



**NEW JERSEY  
PUBLIC CHARTER SCHOOLS  
ASSOCIATION**

New Jersey Public Charter School Association  
(NJPCSA) Charter School Program (CSP) Request for  
Application (RFA)

**"NJPCSA Competitive Subgrant Application 2024:  
Round VI"**

**RFA Number: RFA2024006**

Applications Due By:  
**October 30, 2024, 5:00 PM ET**

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# Grant Information

## A. Background and Purpose of the Grant

Under the FY 2020 Charter Schools Program (CSP) State Entities Competition, the U.S. Department of Education (Department) awarded grants to eight states. Authorized under the Every Student Succeeds Act (ESSA) (20 U.S.C. §§ 7221-7221j), the CSP State Entities Program is a competitive grant program that enables State entities to award subgrants to eligible applicants in their State. The program’s purpose is to “expand opportunities for all students, particularly traditionally underserved students, to attend charter schools and meet challenging State academic standards; provide financial assistance for the planning, program design, and initial implementation of public charter schools; increase the number of high-quality charter schools available to students across the United States; evaluate the impact of charter schools on student achievement, families, and communities; share best practices between charter schools and other public schools; encourage States to provide facilities support to charter schools; and support efforts to strengthen the charter school authorizing process.”

On September 30, 2020, the New Jersey Public Charter Schools Association (NJPCSA) was awarded a competitive five-year CSP grant to administer a subgrant program that will pursue the following two overarching objectives:

- (1) Increase the number of high-quality charter schools statewide; and
- (2) Increase the overall quality of NJ’s charter school sector.

CSP grants awarded by NJPCSA through its New Jersey CSP Grant program are federally funded under the US Department of Education CSP State Entities Grant (CFDA number 84.282A) and are subject to the availability of funds through the CSP. Additional federal guidance and related documents are available at the Office of Elementary and Secondary Education webpage for [“Expanding Opportunities through Quality Charter School Programs \(CSP\) Grants to State Entities.”](#)

In carrying out these objectives, New Jersey Public Charter Schools Association will provide subgrants to qualified charter school developers to provide financial support for the initial implementation of opening, expanding, or replicating a public charter school.

## B. Key Information and Dates

In the key information and dates Table 1, potential applicants can find a summary of information to help prepare a subgrant application. Please do not hesitate to contact NJPCSA at [csp@njcharters.org](mailto:csp@njcharters.org) with any questions you may have about the CSP grant process.

**Table 1. Key Information and Dates**

Activity	Information
Request for Applications Title	NJPCSA Competitive Subgrant Application 2024
RFA Number	RFA2024006
RFA Issuing Office	New Jersey Public Charter Schools Association
Contract Administrator	Olivia Tremble, <a href="mailto:csp@njcharters.org">csp@njcharters.org</a>
Proposal Submission Portal	Survey Monkey Apply
Subgrant Application Available	September 10, 2024

Activity	Information
Application Package	<a href="https://njpcsasmapply.io/prog/">https://njpcsasmapply.io/prog/</a>
Pre-Proposal Support Webinar	September 5, 2024; 1:00-2:00 PM (link to be posted on CSP webpage)
CSP Budget Support Webinar	October 3, 2024; 11:00AM-12:00 PM (link to be posted on CSP webpage)
Subgrant Application Due	October 30, 2024 by 5:00 PM ET
Interviews	January 7, 8, & 9, 2025
Subgrant Awards Announced	By January 17, 2025

**C. Size and Duration of Subgrants**

NJPCSA may award subgrants to new charter schools, replicating charter schools, and schools that are expanding for a period of up to 42 months inclusive of planning and implementation periods. Expansion can include schools that began growing in Fall 2024 (without a planning period) or 2025 (with a planning period). The **planning period** may be no longer than 18 months. The **implementation period** may be no longer than 24 months. Through a competitive process, all subgrantees will be eligible to be awarded up to \$1,500,000. The base award is up to \$1,000,000. Subgrantees are eligible to be awarded up to two additional \$250,000 escalators based on satisfaction of absolute and proportional enrollment targets set forth in Table 2. All final award amounts will be determined at the conclusion of the awards process and verified after enrollment.

