



CSP SE Subgrant Information & Application

Subgrant opportunity provided by the:



8-28-2025

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Request for Applications – CSP Subgrants

Grant Info

Subrecipient Name:	State Charter Schools Foundation of Georgia	Subrecipient Unique Entity Identifier (UEI):	H184CU472HL6
Federal Award Identification Number (FAIN):	S282A220006	Federal Award Date:	09/28/2022
Name of Federal Awarding Agency:	U.S. Department of Education	Assistance Listing Number:	84.282A

Background & Purpose

The State Charter Schools Foundation of Georgia (SCSF) was awarded a FY2022 Charter Schools Program (CSP) State Entity grant to support the goals of the Georgia Strategic Charter School Growth Initiative. The State Charter Schools Commission of Georgia (SCSC) and Georgia Department of Education (GaDOE) were co-applicants for this CSP award.

The Initiative seeks to support the creation, replication, and expansion of high-quality charter schools in Georgia, particularly in communities where charter schools do not already exist. Subgrants and technical assistance opportunities will be offered to charter schools and networks authorized by a local board of education or SCSC.

The FY2022 CSP SE Grant objectives for Georgia include the following:

1. Support the opening, replication, or expansion of 32 high-quality charter schools in Georgia.
2. Educate communities about charter schools through events and FindaGaCharter.org.
3. Promote quality charter school authorizing and support the Georgia Principles and Standards for Charter School Authorizing.
4. Disseminate charter school best practices to high-need public schools.

More than 90% of CSP grant funds will be used to award subgrants to charter schools / networks, with total subgrants exceeding \$34 million over five years.

All information about this CSP SE Grant will be posted on SCSC.Georgia.gov and FindaGaCharter.org.

Key Information & Dates

All information about Georgia CSP Subgrant opportunities through the SCSF will be posted on FindaGaCharter.org and SCSC.Georgia.gov. The SCSF will also provide information for distribution by partner organizations.

Applicants will be required to submit their subgrant application through the SCSF's electronic grant portal. For instructions on using the portal, please visit FindaGaCharter.org or SCSC.Georgia.gov. A copy of the application may be accessed from these websites for purposes of planning a response.

Activity	Date
CSP Subgrant Application announced	August 28, 2025
CSP Subgrant Application available	September 4, 2025
CSP Subgrant Webinar for prospective applicants	September 10, 2025
Deadline for questions from prospective applicants	September 19, 2025
CSP Subgrant Application deadline	September 25, 2025
SCSF Board Meeting to consider award recommendations	October 27, 2025
CSP Subgrant Awards announced	October 28, 2025

All questions should be submitted to csp@scsc.georgia.gov. Please use the subject line “CSP Question.”

Subgrant Opportunities

The SCSF will award CSP subgrants to entities with an approved charter from an authorizer in Georgia to support the creation, replication, and expansion of high-quality charter schools.

Subgrants will be awarded to carry out one of the following eligible subgrant activities (per ESEA § 4303(b)(1) requirements):

- open and prepare for the operation of new charter schools;
- open and prepare for the operation of replicated high-quality charter schools; or
- expand high-quality charter schools.

New Charter Schools

New charter schools may be eligible for up to \$1.5 million of CSP subgrants as indicated below. The total subgrant award to any school may not exceed \$1.5 million, based on fund availability.

Pre-opening Supplement	Implementation Grant Base	Supplement for Rural/Priority Communities	Supplement for High School
\$100,000	\$1,000,000	\$250,000	\$500,000

Replication Charter Schools

Replication charter schools may be eligible for up to \$1.5 million of CSP subgrants as indicated below. The total subgrant award to any school may not exceed \$1.5 million, based on fund availability.

Pre-opening Supplement	Implementation Grant Base	Supplement for Rural/Priority Communities	Supplement for High School
\$100,000	\$1,000,000	\$250,000	\$500,000

Charter School Expansions

Charter schools preparing for an expansion may be eligible for up to \$1 million of CSP subgrants as indicated below, based on fund availability.

Implementation Grant Base	Supplement for Rural/Priority Communities	Supplement for High School
\$500,000	\$250,000	\$500,000

Subgrant Terms & Periods

Subgrants will have a term of 36 months.

For new and replicating schools, the Planning period will begin on the first day of the subgrant term and end after 12 months or the day before the school opens, whichever comes first. The Implementation period will begin on the day the school opens for the first academic year. See the Allowable Cost Guide for details on allowable expenses during each period.

Subgrantee Priorities

The SCSF has adopted three priorities for consideration of subgrant awards. Priority consideration will be given to the following:

1. Applicants planning to locate/located in a priority community.
2. Applicants planning to start, replicate, or expand a high school.
3. Applicants planning a collaboration with a local public school or district to share resources and/or otherwise serve vulnerable populations in coordination with each other.

