

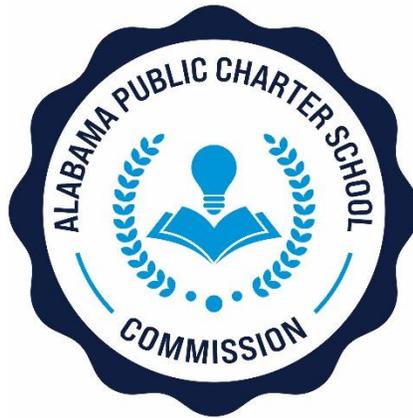
ALABAMA

Charter School Program Grant

2026 Subgrant Application Instructions

(revised: 2/4/2026)

Establish, Expand, Convert or Replicate



Alabama Public Charter School Commission
Logan Searcy
Executive Director

The Alabama Charter Schools Expansion Program (APCSC) is fully financed by a federal grant from the U.S. Department of Education.

The application deadline is 5:00 p.m. on March 30, 2026

Late applications will not be accepted

For information and assistance regarding the Alabama charter schools expansion subgrant program, contact the Alabama Public Charter School Commission CSP Grant Project Director, Jane Whitaker Ivey, at (205) 936-5355 or jane.whitaker@alchartercommission.com.

The Alabama Public Charter School Commission does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.



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Overview

The Alabama Public Charter School Commission ("APCSC") is committed to developing innovative, high-quality charter schools throughout the State of Alabama. By law, the APCSC's mission "is to authorize high quality public charter schools" *Ala. Code § 16-6F-6(c)(2)*. To further this goal, APCSC applied for and was awarded a U.S. Department of Education's "Charter School Program" ("CSP") grant for just shy of 30 million dollars over a five-year period. The CSP grant program is authorized by Title 20 of the United States Code and administered by the U.S. Department of Education. APCSC seeks to support high-quality charter schools throughout the state of Alabama by allocating funding from the CSP grant to subgrantees to "Establish" new charter schools, "Expand" current charter schools, "Convert" a current public school to a charter school, or "Replicate" a current charter school to a new community. The subgrant program assists high-quality eligible applicants in opening and preparing for the operation of new, expanded, converted or replicated charter schools across the state. Federal and state laws establish the provisions of the program:

- **Federal Law:** Specifically, APCSC operates under provisions of Title IV, Part C-Expanding Opportunity Through Quality Charter Schools, of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA), Sections 4301 – 4311. The CSP is a discretionary grant program. A charter school must receive all federal funding allocated on a formula basis, e.g. Title I, for which it is eligible no later than five months after the charter school opens. Similarly, each charter school expanding its enrollment in any subsequent year of operation must receive such funding no later than five months after the expansion. In the case of expansions, conversions and replications, no school may use these funds to supplant other previously established funding sources.
- **State Law:** Charter schools, with a few exceptions, are exempt from many of the laws and administrative rules which govern public schools in Alabama. Charter schools must also comply with all federal laws, rules, and regulations. Alabama's charter law, the Alabama School Choice and Student Opportunity Act, is found in *Ala. Code § 16-6F*. Applicants should carefully review, and charter schools must fully comply with the state charter school laws and federal CSP regulations contained within Sections 4301-4311 of the ESEA as amended by ESSA.

Charter schools in the State of Alabama are public schools who operate independently and are exempt from many of the rules and regulations that govern traditional public schools in Alabama. These schools exist through a formal charter contract between the school and an approved authorizer which outlines the "roles, powers, responsibilities, and quantitative and qualitative performance expectations for each party to the contract." *Ala. Code § 16-6F-4(5)*. In Alabama, charter schools may only be established if authorized by "eligible authorizing entities" as defined by the state and described in *Ala. Code § 16-6F-6(a)(1)*.

Eligible Authorizing Entities: In Alabama, a local school board may register with the Alabama State Department of Education ("ALSDE") to become a local authorizer within the boundaries of the school system overseen by the local school board *Ala. Code § 16-6F-6(d)*. Authorizers have duties required by law, including the annual solicitation of applications to open a new charter school within their area *Ala. Code § 16-6F-7(a)(1)*. APCSC serves as the authorizer in areas of the state where the local school board has not applied to become an authorizer *Ala. Code § 16-6F-6(e)*. Additionally, APCSC serves as the appellate body if authorization was rejected at the local level by a local school board who has been recognized as an authorizer *Ala. Code § 16-6F-6(a)(4)*. A conversion charter school may only be authorized by the local authorizer, and a rejection is not appealable to APCSC *Ala. Code § 16-6F-7(a)(9)*.

Charter Contract: The charter contract is a "fixed-term renewable contract between a public charter school and an authorizer that outlines the roles, powers, responsibilities, and quantitative and qualitative performance expectations for each party to the contract" *Ala. Code § 16-6F-4(5)*. A charter school is evaluated through a performance framework which is part of the charter contract, which "clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school" *Ala. Code § 16-6F-8(a)(1)*. Furthermore, Alabama law specifies several specific items that are required to be a part of the performance framework *Ala. Code § 16-6F-8(a)*.



General Application Information

Deadline and Submission Instructions

The Alabama Public Charter School Commission ("APCSC") encourages applications from all eligible entities. To manage the application process and provide a level and fair field for all applicants, APCSC has established the deadlines and submission protocols described below.

- **Deadline:** The deadline for this round of subgrantee applications is March 30, 2026 by 5:00p.m. APCSC will not entertain late applications.
- **Submission Method:** All application materials are to be submitted via the Anvilar online platform. This includes the *Charter Schools Subgrant Application Submission Form* which must be signed by both the applicant and the authorizer. The *Charter Schools Subgrant Application Form* can be found as an attachment in the application on the Anvilar platform and is also available by email by contacting the APCSC directly.
- **Award Notification:** Applicants will be notified of subgrant award status by June 5, 2026.
- **Contact:** For information and assistance regarding the Alabama Charter School Expansion Program, contact the APCSC's Executive Director, Logan Searcy at logan.searcy@alchartercommission.com. Alternatively, contact the APCSC's Grant Director, Jane Whitaker Ivey, at, (205) 936-5366 or jane.whitaker@alchartercommission.com.