**Table 2. Subgrant Award Amount Breakdown**

Target	Amount	Timing
Base Award	Up to \$1,000,000	Upon approval of application
School is located in a QOZ or Abbott District or draws at least 40% of its student population from neighboring QOZ	\$250,000	<b>After first</b> verified October enrollment count
At least 60% of school’s students are economically disadvantaged*	\$250,000	<b>After first</b> verified October enrollment count

\*Low-income students are students eligible for free or reduced lunch, identified as “economically disadvantaged.”

**D. Eligibility**

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

1. Meet a) the federal definition of a charter school; and b) the federal definition of a developer;

2. Have applied for authorization from the New Jersey Department of Education (NJDOE), the authorized public chartering agency, to open, expand<sup>1</sup>, or replicate a high-quality charter school<sup>2</sup>;
3. Have provided adequate and timely notification to that authority that the school is applying to the NJPCSA Charter Schools Program subgrant;
4. Completed a Board Chair signed Statement of Assurances;
5. Replications and expansions meet one of the NJPCSA criteria of a “high-quality charter school” below:
  - a. **Performance:** One year of Aggregate Math and ELA scores exceeds state average of students meeting levels 3, 4 or 5 as measured by New Jersey Student Learning Assessment administered in Spring 2023; **OR**
  - b. **Performance:** One year of Aggregate Math and ELA scores outperform the district average by at least 10 percentage points as measured by the percentage of students meeting levels 3, 4, and 5 on the New Jersey Student Learning Assessment administered in Spring 2023 ; **OR**
  - c. **Performance:** One year of Aggregate Math and ELA scores exceeds state average of students meeting levels 2 or 3 as measured by New Jersey Start Strong assessment administered in Fall 2023; **OR**
  - d. **Performance:** One year of Aggregate Math and ELA scores outperform the district average by at least 10 percentage points as measured by the percentage of students meeting levels 2 or 3 on the New Jersey Start Strong assessment administered in Fall 2023; **OR**
  - e. **Graduation Rates and College Readiness:** Graduation rate that is above the district average by at least 10 percentage points AND the percentage of students utilizing graduation pathways 1 or 2 is at least 10 percentage points above the district percentage of students utilizing graduation pathways 1 or 2.
6. Replications and expansions meet the federal definition of a “high-quality charter school” as described under ESEA § 4310 (8).
7. Applicants must not have received a subgrant under this program for a 5-year period unless it can prove 3 years of improved educational results for enrolled students as specified under ESEA § 4303. (2) SUBGRANTS. An eligible applicant may not receive more than 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 subgrants must be used to support new activities.

## E. Definitions

1. CHARTER SCHOOL. ESEA § 4310 (2) –The term “charter school” means a public school that, 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;
  - a. 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;

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<sup>1</sup> Significant expansion is required to be eligible for this grant. Significant expansion is defined as adding at least 100 students or 15% of a school’s total enrollment.

<sup>2</sup> Moving buildings does not qualify as adding a campus for replication or expansion.

- b. 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;
  - c. Provides a program of elementary or secondary education, or both;
  - d. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
  - e. Does not charge tuition;
  - f. 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;
  - g. Is a school to which parents choose to send their children, and that:
    - i. admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
    - 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);
  - h. 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;
  - i. Meets all applicable Federal, State, and local health and safety requirements;
  - j. Operates in accordance with State law;
  - k. 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
  - l. 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.<sup>3</sup>
  5. 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;

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<sup>3</sup> Moving buildings does not qualify as adding a campus for replication or expansion.