Eligibility

Only authorized schools meeting the federal definition of charter schools are eligible to apply. Applicants must have received authorization from a Georgia authorizer to open, expand, or replicate a high-quality charter school to be eligible for a subgrant award.

Applicants must describe the steps school has taken or will take to ensure it will not hamper, delay, or negatively impact desegregation efforts, and will not increase racial or socioeconomic segregation/isolation in the schools from which students are drawn.

Furthermore, to be eligible to receive an award, all applicants must meet the following requirements:

1. Meet the federal definition of a charter school and/or developer.
2. Have received authorization to operate as a charter school from a Georgia authorizer (approved charter) and have provided adequate and timely notification to that authority that the school is applying to the Georgia CSP subgrant.
3. Provide evidence of nonprofit status. Applicants must be a nonprofit organization to be eligible for a CSP subgrant.

4. Provide evidence of a clear separation of duties and powers between the charter school and any for-profit management organization (see application for details).
5. Provide evidence of a needs analysis and description of need for the charter school in the community, including description of local community support and other information (see application for details).
6. Complete the Assurances form in the application, agreeing to all terms and conditions of any CSP Subgrant.

Additional requirements for Replication and Expansion Subgrant awards:

1. Meet the federal definition of “high-quality” as described under ESEA § 4310 (8). Data will be required in the application to confirm applicant’s compliance with this definition.

ESEA § 4310(8) HIGH-QUALITY CHARTER SCHOOL.—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 a State; (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 where applicable, for all 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, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

2. Must not have received a subgrant under this CSP program for a 5-year period unless the applicant can prove 3 years of improved educational results for enrolled students.

ESEA § 4303(e)(2) Subgrants. - An eligible applicant may not receive more than one (1) subgrant under this section for each individual charter school for a 5-year period, unless the eligible applicant demonstrates to the State Entity that such individual charter school has at least 3 years of improved educational results for students enrolled in such charter school with respect to the elements described in subparagraphs (A) and (D) of section 4310(8). Any new subgrant award must not be for the same activities funded by a previous CSP subgrant.

3. Demonstrate academic performance, meeting expectations for the SCSC’s Comprehensive Performance Framework for academics or academic expectations of the school’s authorizer or otherwise demonstrating performance at least as good as the schools where charter school students would otherwise attend based on attendance zone or the state average.
4. Demonstrate fiscal accountability with an approved budget following required budget processes and meeting district requirements and GaDOE accountability measures or SCSC Comprehensive Performance Framework for operations.
5. Demonstrate history of serving students with disabilities in accordance with IDEA requirements and Georgia law regarding serving children with disabilities, considering the percent of students receiving Special Education and related services, and English language learners.
6. Demonstrate compliance with Georgia Open Meetings Act (O.C.G.A. § 50-14-1 et. Seq) and Open Records Act (O.C.G.A. § 50-18-70 et. seq) requirements.

Permissible Subgrant Activities

All requested budget items must be reasonable, necessary, allowable, and allocable as defined in the Office of Management and Budget’s Uniform Guidance (2 C.F.R. Part 200). All costs must be justified for the specific purposes of this CSP grant, be one time and nonrenewable, necessary to complete grant objectives, supported with justification for reimbursement, and aligned with state and federal law.

Federal non-regulatory guidance indicates “If the charter school can show that the state or local funds it has received are necessary to meet expenses other than the one at issue, then the charter

school has met its burden of showing that the ‘other initial operations costs’ cannot be met from state or local sources and, therefore, is allowable under the CSP grant.” Costs incurred must be one-time in nature, obligated during the grant project period, correlated to a grant objective, and may not include ongoing operational costs.

An applicant receiving a subgrant under this program may use the subgrant funds only for allowable activities as defined in the ESSA Section 4303(h):

1. Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with—
 - a. Providing professional development; and
 - b. Hiring and compensating, during the eligible applicant’s planning period specified in the application for subgrant funds that is required under this section, one or more of the following:
 - (i) Teachers.
 - (ii) School leaders.
 - (iii) Specialized instructional support personnel.
2. Acquiring 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 the activities described in this RFA when such costs cannot be met from other sources.

Note: Personnel expenses are only permitted during the Planning period for new and replicating schools.

Please see the Allowable Cost Guide for more detailed information.

Subgrantees must comply with the general cost principles set forth in federal regulations, 34 Code of Federal Regulations (CFR) Section 74.27 and 34 CFR Section 80.22, and the Office of Management and Budget circulars that are applicable. CSP subgrantees must develop and use written procurement / contract administration policies and procedures that conform to applicable federal and state standards when awarding contracts with federal Charter Schools Program (CSP) funds. All grant recipients will be required submit these policies and procedures to the SCSF upon subgrant award. Goods and services paid for with CSP funds must be selected through an open and fair procurement process.