Subgrant Types

APCSC supports four subgrantee types through the Alabama Charter School Expansion Program ("APCSC"): Establish, Expand, Convert, and Replicate. Under each type, an applicant may request up to 12 months of a planning period. Please see the eligibility requirements for applicants in the next section. The basic definition of each subgrant type is given below:

- **Startup:** These subgrant applicants will open a new charter school. These applicants should be in the process of, or have already, applied to an authorizer for authorization to open. The applicant must have 501(c)3 status. The funding amount is up to \$2,000,000
- **Expansion:** These subgrants are defined as a request for CSP funds to support the planned growth of an existing, high-quality charter school through the addition of one or more grade levels and/or a significant increase in student enrollment that is not already fully implemented at the time of application. Expansion funding is intended to support prospective growth decisions and is not designed to retroactively fund seats, grade levels, or school sites that have already been opened or implemented with or without CSP support. Applicants must demonstrate that the proposed expansion is consistent with the school's charter authorization (via original charter contract and/or amendments), meets the federal definition of a high-quality charter school, complies with statutory limitations on multiple subgrants within a five-year period, and does not duplicate activities or costs previously approved under an earlier CSP subgrant. The Alabama Public Charter School Commission will review original subgrant awards, where applicable, to determine eligibility and appropriate classification as expansion or replication. The funding amount is up to \$1,000,000.
- **Convert:** These subgrantee applicants represent a current public school board in Alabama who plans to convert and authorize a public school under their purview into a charter school under the Alabama School Choice and Student Opportunity Act. These would be considered "new" charter schools under federal law and must meet all the state and federal requirements of a charter school. The funding amount is up to \$500,000.
- **Replicate:** These subgrant applicants are defined as a request for CSP funds to open and operate a new charter school site **or** a new campus that substantially replicates the educational model, grade levels, governance structure, and operational framework of an existing, high-quality charter school under the same or a new charter contract. Replication involves the establishment of a new school location serving a different group of students, and is distinct from the expansion of an existing school site. Replication subgrants are intended to support the prospective opening of a new school and may not be used to retroactively fund sites that have already opened or



enrolled students with or without CSP support. Applicants must demonstrate that both the existing school and the proposed replicated school meet the federal definition of a high-quality charter school, comply with statutory limitations on subgrants within a five-year period, and do not duplicate activities or costs previously approved under a prior CSP subgrant. The award amount is up to \$1,250,000.

Eligibility

Eligibility requirements depend on the subgrant type. All applicants must be eligible applicants as defined below. All schools for which funding is sought must meet both the federal definition of a charter school and the Alabama State definition as given below. For applicants of Expand or Replication type, proven performance is an additional requirement. Only high-quality charter schools, as defined below, are eligible for expansion or replication. Recipients of other CSP grants are not eligible for this grant competition as defined below. Autonomy of school operations as defined below is a requirement for this grant competition.

Eligible Applicant: For the purposes of applying and receiving federal charter school funds, an eligible applicant is a developer that: (1) has an executed charter contract in the state of Alabama; (2) has provided adequate and timely notice to the authorizer that an application for federal charter school funds will be submitted; and (3) represents an organization with 501(c)3 tax-exempt status or who has applied for 501(c)3 tax-exempt status as required by Alabama Law *Ala. Code § 16-6F-4(1)*. While APCSC serves as the statewide authorizer for Alabama, an applicant with authorization at the local level is on equal footing with an applicant authorized by APCSC. The authorizer is not considered when reviewing grant applications.

The term “developer” means an individual or group of individuals (including a public or private nonprofit organization), which may include school staff, parents, and other members of the local community. To be eligible, the applicant must meet the definition of a “developer” in ESEA § 4310(5).

Charter School: To be eligible to apply for any funds under the CSP, a charter school must meet the federal definition of a “charter school” as set forth in Section 4310 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). Under Section ESEA § 4310(2), “charter school” is defined as a “public school” that:

- a. In accordance with *Ala. Code § 16-6F-4(16)(a)*, is exempt from significant state or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
- b. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- c. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d. Provides a program of elementary or secondary education, or both;
- e. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. Does not charge tuition;
- g. Complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, section 444 of GEPA, and part B of the Individuals with Disabilities Education Act;
- h. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated or in the case of a school that has an affiliated charter school, automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and admits any additional students on the basis of a lottery.
- i. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state as specifically defined in *Ala. Code § 16-13A-7*.
- j. Meets all applicable federal, state, and local health and safety requirements;



- k. Operates in accordance with state law;
- l. Has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured 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; and
- m. May serve students in early childhood education programs or postsecondary students.

In addition to the federal requirements, the school must meet the State of Alabama requirements of the definition of a charter school found in *Ala. Code § 16-6F-4(16)*. In Alabama, a “charter school” is a public school that satisfies all of the following:

- a. Has autonomy over key decisions including, but not limited to, decisions concerning finance, personnel, scheduling, curriculum, instruction, and procurement.
- b. Is governed by an independent governing board that is a 501(c)(3) tax-exempt organization. No member of a governing board shall have a financial relationship to an education service provider or the staff of the authorizer.
- c. Is established and operated under the terms of a charter contract between the governing board and its authorizer, in accordance with this chapter.
- d. Is a school to which parents choose to send their student.
- e. Is a school that admits students on the basis of a random selection process if more students attempt to enroll for admission than can be accommodated.
- f. Provides an educational program that satisfies all of the following:
 - i. Includes any grade or grades from prekindergarten to 12th grade.
 - ii. May include a specific academic approach or theme including, but not limited to, vocational and technical training; visual and performing arts; liberal arts and classical education; or science, mathematics, and technology.
 - iii. Operates in pursuit of a specific set of educational objectives as defined in its charter contract, such as college or career readiness, or both.
 - iv. Operates under the oversight of its authorizer in accordance with its charter contract.

High-quality Charter School: Under section 4310(8) of the ESSA, the term “high-quality charter school” means a charter school that:

- a. Shows evidence of strong academic results, which may include strong student academic growth, as determined by the State of Alabama;
- b. Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
- c. Has demonstrated success in significantly increasing student academic achievement, including graduation rates for all students and for each of the subgroups of students, served by the charter school; and
- d. Has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students described in section 1111(c)(2) of the ESEA (i.e. economically disadvantaged students, minority students, students with disabilities and English language learners), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

Educationally Disadvantaged students include:

1. *Economically disadvantaged,*
2. *Children with disabilities,*
3. *Migrant students,*
4. *limited English proficient students (also referred to as English learners or English language learners),*
5. *Neglected or delinquent students,*
6. *Homeless students,*
7. *Students who are in foster care.*



Recipients of Other CSP Grants: Charter schools that have an approved application through other federal CSP competitions, such as the Grants for Replication and Expansion of High-Quality Charter Schools, dissemination, or the CMO grant program, are not eligible for funding through this grant competition until after that grant has expired.

Previous Subgrantee: Please note, if the applicant has received a previous CSP-SE subgrant from APCSC or any other entity that has previously held the CSP-SE grant, and is applying for an expansion subgrant the school must:

- Have at least three years of improved educational results;
- Meet the high-quality definition components ESEA § 4310 (8); and
- Be for new activities that expand the number of seats of currently served grades or to open new grade-levels that have not previously been funded by an earlier subgrant.