- 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.
6. HIGH-QUALITY CHARTER SCHOOL. NJPCSA
- a. **Performance:** One year of Aggregate Math and ELA scores exceeds state average of students meeting levels 3, 4 or 5 as measured by New Jersey Student Learning Assessment administered in Spring 2023; **OR**
  - b. **Performance:** One year of Aggregate Math and ELA scores outperform the district average by at least 10 percentage points as measured by the percentage of students meeting levels 3, 4, and 5 on the New Jersey Student Learning Assessment administered in Spring 2023 ; **OR**
  - c. **Performance:** One year of Aggregate Math and ELA scores exceeds state average of students meeting levels 2 or 3 as measured by New Jersey Start Strong assessment administered in Fall 2023; **OR**
  - d. **Performance:** One year of Aggregate Math and ELA scores outperform the district average by at least 10 percentage points as measured by the percentage of students meeting levels 2 or 3 on the New Jersey Start Strong assessment administered in Fall 2023; **OR**
  - e. **Graduation Rates and College Readiness:** Graduation rate that is above the district average by at least 10 percentage points AND the percentage of students utilizing graduation pathways 1 or 2 is at least 10 percentage points above the district percentage of students utilizing graduation pathways 1 or 2.

## F. Permissible 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 subgrant, necessary to complete grant objectives, supported with justification for reimbursement, and aligned with state and federal law. Required justification may require upfront planning and tracking and should be addressed prior to spending any approved funds.

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 § 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.

Unallowable Costs include:

1. Facility construction, renovation, or other capital improvement costs, except as described above in the allowable activities section.
2. Any recurring costs, such as lease payments, or utilities incurred after the first 18 months of the award.
3. Utilities and other facility operating expenses on or after the first day of school.
4. Grant oversight expenses.
5. Non-educational/non-informative promotional/novelty items for advertising, events, or recruiting.
6. Gift certificates, alcoholic beverages, school apparel for staff or students, fines and penalties, lobbying.
7. Student activities.
8. Professional dues or memberships.
9. Employee hiring/recruitment expenses such as a placement firm or travel for prospective employees.
10. Salaries or related fringe benefits after the school opens for essential staff such as the school principal, financial manager, etc.
11. Costs of continuing education credits for professional development coursework.
12. Out-of-state travel, unless it can be demonstrated that the goal of the travel is directly related to startup activity and cannot be accomplished in-state (no out-of-country travel is permitted).
13. Expenses outside the scope of the school's charter or K-12 education, i.e., before/after school programs and preschool, activities related to the non-profit organization but not the charter school, etc.
14. Funding cannot be redirected for other uses (e.g., traditional public schools that are not charters).

This list is not inclusive but is presented to show typical items that cannot be covered with grant funds. Additional resources for federal guidance pertaining to allowable costs under the CSP program are shown below:

- [Uniform Guidance](#)
- [CSP ESSA Flexibilities FAQ document](#)



## G. Application Submission Instructions

Submit the application according to the timeline in Table 1. Applicants will receive access to the application package from the link in Table 1.

1. All applicants will be required to complete a Letter of Intent (LOI) to apply using the NJPCSA application portal prior to gaining access to the full application. Applicants should allow up to 5 business days for NJPCSA review of the LOI and verification of eligibility before they are approved to receive access to the full application.
2. NJPCSA will provide a pre-application technical assistance webinar for prospective applicants, which will be recorded and available for viewing. This webinar will be held on **September 5, 2024 at 12:30pm ET**. All applicants are encouraged to attend. See Table 1 above for dates and times.
3. All narrative and cover sheet answers must be submitted in the application portal outlined in Table 1. Attachments uploaded must be standard letter size using 12-point font in Times New Roman, double-spaced, and one-inch margins. Applicants should be succinct in their responses.

## H. Application Processing, and Scoring

1. Subgrant applications are reviewed and scored by three members of a Peer Review Committee composed of national experts in charter school operation, authorization, law, governance, and parent engagement. To receive a subgrant, applicants must (a) earn at least 80% of the available points on the scoring rubric; and (b) be among the most highly rated applicants during a subgrant cycle given the finite number of awards NJPCSA expects to make. Criteria for each question and the scoring rubric is available in the application package.
2. Each section of the application identifies the elements that must be present. Table 4 shows the points possible for each section and type of application. There are two types of points: base and competitive preference. For new schools, applicants must earn a total score of at least 74 to meet minimum eligibility requirements. Replicators and expanders must earn a total score of at least 80 points to meet minimum eligibility requirements.