Regulations and Guidance

The following are additional resources for federal guidance related to the CSP program:

- U.S. Department of Education (ED) Charter Schools Program (CSP) Nonregulatory Guidance: <https://www2.ed.gov/programs/charter/nonregulatory-guidance.html>
- Office of Management and Budget (OMB) Circular A-21, Cost Principles for Educational Institutions: <https://www.federalregister.gov/documents/2000/08/08/00-19653/omb-circular-a-21-cost-principles-for-educational-institutions>
- Uniform Guidance: <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1>
- This may also be helpful: <https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>

- CSP ESSA Flexibilities FAQ document: <https://oese.ed.gov/files/2020/07/CSP-ESSA-Flexibilities-FAQ-2017.pdf>

Definitions

Federal Definitions

1. Charter School ESEA § 4310 (2) - The term “charter school” means a public school that—
 - a. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
 - 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 (42 U.S.C.12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C.1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act;
 - h. Is a school to which parents choose to send their children, and that: admits students on the basis of a lottery [see Appendix 1], consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or ii. In the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
 - i. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;
 - 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.
2. Developer ESEA § 4310 (5) - The term “developer” means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.

3. Expand ESEA § 4310 (7) - The term “expand”, when used with respect to a high-quality charter school, means to significantly increase enrollment or add one or more grades to the high-quality charter school.
4. Replicate ESEA § 4310 (9) - The term “replicate”, when used with respect to a high-quality charter school, means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school, under an existing charter or an additional charter, if permitted or required by State law.

High-quality Charter School ESEA § 4310 (8) - 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 a State;
- 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 where applicable, for all 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, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

Georgia CSP Subgrant Definitions

1. New Charter School - For the purposes of this CSP Subgrant opportunity, a new charter school is defined as a new start-up school that did not previously exist and is authorized to operate, as evidenced by a charter secured within the 18 months prior to submission of the application. New charter schools that have received another CSP subgrant for the start-up of a new charter school will not be eligible for this CSP subgrant opportunity.
2. Expansion - For the purposes of this CSP Subgrant opportunity, an expansion is the addition of a grade band or enrollment cap increase of at least 100 students as evidenced by a charter contract amendment or as a part of a charter contract renewal approved or effective within the 24 months prior to submission of the application. Grade bands include K-5, 6-8, 9-12. A school adding at least three grades in elementary or high school shall be considered eligible if the authorizer approved a partial grade band expansion.
3. Educational Service Providers - Schools choosing to engage a for-profit or nonprofit educational service provider (ESP) or educational management organization (EMO) or charter management organization (CMO) must demonstrate that they and their governing boards are independent of the provider, and that all fees and agreements are fair and reasonable. The ESP, EMO, or CMO does not qualify as an eligible applicant nor may it hold or manage a subgrant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the ESP, EMO or CMO, is identified to administer the grant, as required per 34 CFR 74.40-48, 75.524-525, and 80.36 (procurements) and articulated in the federal CSP January 2014 Nonregulatory Guidance. Contracts between schools and ESPs will be subject to review as part of the application and eligibility processes per ESEA § 4303 (f)(1)(C)(i)(I).
4. Priority Communities - For the purposes of this CSP Subgrant, priority communities include the following: communities with no other charter schools serving the same grade band in a ten-mile radius, including rural communities; census tracts designated as low-income; communities with low-performing public schools according to CCRPI; and areas outside of Greater Atlanta.

Application and Scoring

Applications must be submitted through the SCSF's Grant Portal by the grant deadline. Applications will not be considered if they are submitted after the deadline, in a format other than the one required, and/or submitted outside of the portal.

The SCSF Grant Portal can be found online at FindaGaCharter.org. To request the application in a different format for purposes of accessibility, please email csp@scsc.georgia.gov.

A committee of representatives from the SCSF, State Charter Schools Commission of Georgia, and Georgia Department of Education will establish subgrant application procedures. Applications will be reviewed by the SCSF team for eligibility and completeness. A team of three trained, qualified, independent reviewers will score each application based on the following criteria:

Criteria	Possible Score
Responsiveness to community need - Applicants should provide evidence of community engagement and outreach. Applicants proposing to expand or replicate in an area of high charter school concentration must demonstrate community need for the unique model. All applicants must present a comprehensive needs analysis as a part of their application demonstrating local support, benefits to the community, evidence of the demand, and demographic projections (supporting a new charter school). Applicants will be rated based on the completeness of their analysis, benefit to the local community, and likelihood to achieve enrollment goals. Applicants should also describe ongoing effective parent, family, and community engagement strategies.	30
Growth mindset – Applicants should demonstrate their willingness to engage in open, transparent conversations with the SCSF and technical assistance providers and to welcome feedback with an open mind.	10
Commitment – Applicants must demonstrate their willingness and capacity to adhere to conditions of any subgrant awards and carry out the goals they set for the subgrant. Applicants must agree to attend all mandatory technical assistance opportunities, submit all required reports, and participate fully in monitoring activities.	10
Readiness – Applicants must demonstrate their readiness to plan for and carry out the opening of a new charter school, replication of an existing charter school, or expansion of an existing charter school. For new schools, the evaluation team will seek evidence of adequate planning and qualified team members to carry out the academic model approved in the charter and sound operations. For replications and expansions, the evaluation team will review current and historical academic and operational performance, eligibility for expansion or replication, and mitigating factors.	10
Racial and Socio-economic Diversity – All applicants must explain how they will establish and maintain a racially and socio-economically diverse student population and endeavor to recruit faculty and staff who are	10