Autonomy: Autonomy is required under this grant competition. The United States Department of Education requires each charter school receiving funds under this competition to have a high degree of autonomy over budget and operations, including autonomy over personnel decisions. All applicants must demonstrate a high degree of autonomy in the proposal and charter contract and must meet the requirements related to board powers and structure specified in Wis. Stat. § 118.40. These criteria include, but are not limited to, the following:

- 1) *Governance structure* (i.e., charter school governing board as described in the school’s approved charter):
 - a. The governing board must be a party to the contract, must be a legal entity, and must provide evidence of executed charter contract.
 - b. Under federal policy, no employees or officers of the authorizing entity may hold membership on the charter school’s governing board.
 - c. The governance board must be structured so as to ensure arm’s length transactions with the charter school’s authorizer and all other entities transacting with the governance board.
- 2) *Operations:* The charter school governing board, as described in the school’s approved charter, maintains control over a majority of its operations (i.e., professional development, school year calendar, disciplinary policies and procedures, curriculum, graduation requirements, etc.).
- 3) *Staffing:* The charter school governing board has decision-making authority over all hiring, dismissal, work rule, employee assignment, and other personnel decisions and actions.
- 4) *Financial Decisions:* The charter school governing board, as described in the school’s approved charter, exhibits control over the development and adoption of the charter school’s budget, the receipt and expenditure of funds, purchasing and contracting decisions, and other financial matters in general.

Funding and Allowable Costs

Funding Amounts and Timeline: Funding amounts and the timing of when funds are available and usable depend upon the type of subgrant. APCSC follows the federal fiscal year, from October 1st through September 30th. Monies must be spent within the fiscal year in which they are allocated. For this round of subgrantee applications, the “planning” year money must be allocated by September 30th, 2026.

Type	Period	Planning	Implementation	2 nd Year Implementation	Total
Startup	3 years	\$300,000	\$900,000	\$800,000	\$2,000,000
Replicate	2 years	\$500,000	\$750,000	n/a	\$1,250,000
Expand	2 years	\$250,000	\$750,000	n/a	\$1,000,000
Convert	2 years	\$250,000	\$250,000	n/a	\$500,000

Single grant standard: Federal statutes require strict and full adherence to the CSP “single grant standard.” This “single grant” provision means that, if a charter school receives a subgrant under this competition and utilizes a 12-month planning period, the school is eligible to receive up to an additional 24 months of implementation funding during the 36 months of total allowable funding. However, it also means that a contract must be signed and the school must be prepared to open or expand by the fall of 2027 so that the single grant concept continues in effect. In other words, the months of allowable funding means 36 consecutive months with no breaks or interruptions. Interruptions in the subgrant period will result in termination of the subgrant award. For example, if a school is unable to open due to the inability to



secure facilities by the close of its 12-month planning phase, the subgrant for the school will be terminated.

Expense Reimbursement: Subgrant expenditures for all applicants will be **reimbursed** by the APCSC according to established procedures.

Allowable Costs: Per the federal regulations included in Section 4303(h) of the ESSA, an eligible applicant may use subgrant funds to support activities related to opening and preparing for the operation of a new charter school which can include:

- 1) Preparing teachers, school leaders, and specialized instructional support personnel
 - a. Professional development,
 - b. Hiring and compensating *during planning* – teachers, school leaders, and/or specialized instructional support personnel.
- 2) Acquiring necessary supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
- 3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).
- 4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
- 5) Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
- 6) Providing for other appropriate, non-sustained costs related to activities in opening and preparing for the operation of charter schools.

Applicants must ensure that all costs included in the proposed budget are allowable, reasonable, and necessary in light of the goals and objectives of the subgrant application. Any costs determined to be unallowable, unreasonable, or unnecessary will be removed from the final budget and a revised budget will be required.

Costs Not Allowed: Charter school grant funds may not be used for regular school year salary and fringe benefits, unless directly connected to grant administration. Funds cannot be used to pay for student instruction or on-line tuition costs. Funds may not be used to pay honorariums to governance board members. Funds may not be used for construction and are very limited for renovation. Grant funds cannot be used for sustained costs or to supplant funding from other sources. Applicants may contact APCSC staff to ask about questionable items prior to submitting a proposal.

Waivers: Generally, grant funds cannot be used to pay for sustained costs as then these services end at the completion of the grant. Applicants may request a waiver to use grant funds as “bridge funding” until other revenue streams grow to cover the costs – this may even be used for salaries and benefits after opening. Any such waiver request will be on an application-by-application basis and must be approved by the Department of Education. As such, waiver requests may delay the approval of the grant or the disbursement of funds.

Funding Parameters: All subgrant funds must be expended by the end of the subgrant period, which cannot exceed 36 months total. Applicants must ensure that all costs included in the proposed budget are reasonable and necessary in light of the goals and objectives included in the subgrant proposal. Any costs determined to be unallowable, unreasonable, unnecessary, or unrelated to preparing for the opening and operation of a new or expanded charter school will be removed.

Budget Revisions: Recipients may make budget adjustments up to 10 percent higher or lower in any category without APCSC approval. Adjustments greater than 10 percent require APCSC approval. Budget Amendments will be approved by the Project Director on a case-by-case basis, and must still align with the project proposed in this application.

Review Process

APCSC outsources the review of subgrantee applications to a vendor allowing APCSC to separate APCSC grant applications from APCSC’s new school applications and/or APCSC’s authorizing duties. Applicants authorized through another entity other than APCSC are neither at an advantage nor disadvantage for the review of the subgrantee application. APCSC retains control of the grant application packet, including the material requested and the rubric used to review the application, but does not apply that rubric directly. In this way, APCSC can ensure quality applicants who have a strong opportunity to succeed as a charter school in Alabama while remaining unbiased for our authorizing duties. The



review process is outlined as follows:

- 1) **Technical Review:** Applications first undergo a technical review by APCSC staff to ensure compliance with eligibility requirements. Applicants may be required to provide additional information based on issues identified during the technical review process to ensure eligibility requirements have been met. Applicants unable to meet eligibility requirements will not be considered for funding. Any missing items identified during the technical review will be flagged for the external peer reviewers.
- 2) **Peer Review:** Eligible applications will then be evaluated and rated by an external peer review panel whose members have no vested interest in the applications under consideration.
 - a. A minimum score of 157 out of 225 is required on the peer reviewer scoring rubric is required to be considered for funding. An application that receives less than 157 points will not be considered for funding.

A copy of the reviewer benchmarks is attached to the end of this application. Applicants should review that all required questions have been answered appropriately and all required appendices are included.

