timelines, goals, milestones/measures that provide enough detail to track and monitor progress• The plan is well-aligned to the overall application and makes sense relative to the school’s objectives and method of operating.	<ul style="list-style-type: none">• Plan or response is vague and lacks specific details around supports and goals for at-risk students.• Doesn’t provide full understanding of their potential at-risk population.• The objectives and/or expenditures do not support the application in a clear way, there appears to be a disconnect or lack of detail how at-risk students will benefit.• There are line items in blue, but they are not referenced in the narrative to verify allowability• Amounts in the request are more than the budget outlines (they are asking for more money than the budget can justify)• Plan lacks goals or accountability for the additional funding.