similarly diverse. If an applicant is proposing a location in a segregated/isolated community and/or offers a culturally-responsive educational model, this requirement may be waived at the discretion of the Selection Committee.	
Budget quality & financial sustainability – Applicants should present a complete grant budget that adheres to the allowable cost guide and meets the objectives of the CSP SE Grant. Reviewers will look for adequate rationale in the budget narrative for each budget category and sufficient detail to demonstrate that the applicant has a realistic plan for utilizing subgrant funds within the grant period. Applicants should demonstrate a plan for maintaining financial sustainability after the end of the subgrant period.	30
Total Possible Points	100
<i>Priorities – Bonus Points</i>	
Location in a priority community	10
Offering high school grade band	10
Collaboration with a local public school or district to share resources and/or otherwise serve vulnerable populations	5

Subgrants shall be awarded based on fund availability and application score. Applications must receive a minimum score of 70 points before consideration for priority bonus points and a minimum score of 80 for subgrant consideration. Subgrant application scores may not be appealed.

Subgrant Application Process

1. Charter schools / networks submit subgrant applications through SCSF Grant Portal.
2. SCSF staff review applications for eligibility.
3. CSP Team reviews applications for completeness.
4. SCSF staff assign applications for assessment to reviewers.
5. Reviewers analyze and score subgrant applications.
6. SCSF convenes reviewers to align and review significant discrepancies in scoring.
7. SCSF staff total scores from reviewers and rank applications by score.
8. CSP Team develops list of recommended subgrant awards. Subgrant applicants are notified.
9. SCSF Board of Directors votes on subgrant awards based on CSP Team recommendations.
10. Applicants are notified of subgrant awards / non-award via email and message through the SCSF Grant Portal.

CSP Subgrant Application

(for information only – applications must be submitted through the SCSF Grant Portal)

Applicant Information	Type of Response
Name of Charter School	<i>text</i>
School Identifier (NCES ID) if known	<i>text</i>
Authorizer	<i>text</i>
Authorization Date (or approval for expansion)	<i>date</i>
Eligibility for CSP Subgrant (new school, replication, expansion)	<i>drop-down selection</i>
Proof of Approved Expansion (expansion applicants only)	<i>file upload</i>
Grant Supplement(s) Requested (rural/priority community, high school)	<i>drop-down selection</i>
Priorities Claimed (location, high school, collaboration)	<i>drop-down selection</i>
Total Funds Requested (not to exceed \$1,500,000)	<i>auto calculation</i>
School Opening Date / Date of Expansion	<i>year</i>
Name of Nonprofit Entity	<i>text</i>
Name of LEA	<i>text</i>
LEA Identifier (NCES District ID)	<i>text</i>
Applicant Address	<i>text</i>
School Address (approved or proposed location of new/replicated school or expansion site)	<i>text</i>
School/Network Website	<i>website address</i>
Management Organization Type (Freestanding, Non-Profit CMO, For-Profit EMO, Educational Service Provider)	<i>drop-down selection</i>
School Year Students First Enrolled or Expected to Enroll	<i>text</i>
Virtual Status (fully virtual, primarily virtual, supplemental virtual, not virtual)	<i>drop-down selection</i>
Does/will the school use a weighted lottery?	<i>text</i>
Grant Contact	<i>text</i>

Contact Title	<i>text</i>
Contact Email Address	<i>email address</i>
Contact Phone Number	<i>phone number</i>
Grades Offered during Grant Term (36 months from date of application)	<i>checkboxes</i>
Projected Number of Students for First Three Years of Operation/Expansion (by year)	<i>number of students per year</i>
Are current governing board members listed on the school's website? If no, provide an attachment with a list of board members.	<i>drop-down selection</i>
Has the applicant school notified the charter school authorizer of intent to apply for this CSP subgrant?	<i>drop-down selection</i>
Copy of letter of intent to authorizer that the applicant is applying for a CSP SE subgrant	<i>file upload</i>