- b. The subgrant process is competitive; therefore, only the best applications will be funded.
 - c. Applicants submitting a proposal that does not receive a fundable score **may** resubmit a new proposal in subsequent rounds if the applicant continues to meet eligibility requirements.
- 3) **Recommendations Submitted:** Funding recommendations will be submitted to the Executive Director of APCSC for presentation to the Commission. A positive vote by the Commission signals an awarded grant. The Executive Director will notify all applicants of their grant status after Commission consideration. The peer review score is the single most determining factor in funding recommendations.
- 4) **Awards:** Awards may be announced publicly by June 5, 2026. Appeals and reconsiderations of award decisions will **not** be considered, but unfunded applications are encouraged to apply for subsequent rounds if the applicant continues to meet eligibility criteria.

There may not be sufficient funding to award funds to all eligible applicants. Therefore, this application process is highly competitive. All funding is contingent upon receipt of federal charter school funding from the United States Department of Education. The APCSC will only consider awarding funds to those applicants that submit a comprehensive and viable application likely to improve student academic achievement. If insufficient funds are available to fund all successful applications, the APCSC may also consider other factors such as geographic distribution and grade level distribution and may provide a preference to schools serving secondary grades (6-12) and rural communities.

Post Award Requirements for Successful Applicants

A positive vote by the Commission on the subgrantee application awards the grant. However, funds cannot be disbursed until the following conditions are met.

- 1) **Accounts, Procedures & Policies:** Subgrantee funds are awarded to a governing board. As the subrecipient of the federal funds, the governing board must have the proper accounts, procedures, and policies in place to receive the funds.
- 2) **Proof of nonprofit status:** The governing board subrecipient must have in place 501(c)3 tax-exempt status as is required by Alabama law.
- 3) **Subgrantee Kickoff Meeting:** All awarded grants must attend a Subgrantee Kickoff Meeting in Montgomery on in July. (Date TBD) The charter school governance board president is required to attend. If the governance board president is unavailable, a different governance board member may attend to meet this requirement. For schools



that have yet to form a governance board, a planning committee representative may attend to meet this requirement. The planning committee representative cannot be an employee of the authorizer. The principal, school leader, or lead teacher is required to attend the Subgrant Kickoff Meeting. This requirement only applies to schools that have hired a principal, school leader, or lead teacher.

- 4) **Fully Executed Contract and Benchmarks:** The APCSC has received, reviewed, and approved a fully executed contract and benchmarks that meets all state and federal contract requirements. Implementation applicants requesting a 12-month planning period have until April 30, 2027 to fulfill this requirement.
- 5) **Lottery and Admission Procedures:** Applicants must provide a copy of the school's lottery and admission procedures, and these procedures must comply with all requirements under state and federal law. Per 4310(H)(i) of the ESEA, a charter school must admit students based on a lottery, consistent with section 4303(c)(3)(A). Please also see *Ala. Code § 16-6F-5(a)(6)* for state requirements on the lottery process and the additional enrollment details provided below:
 - a. **Enrollment Limits:** A public charter school shall be open to any student residing in the state *Ala. Code § 16-6F-5(a)(1)*. Applicants cannot limit admission based on ethnicity, national origin, religion, gender, income level, disability, proficiency in the English language, or academic or athletic ability *Ala. Code § 16-6F-5(a)(3)*. A public charter school may limit admission to students within a given age group or grade level and may be organized around a special emphasis, theme, or concept as stated in the school's charter application, but fluency or competence in the theme may not be used as a standard for enrollment *Ala. Code § 16-6F-5(a)(4)*. A public charter school shall enroll all students who wish to attend the school, unless the number of students exceeds the capacity of the facility identified for the public charter school *Ala. Code § 16-6F-5(a)(5)*.
 - b. **Enrollment Preference:** Consistent with *Ala. Code § 16-6F-5(a)(8)*, a charter school shall give preference to students already enrolled in the charter school during the previous year and to siblings of students who are enrolled in the school. The school may give preference to children of the school's founders, governing board members, and full-time employees, but this preference can be given to no more than 10% of school's total enrollment *Ala. Code § 16-6F-5(a)(9)*. For conversion charter schools, the school shall adopt and maintain a policy giving enrollment preference to students who reside within the former attendance area of that public school *Ala. Code § 16-6F-5(a)(7)*. If the charter school is on or within one mile of a military installation, the school may give preference to dependents of military members or Department of Defense civilian employees that are permanently assigned to that military installation *Ala. Code § 16-6F-5(a)(12)*.

Applicants requesting a 12-month planning period have until January 31, 2027 to fulfill this requirement.

- 6) **Assurance of School Readiness:** All items on the Assurance of School Readiness document are complete, contain appropriate signatures, and have been submitted to the APCSC. For Startup and Replication subgrant applicants requesting a 12-month planning period, this requirement does not apply until May 31, 2026.
- 7) **Program Accountability and Monitoring:** The charter school is in compliance with all reporting and monitoring requirements. The APCSC is responsible for monitoring all CSP subgrantees. To fulfill its monitoring responsibilities, the APCSC will require funded applicants to submit appropriate fiscal and program documentation. In addition, APCSC staff will conduct site visits of funded applicants. The purpose of these visits will be to review information submitted by applicants and gather additional information through interviews and observations for technical assistance, monitoring, and evaluation purposes.
- 8) **Information Availability:** Each charter school receiving funds under the CSP must make publicly available, consistent with the dissemination requirements of the annual state report card under Section 1111(h) of the ESSA, including on the website of the school, information to help parents make informed decisions about the education options available to their children. This includes information on the educational program; student support services; parent contract requirements (as applicable), including any financial obligations or fees; enrollment criteria (as applicable); and annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESSA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual



student.

- 9) **Annual Audits:** Under section 4303(f)(2) of the ESSA, a charter school must have an annual independent audit of its financial statements prepared in accordance with generally accepted accounting principles. The charter school authorizer must ensure that such audits are publicly reported and reviewed by the charter school authorizer.



Instructions for Completing the Subgrant Application Form

The Charter School Subgrant Application Submission Form requires basic information on the charter school, the school's authorizer, and the applicant. It also serves as a notice of legal obligations and requires signatures from both the applicant and the applicant's authorizer.

General Application Information

Box 1 Name of Charter School

Write the name of the established, converted, replicated, or expanded charter school.

Box 2 School District

Provide the school district of Local Education Agency (LEA) where the school is or will be located.

Boxes 3-6 Charter School Address, City, State, and Zip Code

Enter the address, city, and zip code of the established, converted, replicated or expanded charter school. Enter TBD in the Boxes if opening a new school or replicating a school and the address is unknown.

Boxes 7-8 Grade Levels

Enter the grade levels the charter school will offer in the first year of funding and upon grant completion. For example: Year 1 (2026-27) k-2; Year 3 (2028-29) k-6.

Boxes 9-10 Projected Enrollment

Enter the anticipated total enrollment levels the charter school will offer in the first year of funding and upon grant completion. For example: Year 1 (2026-27) 150; Year 3 (2028-29) 400.