**Table 4. Points Possible on Application**

Application Point Breakdown	
Competitive Preference Priorities (CPP)	Possible 12
Educating At-Risk Student Populations <ul style="list-style-type: none"> <li>• Implementing a weighted lottery to give increased chances for low-income students, students with disabilities, English learners, or other at-risk populations to get a seat. 2 pts</li> <li>• Serving a student population with at least 70% eligible for Free and Reduced Lunch. 4 pts</li> </ul>	Up to 6
Providing Services to High School Students	0 <u>or</u> 2
Providing Services to Rural Communities	0 <u>or</u> 2
Serving a Diverse Student Population <ul style="list-style-type: none"> <li>• Defined as low-income students making up 30-70% of the student body and no one race or ethnicity constituting more than 70% of the school.</li> </ul>	0 <u>or</u> 2

Elements	Base Points Possible
<b>1. Plan for Serving Student Needs</b>	<b>40</b>
1.1. Educational Model	12
1.2. Access and Equity	12
1.3. Roles, Responsibilities, and Organization Structure	6
1.4. Human Capital Capacity	10
<b>2. Families and Communities</b>	<b>20</b>
2.1. Demonstration of Demand	10
2.2. Evidence of Family and Community Engagement	10
<b>3. Financial Plan</b>	<b>22</b>
3.1. Financial Management Plan	10
3.2. Plan for Financial Sustainability	12
<b>4. Subgroup Performance (replication and expansion only)</b>	<b>8</b>
4.1. Subgroup Performance Data	8
<b>5. Overall Alignment and Viability</b>	<b>10</b>
5.1 Overall Alignment and Viability of Applicant	10
<b>Total Points Possible New Charters (Base 92 + Competitive Preference 12)</b>	<b>104</b>
<b>Total Points Possible Replicators and Expanders (Base 100 + Competitive Preference 12)</b>	<b>112</b>

## I. Technical Assistance, Evaluation, Reporting

Subgrantees are required to attend technical assistance sessions and participate in designated activities for the grant award and during the grant period. The sessions are tailored to the needs of each school and designed to enhance each school's ability to fulfill its mission and satisfy the objectives of the NJPCSA grant program. Subgrantees are required to participate fully in the external evaluation of the NJPCSA grant program.

1. The NJPCSA CSP team will host mandatory grant management webinars for subgrant recipients after award announcements. Grant funds will be available soon after completion of mandatory grant management webinars with an eligible expenditure date as early as November 1, 2024.
2. All sub-recipients will be **REQUIRED** to participate in or provide evidence of recent, within the last three years, and aligned process\* of the following:
  - a. A three-to-five-year strategic plan incorporating qualitative and quantitative school data analysis, stakeholder input, and a review of program implementation to develop a strategy that includes goals, objectives, metrics, and a plan for monitoring and tracking.
  - b. The timeline for completion of the strategic planning requirement is by the completion of implementation year 1.

\*This activity may be funded out of your CSP budget as it is considered an allowable expense. An RFP for posting to hire a provider(s) for this process will be provided upon award orientation for those applicants receiving a subgrant.

3. Technical assistance for subgrantees will include capacity-building activities focused on both grant management and school operation. The NJPCSA CSP team will target training to subgrantees' needs as stated in their subgrant applications, identified in the organizational assessment and strategic planning, and as observed during routine and enhanced monitoring. Potential technical assistance areas include:

- a. Meeting the needs of all students, particularly those in designated ESSA subgroups and those in danger of disengaging from school;
  - b. Student recruitment and retention, including strategies to promote inclusion;
  - c. Participation in federal programs and receipt of federal funds;
  - d. Replication and expansion;
  - e. Instructional leadership and school operation;
  - f. Promoting implementation of equity and inclusive practices, strengthening overall school culture, and improving learning environments for students and teaching climates for educators;
  - g. Meeting educational needs of students with disabilities; and
  - h. Maximizing the flexibility provided under law.
4. The external evaluation will be ongoing throughout the grant period and subgrantees agree to fully participate in and support these necessary activities. The external evaluation team will collect and analyze data as necessary for the evaluation and in a manner which assures safety, security, and anonymity of all subjects and data. Subgrantees will provide the external evaluation team with data and access requested in a timely manner which may include, but is not limited to:
    - a. Student academic and other outcome data
    - b. Staff data
    - c. Access to individuals necessary for interviews or focus groups
    - d. Staff time as necessary for survey completion
    - e. Access to the school site for planned observations
  5. Dissemination of best practice strengthens the NJPCSA CSP subgrantees. As such, subgrantees agree to make a good faith effort to participate in all reasonable requests by NJPCSA to share and disseminate best practices. Such participation may include posting resources online via the NJPCSA website, serving on discussion panels, or providing informational sessions at a convening, and more.
  6. Monitoring from the NJPCSA CSP team will be ongoing throughout the grant period and grantees agree to fully participate in and support these necessary activities.
    - a. Desk monitoring and scheduled on-site visitations will occur to ensure subgrantees are meeting benchmark goals. Further, the NJPCSA CSP team will be responsible for evaluating subgrantees to ensure that they adhere to federal rules and regulations.
    - b. The NJPSCA CSP team will conduct at least quarterly reviews, which will include a full review of all available data concerning academic, operational, and fiscal performance. A site visit beginning in the implementation period of the grant will be conducted. Attendance at board of trustees meetings is also a potential form of monitoring.
    - c. Additional monitoring activities to be performed by the NJPCSA CSP team include:
      - i. Collect, review, and approve each CSP subgrant budget;
      - ii. Review subgrantee spending reports and compile a running report of all CSP expenditures;
      - iii. Conduct at least quarterly fiscal and programmatic desk reviews;
      - iv. Monitor for timely drawdown of subgrant funds and compliance concerning allowable uses of funding;
      - v. Provide input and review materials prior to submission for all authorizer hearings concerning finance; and
      - vi. Receive and review budget revisions as requested, along with other duties.
    - d. The NJPCSA CSP team will also implement a plan and procedure to identify and notify subgrantees of compliance issues related to their CSP subgrant in order

to impose any necessary conditions and corrective actions in a timely fashion, and to tailor technical assistance to the specific needs of subgrantees.

- e. Table 5 provides an overview of the standard monitoring and reporting activities conducted by the NJPCSA CSP team during each respective phase of a subgrant. When higher risk events within the charter school are identified, frequency of monitoring activities will increase:

**Table 5. Monitoring and Reporting Activities Schedule**

<b>Subgrant Phase</b>	<b>Monitoring Activities</b>	<b>Frequency</b>
<b>Planning Phase (Up to 18 months)</b>	Technical assistance sessions	As needed
	Desk review fiscal and programmatic	Quarterly
	Expenditures and reimbursements	Monthly/Quarterly
	Annual performance reports	Yearly
	Verification of Federal Single Audit	Yearly
<b>Implementation Phase (Up to 24 months)</b>	Technical assistance sessions	As needed
	Desk review fiscal and programmatic	Minimum twice
	Expenditures and reimbursements	Monthly/Quarterly
	Attendance of board meeting	Minimum once
	Implementation site visit	Minimum Once
	Annual performance reports	Yearly
	Verification of Federal Single Audit	Yearly
<b>Closeout</b>	Grant final reports	At closeout

- 7. The privacy of student Personally Identifiable Information (PII) collected, used, shared, and stored is a priority of NJPCSA. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with state and federal law.

## Grant Application

Applicants must submit the following information according to the application package in Exhibit A

### **J. Letter of Intent and Eligibility Check**

Prior to receiving access to the full application, applicants must submit a Letter of Intent which includes an eligibility questionnaire as well as the following documentation related to eligibility:

- Enrollment Chart
- High Quality Eligibility Data

Review of the Letter of Intent could take up to 5 business days. Access to the full application will not be received until the Letter of Intent is reviewed.