Narrative

1. Please describe how the autonomy and flexibility granted to the charter school is consistent with the definition of a charter school in ESEA § 4310 (2).
2. Please briefly describe how the applicant school/network will utilize CSP Subgrant funds and why these funds are necessary to meet the school's goals. Separate activities by Planning and Implementation subgrant periods.
3. Please describe how the applicant school/network is responding to community need and will use effective parent, family, and community engagement strategies. Include the following:
 - a. A description of the needs analysis the school completed and the results.
 - b. Information on the applicant charter school's projected student enrollment, and evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used.
 - c. A description of how the school is soliciting and considering input from parents and members of the community.
 - d. A description of how the school will use effective parent, family, and community engagement strategies in the preopening stage and after the school is open.
 - e. An analysis of the applicant charter school's demographics:
 - i. The applicant charter school's projected student demographics.
 - ii. A description of the demographics of students attending public schools in the local community in which the charter school would be located and the school districts from which the students are, or would be, drawn to attend the charter school.
 - iii. A description of how the applicant charter school plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body.
 - iv. If the applicant charter school is unlikely to establish and maintain a racially and socio-economically diverse student body because the charter school

would be located in a racially or socio-economically segregated or isolated community, or due to the charter school's specific education mission, the school must describe:

1. Why it is unlikely to be able to establish and maintain a racially and socio-economically diverse student body at the proposed charter school;
 2. How the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP to provide high-quality educational opportunities to all students, which may include a specialized educational program or mission; and
 3. The anticipated impact of the proposed charter school on the racial and socio-economic diversity of the public schools and school districts from which students would be drawn to attend the charter school.
4. Please explain how the applicant school/network will demonstrate a growth mindset throughout the subgrant term.
 5. Please explain how the applicant school/network will commit to the CSP subgrant agreement and meet the requirements and objectives of the CSP subgrant. Identify the person(s) or position(s) who will be responsible for CSP subgrant activities, including reporting, procurement/purchasing, bookkeeping, accounting, and recordkeeping of expenditures.
 6. Please explain the applicant school/network's readiness for opening, replicating, or expanding. Briefly describe how the applicant school/network is assembling a team and ensuring the school is prepared.
 7. Please describe how the applicant school/network will establish and maintain a racially and socio-economically diverse student population and endeavor to recruit faculty and staff who are similarly diverse.

Budget

Complete the budget spreadsheet in the SCSF Grant Portal. (Sample provided.)

Budget Narrative

Provide a budget narrative that includes the following:

- An explanation for each proposed expenditure including amount of funds, justification for the expenditure, and description of each activity. The order of expenditures described in the budget narrative must correspond to the line-item sequence in the budget spreadsheet.
- Details about how the applicant school/network will maintain financial sustainability after the end of the subgrant period.

For New School and Replication Subgrants:

- Provide details on budgeted items during the Planning versus the Implementation period. The Planning period is up to 12 months prior to the school's opening, and the Implementation period starts on the day the school opens. See the Allowable Cost Guide.

Other Information Submitted via Upload to Grant Portal

1. Please upload the applicant school/network's recruitment and enrollment policy and procedures. The SCSF must approve the recruitment and enrollment policy. See the weighted lottery policy at the end of this RFA.

- a. If the school is proposing use of a weighted lottery, please include the weighted lottery policy. Consistent with section 4303(c)(3)(A) of the ESEA, a charter school may weight its lottery to give slightly better chances for admission to all or a subset of educationally disadvantaged students¹ if State law does not prohibit the use of weighted lotteries in favor of such students. Georgia law (O.C.G.A. § 20-2-2066(1)(a)(2015)) allows charter schools to give educationally disadvantaged students more weight in a charter school's lottery. A reasonable person must be able to conclude that any weight given to the subset of students is only slightly better than that given to other students. See the Weighted Lottery Policy attached to this RFA for more details.
- b. The enrollment policy must include details on any preferences allowed in the enrollment process. Georgia state law (O.C.G.A. § 20-2-2066) permits enrollment preferences in specified circumstances. Schools applying for a CSP subgrant are permitted to use the following enrollment preferences (20 U.S.C. 7221b(b)(3)(I) and 7221i(1)(E), (G), and (H)), which vary from those permitted by Georgia law:
 - i. Students who are enrolled in a public school at the time it is converted into a public charter school;
 - ii. Students who are eligible to attend, and are living in the attendance area of, a public school at the time it is converted into a public charter school;
 - iii. Siblings of students already admitted to or attending the same charter school;
 - iv. Children of a charter school's founders, teachers, and staff (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); and
 - v. Children of employees in a work-site charter school, (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).
2. Please upload the applicant school's retention and discipline policy.
3. Please upload the how the applicant school has/will meet the educational needs of all students, including children with disabilities and English learners. For replication and expansion applicants, upload the percentage of students with disabilities and English learners have been served over the last three (3) years by the applicant school.
4. Please upload the charter contract with the authorizer and/or other document that includes the performance measures agreed to by the authorizer and school.
5. Please upload the applicant school's transportation plan.
6. Please upload the following information about any relationships with a CMO/EMO, as applicable:
 - a. A document describing the roles and responsibilities of the applicant school/network, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners.
 - b. A copy or description of the CMO/EMO contract including the name and contact information of the management organization; the cost (i.e., fixed costs and estimates of any ongoing costs or fees), including the amount of CSP funds proposed to be used toward such cost, and the percentage such cost represents of the school's overall funding; the duration of the contract; roles and responsibilities of the management organization; and steps the applicant will take to ensure that it pays fair market value

¹ *Educationally disadvantaged student* means a student in one or more of the categories described in section 1115(c)(2) of the ESEA, which include children who are economically disadvantaged, children with disabilities, migrant students, English learners, neglected or delinquent students, homeless students, and students who are in foster care ([2022 Notice of Final Priorities](#)).

for any services or other items purchased or leased from the management organization, makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701.