Boxes 11 Year charter school opened or will open for instruction

For Expansion subgrantees, provide the school year the charter school opened. For all others enter the year the school will open as a public charter school for students.

Boxes 12 Entity Holding 501(c)3 Status

Provide the legal name of the entity that holds, or will hold, 501(c)3 status. For most subgrantees, this should be the same entity that holds the charter school contract with the authorizer and who will receive the federal funds. In some cases, the ultimate holder of the charter contract may not yet be established as a 501(c)3, in this case use the name of the entity that will temporarily hold the charter school contract on behalf of the school until the school board can establish itself as an independent 501(c)3 entity and is eligible to receive federal funds.

Type of Subgrant

Indicate the type of subgrant by checking one, and only one, box. Please see the Subgrant Type subsection of the Application General Information section for definitions of the subgrant types.

Box 13 Authorizer Entity Name

Provide the name of the authorizer for the school. This should be either be the hosting LEA if authorized locally, or APCSC if authorization is through the Alabama Public Charter School Commission.

Box 14 Charter Contract Length

Provide the length of the current charter school contract.

Box 15 Forthcoming Renewal Year

Enter the year of the current charter school will be renewed. Schools typically apply for renewal the summer before the last year of the charter contract to allow a systematic shutdown period if needed. The year requested here is the year the current contract expires which should correspond to the year the renewal contract would be implemented.

Boxes 16-18 Authorizer Administrator or Director, Email, and Phone Number

Enter the name, email address, and phone number for the administrator or director who will help the applicant obtain the



authorizer signature required for this application.

Boxes 19-21 Applicant’s Name, Email, and Phone Number

Enter the name, email address, and phone number for the individual who is submitting this application on behalf of the school, and who can provide further information as needed for the application.

Boxes 22-24 Board Chair’s Name, Email, and Phone Number

Enter the name, email address, and phone number for the governing board chair. Establish and Convert subtype applicants may list this as TDB if the individual has not yet been determined.

Boxes 25-27 School Leader’s Name, Email, and Phone Number

Enter the name, email address, and phone number for the school leader who reports directly to the governing board and who is generally responsible for the operations of the school. Establish and Convert subtype applicants may list this as TDB if the individual has not yet been determined.

Expansion Subtype Additional Application Information

Box 28 Projected Enrollment for the Year Prior to Expansion

Enter the total enrollment for the school that is expected in the year immediately prior to expansion efforts. This will be in the funded planning year.

Box 29 Projected Enrollment for Expansion Year

Enter the total enrollment anticipated in the year of expansion. This will be in the second and last year of funding.

Box 30 Grades to be Added (if applicable)

If the grant funds activities that expand the grade levels served, please list those grade levels here.

Signatures

Application must be signed by an authorized person representing the charter school authorizer and the charter school governing board president or primary person representing the charter school planning committee.

The charter school planning committee representative or governing board president may not be an employee or officer of the authorizing entity.



Instructions for Completing the Subgrant Application

I. General Information

Please complete the general information section only for the subtype of grant for which you are applying.

- 1) **Establish:** Application to help fund the establishment of a new charter school.
 - a. School Information
 - i. Proposed School Name
 - ii. School Type (Elementary, Elementary/Middle, Middle, Junior High, Middle/High, High)
 - iii. Grade levels Served (K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
 - iv. School District Name
 - v. Neighborhood/Community
 - vi. Physical Address (if known)
 - vii. Phone Number
 - viii. Web Site (if available)
 - b. Primary Contact Person Information
 - i. First Name
 - ii. Last Name
 - iii. Title/Relation to School
 - iv. Mailing Address
 - v. Primary Phone Number
 - vi. Email Address
 - vii. Preferred Method of Contact: email or text
 - c. Operational Information
 - i. Opening date Fall 2026 or Fall 2027
 - ii. Operator Type: New or Existing
 - iii. Out of State?
 - iv. Network (CMO, EMO)?
 - v. School Calendar Type
 - vi. Instructional Days

- 2) **Expand:** Application to fund the expansion of an existing charter school by increasing capacity of grades currently served, opening to new grade levels served, or both. This expansion of capacity is within LEA, which currently hosts the existing charter school.
 - a. School Information
 - i. School Name
 - ii. Physical Address
 - iii. Phone Number
 - iv. Web Site
 - b. Primary Contact Person Information
 - i. First Name
 - ii. Last Name
 - iii. Title/Relation to School
 - iv. Mailing Address
 - v. Primary Phone Number
 - vi. Email Address
 - vii. Preferred Method of Contact: email or text

- 3) **Convert:** Application to fund the conversion of an existing public school into a public charter school as defined in Alabama law.
 - a. School Information



- i. Name of existing school to be converted
- ii. Name of the school once converted.
- iii. Grade levels served (K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- iv. School District Name
- v. Neighborhood/Community
- vi. Physical Address
- vii. Phone Number
- viii. Web Site
- b. Primary Contact Person Information
 - i. First Name
 - ii. Last Name
 - iii. Title/Relation to School
 - iv. Mailing Address
 - v. Primary Phone Number
 - vi. Email Address
 - vii. Preferred Method of Contact: email or text
- c. Operational Information
 - i. Opening date Fall 2026 or Fall 2027
 - ii. Operator Type: New or Existing
 - iii. Out of State?
 - iv. Network (CMO, EMO)?
 - v. School Calendar Type
 - vi. Instructional Days

4) **Replicate:** Application to fund the replication of an existing charter school to a new LEA. The replicated school should be substantially based upon the existing charter school (similar curriculum, operations, etc.).

- a. School Information
 - i. Existing School Name
 - ii. Replicated School Name
 - iii. Grade levels Served in Replicated School (K, 1, 2, 3, 4, 5, 6, 7, 7, 8, 9, 10, 11, 12)
 - iv. School District Name of Replicated School
 - v. Neighborhood/Community of Replicated School
 - vi. Physical Address of Replicated School (if known)
 - vii. Phone Number
 - viii. Web Site
- b. Primary Contact Person Information
 - i. First Name
 - ii. Last Name
 - iii. Title/Relation to School
 - iv. Mailing Address
 - v. Primary Phone Number
 - vi. Email Address
 - vii. Preferred Method of Contact: email or text
- c. Operational Information
 - i. Opening date Fall 2026 or Fall 2027
 - ii. Operator Type: New or Existing
 - iii. Out of State?
 - iv. Network (CMO, EMO)?
 - v. School Calendar Type
 - vi. Instructional Days



Ensure that each aspect below is addressed in your Executive Summary submission forms on the Anvilar Application