### **K. Executive Summary**

Recipients must complete an executive summary in the application portal which includes the following:

- i. General information about the school including address and contacts, applicant type, NCES IDs, DUNS number, areas of focus, board type, authorizer, management organization (if applicable), expansion years and grades, demographics, and enrollment.
- ii. CSP subgrant goals aligned to NJPCSA's CSP grant goals.
- iii. CSP Budget and Narrative using the provided template in the portal to describe proposed expenditures up to \$1.5 million and the rationale. (see section F "Permissible Activities" for details on allowability.)  
\*A finalized budget will be prepared with the CSP team should the applicant receive an award. A budget will be approved in three stages, planning and implementation year 1 and 2; the proposed Year 1 budget expenditures will be approved for no more than \$750,000 in proposed expenditures. Expenses in the initial budget period can include expenses beginning as soon as November 1, 2024.
- iv. Competitive Preference Points checklist and evidence.
- v. Other Eligibility Attachments

### **L. Application Narrative**

Applicants must respond to each applicable question. Some questions ask for a required attachment, which is submitted in a separate file. The application narrative is composed of an Executive Summary, which includes Competitive Preference Points, and five scored sections:

- I. Plan for Serving Student Needs
- II. Families and Communities
- III. Financial Plan
- IV. Subgroup Performance
- V. Overall Alignment and Viability

### **M. References and Additional Guidance**

Additional information and guidance on budgeting, budget revision, and allowable expenses will be provided during pre-proposal webinars.

Applicants should also be aware of the following relevant provisions: 2 CFR Part 200 Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards and Nonregulatory Guidance Student Support and Academic Achievement Programs.

Applicants should be aware that if you spend over \$750,000 of Federal funds in one fiscal year, you will be required to hire a CPA firm to complete a “Single Audit” of your Federal funds. See reference on [Single Audit requirements](#).

## **N. Required Narrative Attachments**

The following attachments are required as part of the grant application package:

### Executive Summary

- NJDOE Letter of Authorization Approving Weighted Lottery Process for low-income students, students with disabilities, English learners, or other at-risk populations
- Board Chair Signed Program Assurances
- NJDOE Authorization or Proof of Application
- Proof of Notification to Authorizer of Application to CSP Competition
- School Nonprofit Designation
- CSP Budget and Narrative

### Narrative Sections

- **Attachment 1:** Board Approved Enrollment and Lottery Policy (replication and expansion only)
- **Attachment 2:** Organizational Chart
- **Attachment 3:** Resumes for Board Members and Leadership Team and SBA Credentials
- **Attachment 4:** Board Approved Financial Policies and Standard Operation Procedures (replication and expansion only)
- **Attachment 5:** Replication and expansion schools must provide the 2024 March 30<sup>th</sup> annual budget submitted to NJDOE. New schools must provide the Phase II Application Budget.

## Exhibit A: Application Package



**NEW JERSEY  
PUBLIC CHARTER SCHOOLS  
ASSOCIATION**

**New Jersey Public Charter School Association  
Charter School Program Competitive Subgrant  
Application 2024**

**Application Package**

# NJPCSA Charter Schools Program (CSP) Subgrant Application

To be completed on NJPCSA's online portal: <https://njpcsa.smapply.io/prog/>

## Letter of Intent

Attachments Referenced in the LOI:

Enrollment Chart

High Quality Eligibility Data

## Application

**Executive Summary (including Competitive Preference Points)**

**Section 1:** Plan for Serving Student Needs

**Section 2:** Families and Communities

**Section 3:** Financial Plan

**Section 4:** Subgroup Performance

**Section 5:** Overall Alignment and Viability

## Attachments Referenced in Application:

Executive Summary and Competitive Preference Points

- NJDOE Letter of Authorization Approving Weighted Lottery Process for low-income students, students with disabilities, English learners, or other at-risk populations
- Board Chair Signed Program Assurances
- NJDOE Authorization or Proof of Application
- Proof of Notification to Authorizer of Application to CSP Competition
- School Nonprofit Designation
- CSP Budget and Narrative

## Narrative Sections

- **Attachment 1:** Board Approved Enrollment and Lottery Policy (replication and expansion only)
- **Attachment 2:** Organizational Chart
- **Attachment 3:** Resumes for Board Members and Leadership Team and SBA Credentials
- **Attachment 4:** Board Approved Financial Policies and Standard Operation Procedures (replication and expansion only)
- **Attachment 5:** Replication and expansion schools must provide the 2024 March 30<sup>th</sup> annual budget submitted to NJDOE. New schools must provide the Phase II Application Budget.