- c. A description of any business or financial relationship between the charter school developer/founding group and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities that will be used by the charter school;
- d. 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);
- e. 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;
- f. 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; and
- g. A description of the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school, in accordance with section 4308 of the ESEA.

Additional Information for Replication & Expansion Applicants

1. Please describe how the applicant school meets the federal definition of "high-quality" as described under ESEA § 4310 (8). The applicant must demonstrate evidence of strong academic results, no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance. Include a narrative about how the applicant meets the definition and provide supplemental documentation. The evidence of a high-quality charter school must include one or more of the following:
 - a. State charter school has met expectations in all areas under the State Charter Schools Commission's Comprehensive Performance Framework (CPF) for at least three (3) of the four (4) previous years.
 - b. Locally-commissioned charter school has met authorizer expectations as described in the charter contract for academics and operations for at least three (3) of the four (4) previous years. The applicant must upload evidence of meeting authorizer standards, which may include copies of reports, screenshots of performance matrices, and/or a letter from the authorizer.
 - c. Locally-commissioned charter school has CCRPI metrics and/or Milestones results demonstrating high-quality academics for students. The SCSF must approve the evidence submitted and may request additional information.
2. Please verify that the applicant school has not received a subgrant under this CSP grant (through the SCSF) for a 5-year period unless the applicant can prove three (3) years of

improved educational results for enrolled students. Evidence of improved educational results may be uploaded.

3. Please upload the applicant school's approved budget and minutes for approving the budget (or link to minutes posted online).
4. Please upload policies for compliance with Georgia Open Meetings Act (O.C.G.A. § 50-14-1 et. Seq) and Open Records Act (O.C.G.A. § 50-18-70 et. seq) requirements. Provide links to the applicant school's website for meeting information and instructions for making open records requests.

Priorities (Optional)

1. Location: Provide details of the location or proposed location of the applicant school. Please include a map showing proximity to other charter schools, evidence of a rural designation, and/or other evidence to meet the definition of a priority community as described in Definitions.
2. High School: Indicate if the applicant school has been approved to offer high school (at least three grades or more in the high school grade band of 9-12) in the approved charter contract or amendment approving an expansion from the authorizer.
3. Collaboration with Local Districts: Please provide the following information regarding any proposed collaborations between district(s) and the charter school. (applicable for Implementation only):
 - a. Describe each member of the collaboration and whether the collaboration would be a new or existing commitment;
 - b. State the purpose and duration of the collaboration;
 - c. Describe the anticipated roles and responsibilities of each member of the collaboration;
 - d. Describe how the collaboration will benefit one or more members of the collaboration, including how it will benefit students or families affiliated with one or more members and lead to increased or improved educational opportunities for students, and meet specific and measurable, if applicable, goals;
 - e. Describe the resources members of the collaboration will contribute; and
 - f. Include any other relevant information.
 - g. Guarantee that within 120 days of receiving a subgrant award or within 120 days of the date the collaboration is scheduled to begin, whichever is later, subgrant recipient will provide evidence of participation in the collaboration (which may include, but is not required to include, an MOU).

Assurances (*for information only – use version on SCSF Grant Portal*)

All CSP Subgrant Applicants must agree to the requirements and conditions the subgrant and CSP program. The Board Chair should initial each statement below and sign and date at the conclusion of the document. A final grant application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances for the federal Charter School Program Grant.