Program Description, Mission and Community Need

- 1) **Mission and Vision:** Provide the mission or vision statement for the school. For Establish/Convert subgrant applicants who may not yet have a formal statement, describe the fundamental purpose of the school and include any initial thoughts about organizing theme or concept if applicable.
- 2) **Community:** Identify the community being served and provide a brief statement on how the proposed school would operate within that community. Include long-term goals for how the school would enhance and provide a service to the community.
- 3) **Educational Need and Anticipated Student Population:** Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with applicable restrictions on enrollment eligibility and selection. As Attachment B, it provides evidence of the educational need in the community.
- 4) **Education Plan/School Design:** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that suggests the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would measure its progress.
- 5) **Community Engagement:** Describe the group's ties to and/or knowledge of the target community. Describe the relationships within the community that you have established to generate community support for the proposed school. Describe your plans for family and community engagement before applying for authorization and between authorization and opening the school.
- 6) **Planning Process to Date:** Using a timeline, describe the present state of the planning process; the activities undertaken to date; the variety of stakeholders involved in the process; the resources available; and the involvement of the authorizer, administration, and staff. Provide a description of how families and other members of the community have been involved in the planning and design of the new, converted, replicated or expanded charter school and provide examples of how feedback from stakeholders has impacted the planning and design process.
- 7) **Autonomy and Flexibility:** Describe how, consistent with the definition of a charter school under federal law in ESEA § 4310 (2), the new, converted, replicated, or expanded charter school will take advantage of the autonomy and flexibility afforded to charter schools.
- 8) **Revenue Sources:** Give a brief description of the school's anticipated other revenue sources beyond this grant. Distinguish between the pre-opening and after opening periods. This includes, but is not limited to, state funding, federal funding, grant and other large or small philanthropic funding.
- 9) **Enrollment Summary:** As Attachment C, for each year of the subgrant, use one or more tables to provide the grades served and projected enrollment by grade level. Disaggregate student population data by ethnicity/race and by educationally disadvantaged student subgroups (economically disadvantaged students, children with disabilities, migrant students, English learners, neglected or delinquent students, homeless students, students who are in foster care). Only include students attending on a full-time basis. Explain the projections.

Expansion subgrant applicants must explain the projected significant increase in enrollment and/or grades and must be designated as an existing high-quality charter school. Replication applicants must be designated as



an existing high-quality charter school.

Projected enrollment and grades served must be consistent with the authorizer approval.

Proposed Activities

Activities conducted under this subgrant must be directly related to opening and preparing for the operation of a new, replicated, converted or expanded high-quality charter school. Proposals that include activities focused on improving outcomes for educationally disadvantaged charter school students while simultaneously preventing further racial and socio-economic segregation and isolation will receive funding priority.

- 1) **Activities:** Describe the specific activities to be completed under this subgrant; the variety of stakeholders involved in the process; the financial resources and community resources available; and the involvement of the authorizer, administration, staff, and community.
- 2) **Performance Measures:** Performance measures must be specific, measurable, and achievable. Each performance measure must include baseline data, if applicable, and annual targets. There must be between four and eight performance measures, and at least one of the performance measures must relate to a nationally standardized achievement test in language arts and math. Upload the performance measure table as Attachment E. In the narrative, please address the following:
 - a. Justify each performance measure in terms of its value in improving student outcomes, growth, or achievement.
 - b. Explain how at least one performance measure specifically addresses activities designed to improve academic outcomes for educationally disadvantaged students.
 - c. Describe how each performance measure is specific and measurable at least once annually.
- 3) **Activity Categories:** As applicable, align the funded activities described above to describe to the categories: (a) training, (b) consultants, (c) coaches, (d) curriculum development, (e) purchases, (f) outreach, (g) student recruitment, (h) staff recruitment, (i) extended contracts, and substitute teachers.
- 4) **Salaries and Benefits:** Describe the personnel, if any, to be funded by the subgrant. Subgrant funds can be designated to cover salary and benefits of key personnel during the preopening period but generally cannot be used once the school is open. Grant funds cannot be used for "sustained costs." These funds may be used over the subgrant period for subgrant administration with time and effort documentation. Applicants can choose to apply for a waiver to have subgrant funds cover the full salaries and benefits of key personnel over a short period until other funding lines appear. Such a waiver request must have funding in place by the time the subgrant ends, and if based on enrollment projections, should have a contingency plan. All waivers must be approved by the U.S. Department of Education. If you are requesting a waiver, please attach the request as Attachment F.

Governance and Autonomy

- 1) **Waivers:** If applicable, submit a request and justification for waivers of any federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school. All waiver requests must be approved by the U.S. Department of Education. Include as Attachment H.
- 2) **Governing Board:** Charter schools must have a separate governance board. This entity is legally able to contract with the authorizer. Under federal policy, no employees or officers of the authorizing entity may hold membership on the charter school's governing board. The governance board of a grantee must be a nonprofit, 501(c)3 entity under Alabama law. Funding will not be made available until proof of 501(c)3 status is submitted and verified by APCSC.
 - a. Provide a description of the governing board, including the roles of board members and the unique skills and diversity of perspectives sought. For schools with existing boards, provide the names of the



board members and describe how board members are qualified to oversee the operation of the charter school.

- b. Describe the election of members, length of terms of office, and frequency of meetings. Describe how the governance board ensures arm's length transactions with the charter school's authorizer and all other entities transacting with the governance board.
 - c. Provide documentation proving 501(c)3 status or proof of application for 501(c)3 status for the governing board as Attachment I. Funds will not be disbursed until proof of 501(c)3 status is on file with APCSC.
- 3) **Governing Board Authority:** Describe the authority this governing board has to make decisions regarding the operation of the charter school including: (a) personnel, (b) curriculum, (d) policy development, (e) budget and expenditures, and (f) daily operations. The applicant must demonstrate how it will ensure that the governance board maintains a high-level of autonomy and independence.
- 4) **Leadership Evaluation:** Describe how the governing board will evaluate the leadership of the school, including all personnel that report directly to the school board. Include metrics on leadership effectiveness and processes and procedures to replace individuals in leadership positions.
- 5) **Stakeholder Input:** Describe how the charter school and governing board will solicit and consider input from stakeholders, including parents and other community members, on the establishment, expansion, conversion or replication of the charter school, including how the charter school will support the use of effective parent, family, and community engagement strategies in its operation. Describe how the governance board participated in the needs analysis as attached in Appendix B.
- 6) **Partnerships:** Describe the roles and responsibilities of the charter school with any potential partners, if applicable, including in-kind services. Include in the description the administrative and contractual roles and responsibilities of the parties.
- 7) **Contracted Services:** For any existing or proposed contract between a charter and a for-profit or nonprofit entity that manages the school or provides back-office financial support for the school, please provide the following. This requirement is without regard to whether entity exercises full or substantial administrative control over the charter school or the school's finances. If this is not applicable to the school, indicate that is the case.
- a. A description of the contract including the name and contact information of the management or back-office financial support organization; the cost (i.e., fixed costs and estimates of any ongoing costs or fees), including the amount of CSP funds proposed to be used toward such cost, and the percentage such cost represents of the school's overall funding; the duration; roles and responsibilities of the organization; and steps the applicant will take to ensure that it pays fair market value for any services or other items purchased or leased from the organization, makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701.
 - b. A description of any business or financial relationship between the charter school developer and the organization, including payments, contract terms, and any property owned, operated, or controlled by the organization or related individuals or entities that will be used by the charter school;
 - c. The name and contact information for each member of the governing board of the charter school and a list of the management organization's officers, chief administrator, or other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c);
 - d. A description of how the applicant will ensure that members of the governing board of the charter school are not selected, removed, controlled, or employed by the management organization and that the charter school's legal, accounting, and auditing services will be procured independently from the management organization;