1. ____ Application grant contact (charter school authorized representative) possesses the legal authority to apply for this grant on behalf of the school. If the grant contact is not the chair of the governing body (due to conflict of interest), a resolution or motion has been adopted by the applicant's governing body directing and authorizing the grant contact the delegated responsibility to act on their behalf to submit this application, including all understanding and assurances of certifications contained herein, to execute the grant, if approved, to comply with certifications, budget, and fiscal requirements, and act as the governing body's authorized official for the grant program. The grant contact has no conflict of interest with any party (employee, management organization, contractor, vendor, etc.) that has a financial interest in the grant award.
2. ____ The applicant school certifies that they understand an approved charter application and a signed charter contract are required to be eligible for an award.
3. ____ Applicant school agrees to annually provide the U.S. Secretary of Education and the State Charter Schools Foundation of Georgia such information as may be required to determine if the charter school is making satisfactory progress toward achieving objectives described in this application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).
4. ____ Applicant school agrees to participate in all CSP Subgrantee data reporting and evaluation activities as requested or required by the U.S. Department of Education, the State Charter Schools Foundation of Georgia, State Charter Schools Commission of Georgia, and Georgia Department of Education, including on-site and desktop monitoring conducted by the SCSF or SCSC, annual independent audits required by the state that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period. Audits must also be submitted to the authorizer for review.
5. ____ The applicant school assures that they have provided their authorizer with "adequate and timely notice" of this grant application (as required by ESEA §4310 (6)(B)).
6. ____ The applicant school per ESEA §4303 (f)(1)(C)(i)(II), certifies that the Charter Contract from the authorizer articulates that student achievement and growth, as measured by the state's School Performance Framework, is one of the most important factors for renewal or revocation of the school's charter contract, and that the authorizer reserves the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school, or if not included agree to amend the Charter Contract accordingly to include these before award monies are distributed. The applicant school will provide a copy of the charter contract, and the State Charter Schools Foundation of Georgia will review the contract to ensure that student achievement is one of the most important factors for renewal or revocation of the charter.
7. ____ The applicant school certifies that it will maintain a high degree of autonomy, consistent with the charter contract and the requirements of ESEA § 4310 (2) and ESEA § 4303 (f)(2)(A), including the school's autonomy over budget, operations, and personnel

decisions, and that they have sought, or will seek, all the appropriate automatic and non-automatic state waivers, and any necessary district waivers, to support the level of autonomy negotiated in their charter contract.

8. ____ The applicant school shall include important information on the website of the school, as required by ESEA § 4303 (f)(2)(G), to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to also provide annual performance, including the State Report card, and enrollment data for the student body and subgroups of students on its website.

Signature: _____xxx_____ Date: _____xxx_____

Name: _____xxx_____ Title: _____xxx_____

Charter School/Network: _____xxx_____

State Charter Schools Foundation of Georgia
2022 Charter School Program (CSP) State Entity (SE) Grant
Weighted Lottery Policy

- I. The State of Georgia permits charter schools to provide educationally disadvantaged students an increased chance of admission through a weighted lottery. See O.C.G.A. 20-02-2066(a)(1)(A).
- II. Educationally disadvantaged students are as follows:
 - a) Students with disabilities are students who qualify for IDEA services.
 - b) Migrant students are students younger than 22, who have not graduated from high school, and do not have a high school equivalency certificate. The student is also a migrant agricultural worker or has a parent, spouse, or guardian who is a migrant and has moved from one school district to another within the last 36 months to obtain agricultural work.
 - c) Limited English proficient students are students who qualify for English Language Learner services from the school.
 - d) Neglected and delinquent students are those who have been adjudicated delinquent or determined to be neglected by a juvenile court.
 - e) Homeless youth are defined by McKinney Vento. Homeless youth refers to youth who lack a fixed, regular, and adequate nighttime residence. This includes children who are sharing housing due to losing housing, economic hardship, or a similar reason; living in motels, hotels, or trailer parks due to a lack of alternative adequate accommodations; living in emergency or transitional shelters; abandoned in hospitals; or awaiting foster care placement. It also includes children who are living in cars, parks, public spaces, abandoned buildings, standard housing, bus or train stations, or similar settings.
 - f) Economically disadvantaged is a student whose family lives below the poverty line, qualifies for free or reduced lunch, or whose family qualifies for federal benefits including SNAP, TANF, WIC, Medicare, or PINS.
- III. A subgrantee of the 2022 Charter School Program State Entity (CSP) grant through the State Charter Schools Foundation of Georgia (“subgrantee”) must develop weighted lottery procedures and receive written approval of the procedures from the SCSF and its authorizer prior to implementation. The SCSF must approved the weighted lottery and any changes made to the weighted lottery during the CSP subgrant term. The SCSF may not approve all or part of the weighted lottery, in accordance with federal regulations, during the term of the CSP subgrant, even if the weighted lottery has been approved by the authorizer. The subgrantee must make the weighted lottery policy publicly available during the term of the subgrant. The procedures must:
 - a. Explain how use of a weighted lottery is part of a broader strategy that includes fulfillment of existing responsibilities related to outreach, recruitment, and retention of all students, including educationally disadvantaged students, and is within the scope and objectives of the subgrantee’s CSP grant;
 - b. Detail the subset of educationally disadvantaged students to which the weighted lottery will apply;

- c. Clarify that the weighted lottery is consistent 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, Americans with Disabilities Act of 1990, Section 444 of the General Education Provisions Act, and Part B of the Individuals with Disabilities Education Act;
- d. Reference the formula or criteria used to determine the weight;
- e. Ensure that the resulting weight provides the educationally disadvantaged subset of students with only a slightly better¹ chance of admission than other students;
- f. Describes the planned timeline and/or schedule for use of the weighted lottery; and
- g. Specifies whether there is a cap on the percentage of available seats that will be offered via a weight.