- e. An explanation of how the applicant will ensure that the management contract is severable, severing the management contract will not cause the proposed charter school to close, the duration of the management contract will not extend beyond the expiration date of the school's charter, and renewal of the management contract will not occur without approval and affirmative action by the governing board of the charter school;
- 8) **Student Records:** Describe the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school, in accordance with section 4308 of the ESEA.

Budget-Budget Spreadsheet AND Typed Narrative (pdf or word format).

- 1) Complete the provided Budget Form and upload as Attachment J. Expenses must align with the outcomes, measurable objectives, and activities related to opening and preparing for the operation of the new, converted, expanded or replicated charter school identified in the application narrative. The budget form may only contain allowable costs related to the specific outcomes and proposed activities to be completed during the grant period. See general information section above for allowable costs or the APCSC Allowable Cost Guidebook.
- 2) The remaining items should be addressed in a narrative format and uploaded with your Budget Form spreadsheet.
- 3) Provide an explanation of the subgrant expenses, justifying how they relate to opening and preparing for the operation of a new, converted, expanded or replicated charter school and why they are necessary. If requesting a planning period, specify which costs pertain to the planning period.
- 4) Describe how other federal program funds available to the charter school, e.g. Title I and IDEA funds, will be used.
- 5) Describe the method by which controls over expenditures and records of expenditures will be maintained.
- 6) Provide a full budget for the Non-APCSC Expenses with revenue projections based on enrollment projections and upload as Attachment J. Include the total projected cost of operating the charter school over the subgrant period. Include all expenditures and revenues from state, local, federal, and other sources, including anticipated federal charter school grant funds.
- 7) Provide explanatory narrative for the full budget. Describe how enrollment is reasonable to support the school. Provide evidence for a prudent person to infer the budget is reasonable, with necessary costs and likely revenues. This will be uploaded with your Budget Spreadsheet.
- 8) Provide a sustainability plan and explain how the school's innovative offerings and professional development will be sustained and continued after the charter school grant expires, including a multi-year financial and operating model. This should include fundraising activities by the charter board, maintenance of current staff, governance board sustainability, community involvement, etc. This plan must demonstrate that the charter school can continue to operate in a manner consistent with this application when grant funds are no longer available.

Recruitment, Enrollment & Onboarding

- 1) **Access:** Provide a description on how the charter school provides access to all students regardless of "ethnicity, national origin, religion, gender, income level, disability, proficiency in the English language, or academic or athletic ability" *Ala. Code § 16-6F-5(a)(3)*.
- 2) **GEPA:** As required by section 427 of the General Education Provisions Act (GEPA), describe proposed steps that will be taken to ensure equitable access to, and participation in, the charter school. The statute, which allows



applicants discretion in developing the required description, highlights six types of barriers (gender, race, national origin, color, disability, or age) that can impede equitable access or participation. Describe how the school plans to attract, recruit, admit, enroll, serve, and retain educationally disadvantaged students equitably and inclusively.

- 3) **Lottery:** Provide details on the lottery process to be used when demand outweighs capacity. This process must comply with all requirements under state and federal law. Per 4310(H)(i) of the ESEA, a charter school must admit students based on a lottery, consistent with section 4303(c)(3)(A). Please also see *Ala. Code § 16-6F-5(a)(6)* for state requirements on the lottery process and the additional details provided in *Ala. Code § 16-6F-5(a)(7) – (11)*. Upload the enrollment policy if available as Attachment L. Funds cannot be disbursed until a lottery policy that is consistent with state and federal law is on file with the APCSC.
- 4) **Community Outreach:** Provide a description of how students and families in the community are informed about the charter school and given an equal opportunity to attend.
- 5) **Staff Recruitment:** Describe how the school plans to recruit and retain qualified staff.
- 6) **Diverse Needs:** Describe how the charter school will meet the educational needs of all its students, including children with disabilities, English language learners, gifted students, and students identified as at-risk for dropping out.
- 7) **Onboarding:** Describe the onboarding process for students and their guardians who are new to the school. Include procedures for students who enroll midyear.

High-Quality Status (Expansion and Replications subgrants only)

- 1) **High-Quality Status:** Provide three years of evidence of the charter school's significant improvement in student achievement, including positive outcomes for each subgroup of students (economically disadvantaged students, minority students, students with disabilities, and English language learners) and for educationally disadvantaged students (economically disadvantaged students, students with disabilities, migrant students, English language learners, neglected or delinquent students, and homeless students). Upload as Attachment L.
 - a. Within Attachment L, provide student assessment results for all students and for each subgroup of students for the last three (3) years of the charter school's operation. Applicants are encouraged to submit data from multiple assessments that provide evidence of student academic improvement trends over time. The data provided must show substantial progress in improving student academic achievement.
 - b. Within Attachment L, provide attendance and student retention data for the three (3) most recently completed school years for all students and for each subgroup of students. Retention refers to students retained in the school. Provide any explanatory information for the data.
 - c. Within Attachment L, provide suspension and expulsion rates for the past three (3) years for all students and each subgroup of students.
 - d. Within Attachment L, provide graduation rates, if applicable, for the last three (3) years of operation for all students and for each subgroup of students.
 - e. Within Attachment L, provide a copy of the school's last three (3) school accountability reports (School Report Card).
 - f. Within Attachment L, if applicable, provide any additional data as evidence of significant improvement in student achievement, including positive outcomes for students with disabilities and educationally disadvantaged students.
- 2) **High-Quality Status Narrative:** Give a narrative explaining the data provided. Provide a narrative for each type of data requested in Attachment L.
- 3) **Compliance History:** Provide information on any significant compliance and management issues encountered by the charter school within the last three (3) school years and how any compliance issues were resolved.



- 4) **Previous Funding:** If the applicant previously received a subgrant under this funding, describe how the activities will be different from the activities in the previous grant.
- 5) **Sustainability:** Discuss how the existing high-quality charter school is thriving and financially viable and how the newly replicated or expanded charter school will thrive and be financially viable.
- 6) **Authorizer Annual Report:** Discuss the most recent annual report from the authorizer and upload as Attachment M.
- 7) **Board Minutes:** Provide a narrative on board actions over the past 12 months and how these actions prove the board is completing its oversight and fiduciary duties for the charter school. Refer to specific actions of the board over the past 12 months. Upload as Attachment N, the complete set of board meeting minutes over the past 12 months.
- 8) **Additional Evidence:** Provide any additional information demonstrating the high-quality aspects of the charter school.

Required Attachments Checklist

The following attachments are included throughout the Subgrant Application and are required for some subgrant types as indicated below.

- A. Signed Subgrant Application Form – required for all subgrant types.
- B. Letters of Support from community, stakeholders, etc. – required for all subgrant types.
- C. Enrollment Summary – required for all subgrant types.
- D. Evidence of Authorization - required for all subgrant types. (Executed charter contract)
- E. Performance Measures - required for all subgrant types.
- F. Waiver Request: Salary & Benefits – optional for all subgrant types.
- G. Performance Framework – required for Expand and Replicate, optional for Startup and Conversion
- H. Waiver Request: General – optional for all subgrant types.
- I. Proof of 501(c)3 Status - required for all subgrant types.
- J. Completed Subgrant Budget Template - required for all subgrant types.
- K. Lottery Policy - required for Expand and Replicate, optional for Startup and Conversion
- L. Evidence of High-Quality - required for Expand and Replicate.
- M. Authorizer Report - required for Expand and Replicate.
- N. Governing Board Minutes - required for Expand and Replicate.



Application Review and Scoring

Applications and all attached documents will be reviewed and scored by peer reviewers using the **APCSC CSP Subgrant Rubric**. Each criterion will be scored on a **0, 3, or 5 point scale**, where:

- **0 points** = Does Not Meet Expectations
- **3 points** = Partially Meets Expectations
- **5 points** = Fully Meets Expectations

Reviewers will evaluate the extent to which each application addresses the stated criteria and will assign scores based on the quality, completeness, and clarity of the applicant's responses. The maximum possible score is **195 points**. Applications must receive a minimum score of **136 points** to be eligible for funding.

Program Description & Mission- 30 Points

1. Describes how the mission aligns with at least two CSP priorities, including increasing access for traditionally underserved students, reducing achievement gaps, serving at-risk students, increasing graduation rates, and/or improving career and college readiness.
2. Describes the educational and curricular model and explains how it promotes diverse educational options, responds to students most in need, and is supported by evidence of effectiveness.
3. Describes how the school will take advantage of the autonomy and flexibility afforded to charter schools under federal law.
4. Using a timeline, describes the planning process to date, including activities completed, stakeholders involved, resources available, and the role of the authorizer, administration, staff, families, and community members.
5. Describes the community served, the need for the proposed school, and the level and method of assessing family and community support, including review of needs analysis and letters of support.
6. Provides projected enrollment by grade and year, including disaggregated data for traditionally underserved student groups, and explains projections consistent with authorizer approval.

Proposed Activities- 20 Points

1. Describes the specific activities to be completed with subgrant funds, including stakeholders involved, resources available, and roles of the authorizer, administration, staff, and community.
2. Describes how student achievement will be measured annually, including use of nationally standardized assessments in English language arts and math and use of formative and summative assessments.



3. Identifies and justifies performance measures that are specific, measurable, achievable, include baseline data and annual targets, and address outcomes for traditionally underserved students.
4. Describes allowable uses of subgrant funds and demonstrates alignment between proposed activities and requested expenditures.

Governance & Autonomy- 35 Points

1. Describes the charter school governing board structure, including roles, qualifications, diversity of perspectives, and legal status as an independent nonprofit entity.
2. Describes governance board selection, term lengths, meeting frequency, and processes to ensure arm's-length transactions and independence from the authorizer.
3. Describes the governing board's authority over personnel, curriculum, assessments, policy, budget, and daily operations, demonstrating autonomy and independence.
4. Describes the administrative relationship between the charter school and the authorizer, including services provided and management structure.
5. Describes how the school and governing board solicit and consider stakeholder input, including families and community members.
6. Describes the roles and responsibilities of the charter school, partners, and any charter management or back-office organizations, including contractual terms, oversight, and conflict-of-interest safeguards.
7. Describes how the school will maintain control of student records and ensure timely transfer in accordance with federal requirements.

Budget- 30 points

1. Explains and justifies proposed costs and demonstrates alignment with activities related to opening, expanding, or converting the charter school.
2. Describes how other available federal funds will be used to support the school.
3. Describes fiscal controls and methods for maintaining expenditure records.
4. Provides multi-year operating projections that include all anticipated revenues and expenditures.
5. Provides explanatory information supporting budget assumptions and projections.
6. Provides a sustainability plan demonstrating how the school will operate successfully after subgrant funds expire.



Recruitment, Enrollment, Access & Student Supports- 50 Points

1. Describes how the school will assure equal access for all students regardless of protected characteristics.
2. Describes steps to address barriers to equitable access and participation consistent with GEPA Section 427. (General Education Provision Act)
3. Describes strategies to attract, recruit, enroll, serve, and retain students.
4. Describes strategies to recruit and retain a diverse staff.
5. Describe and provide evidence (sign in sheets, marketing materials) of how parents/guardians and students are informed about the charter school and provided with an equal opportunity to attend.
6. Describes how the school will meet the needs of students with disabilities, English language learners, gifted and at-risk students.
7. Provides an admissions policy consistent with federal and state law and the purposes of the CSP.
8. Describes the random lottery process to be used if student demand exceeds capacity.
9. Describes how transportation needs will be addressed to ensure access for all students.
10. Describes the onboarding process for students and families, including procedures for mid-year enrollment.

*****Applications will be scored on only ONE of the following sections based on the type of application*****

Startup & Conversion Subgrants Additional Requirements ONLY 30 Points

1. Provides a detailed professional and curriculum development plan for teachers and administrators.
2. Describes training to be provided to the governing board and the timeline for delivery.
3. Describes how proposed activities are evidence-based and will lead to improved student achievement.
4. Describes best practices that will be used to close achievement gaps.
5. Describes any school closures in the community within the past five years and how lessons learned are addressed, if applicable.
6. Describes student discipline practices and how they will be implemented equitably.



High-Quality Status (Expansion & Replication Subgrants Only) 30 Points

1. Provides evidence of sustained student achievement and improvement over the past three years, including outcomes for all student subgroups.
2. Describes significant compliance or management issues from the past three years and how they were resolved.
3. Describes how proposed activities differ from activities funded under any prior CSP subgrant, if applicable.
4. Demonstrates that the existing charter school is high-quality and financially viable and that the proposed replication or expansion will also be viable.
5. Provides supporting documentation, including authorizer reports and governing board minutes, with explanatory context.
6. Provides additional evidence demonstrating the high-quality nature of the charter school.