¹ A reasonable person must be able to conclude that any weight given to the subset of students is only slightly better than that given to other students.

Georgia Strategic Charter School Growth Initiative

Implementation Budget Categories
Cafeteria
Facility
Instruction
Library
Networking
Operations
Other
Playground/PE
Security
Planning Budget Categories
Personnel
Cafeteria
Facility
Instruction
Library
Networking
Operations
Other
Playground/PE
Security



Allowable Cost Guide for CSP Subgrants

Revised August 30, 2024

Item	Allowable During Planning	Allowable During Implementation	Not Allowable
Animals			X
Athletic Equipment & Uniforms			X
Books - Hard Copy & Digital (instruction, operations, library, etc.)	X*	X	
Building or Land Purchase or Facility Finance Expenses			X
Cafeteria Supplies & Equipment	X*	X	
Clothing			X
Communications (website, marketing, advertising, print materials - no promo items)	X	X	
Computers & Electronic Devices (instruction, administration, operations, library, etc.)	X*	X	
Construction			X
Consulting / Service Provider Fees - start-up only (not ongoing)	X	X	
Consumable Supplies			X
Debt Service or Collection			X
Employee Benefits			X
Equipment (instruction, operations, library, etc.)	X*	X	
Extracurricular Activities & Programs			X
Fencing/Landscaping			X
Field Trips			X
Food & Beverages			X
Fundraising Expenses			X
Furniture (instruction, administration, library, operations, cafeteria, etc.)	X*	X	
Gifts / Incentives / Awards			X
Installation Costs (equipment or technology)	X*	X	
Instructional Supplies (not consumable)	X*	X	
Insurance & Bond Premiums - start-up only (not ongoing)	X	X	
Lease Costs for Equipment / Supplies – start-up only (not ongoing)	X	X	
Lobbying Expenses			X
Ongoing Costs			X
Playground Equipment – cannot be permanently affixed	X*	X	
Professional Development & Conferences (including registration/fees, travel, school visits, etc.)	X	X	
Printers & Copiers (instruction, administration, operations, library, etc.)	X	X	
Promotional Items (including but not limited to shirts, pens, branded rugs, etc.)			X
Recurring Costs			X
Rent / Facility Payments (must have approval)	X		
Renovations / Facility Improvements (necessary items only, see note below)	X*	X	
Salary for Essential Employees (no benefits or payroll taxes)	X		
Security Supplies & Installation (see note below)	X*	X	
Software – start-up only (instruction, administration, operations, library, etc.)	X	X	
Student Transportation – start-up only (not ongoing)	X*	X	
Student Uniforms			X
Utility Costs			X

This list is intended to be a guide for subgrantees to identify allowable costs for CSP subgrant awards in Georgia. This is not an exhaustive list, and the State Charter Schools Foundation of Georgia will determine allowability through the budget approval and grant payment processes.

All expenditures using CSP funds must follow federal cost principles - allowable, allocable, reasonable, and necessary. Although an expenditure may be "allowable," the SCSF may not approve the expense if it does not meet the other principles. **Costs should be one-time, start-up expenses for the project being funded and not recurring costs.** Cost must supplement and not supplant existing funding, and items may not be "consumable." For questions, please email csp@scsc.georgia.gov.

Notes:

- Expenses marked with a * during the Planning Period may require evidence of approval of the school facility by the authorizer or approval from the authorizer for an on-time school opening prior to encumbrance of the expenditure.
- CSP funds may not be used for permanently-affixed equipment or property improvements. However, CSP funds may be used 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 funds may not be used for food or drinks, except for payment of a per diem according to GSA travel policies for pre-approved travel.
- CSP funds may not be used to purchase consumable items, which are items that have a one-time use and/or are disposable in nature.
- CSP subgrantees must consult with the SCSF prior to using CSP funds for any property fixtures (including but not limited to renovations, facility repairs, security installations, etc.).
- CSP subgrantees must establish federal grant procurement and purchasing policies and procedures in accordance with federal regulations, which shall include clear policies and procedures for seeking competitive bids and documenting approval for purchases prior funds being expended.
- Any contract without an end date will be considered an ongoing cost and, therefore, not allowable.
- Equipment (any item \$5,000 or more) must be removable and not permanently affixed to the facility.
- Supplies (any item under \$5,000) may be purchased in any category but may not be consumable in nature.
- Professional development and conferences must be related to grant goals. Subgrantees must adhere to federal GSA Travel Policies and per diem rates when using CSP funds, regardless of local travel policies. Subgrantees must provide an agenda and attendee list for each professional development opportunity and certify that no closer / less expensive opportunities were available and/or the reason for selecting an in-person opportunity over a virtual option.