## Section 1. Plan for Serving Student Needs

### 1.1 Educational Model (12 points)

- Describe the school's educational model including data or research supporting the model.
- Describe the school's mission and overall school goals and provide a brief description of the school's key design elements and critical drivers of success.
- Describe the school's student population and how the educational model utilizes the autonomies and flexibilities granted to charter schools (per the definition of a charter school) to meet the unique needs of the school's student population.

### 1.1 Educational Model

<p>The applicant describes the school's educational model and provides clear, research-based evidence supporting the model. The mission statement and goals are aligned. Key design elements and critical drivers of success in executing the design are identified. The proposed student population, inclusive of demographics is described, as well the autonomies and flexibilities as appropriate for the educational model.</p>			
<p>The applicant meets all requirements of the standard including a thorough description of the following:</p> <ul style="list-style-type: none"> <li>• A research-based educational model.</li> <li>• Mission statement and aligned goals.</li> <li>• Key design elements and critical drivers of success aligned to goals.</li> <li>• Student population inclusive of demographics and educational background.</li> <li>• Autonomies and flexibilities as appropriate for the educational model.</li> </ul>	<p>The applicant meets the majority of the requirements of the standard but lacks description and/or evidence of alignment.</p>	<p>The applicant does not meet the majority of the requirements of the standard. Insufficient description to assess alignment.</p>	<p>The applicant does not address the standard.</p>
12	10	5	0

### 1.2 Access and Equity (12 points)

- Describe the school's approach to achieving or sustaining equitable access, including retention and discipline practices. Explain how the school will ensure the reduction of inequitable discipline practices.
- Describe the school's plan for student recruitment and enrollment that will provide equal access to all interested students and parents (including homeless, foster, and other educationally disadvantaged students).
- Describe how the school plans to meet the transportation needs of its current and/or projected student population.
- Describe the steps the school takes or will take to identify students who qualify for Special Education, English Learner, Gifted and Talented, and Remedial services.
- Describe the Special Educational, English Learner, Gifted and Talented, and Remedial programs and range of services the school provides for identified students.

Include as Attachment 1 the school's Board Approved Enrollment and Lottery Policy (replication and expansion only).

### 1.2 Access and Equity

**The applicant describes a comprehensive approach to achieving or sustaining equitable access, which may include practices around discipline, retention, enrollment/recruitment, transportation, etc. The applicant describes a comprehensive understanding and approach to serving at-risk and special populations which includes practices around recruitment, identification, and comprehensive academic services.**

<p>The applicant comprehensively addresses all requirements of the standard including a thorough description of the following:</p> <ul style="list-style-type: none"> <li>• Plan for equitable access, inclusive of discipline, enrollment/recruitment practices, and transportation.</li> <li>• Plan for the identification of special populations of students.</li> <li>• Description of infrastructure for providing services and supports to all special populations of students in alignment with the educational model.</li> </ul>	<p>The applicant meets the majority of the requirements of the standard, but the plan lacks specificity and/or evidence.</p>	<p>The applicant does not meet the majority of the requirements of the standard and lacks specificity and/or evidence.</p>	<p>The applicant does not address the standard.</p>
12	10	5	0

### 1.3 Roles, Responsibilities, and Organizational Structure (6 points)

Describe the school's organizational structure, the roles and responsibilities of key personnel, and how both support the implementation of the educational model. Be sure to include the following in your response:

- Process and system for decision-making, including opportunities for shared decision-making;
- Process and system for evaluating school leaders;
- Process and system for staff professional development inclusive of board, leadership, instructional and non-instructional staff, and specific professional development for new teachers/staff and new-to-the-school teachers/staff;
- Process and system for evaluating, mentoring, and coaching teachers; and
- Administrative and contractual roles and responsibilities of any partner organizations. If contracting with a charter management organization, describe key services provided by the CMO including information on who employs the school leader, teachers, and staff, the process for the evaluation of employees, the process for review of CMO contract obligations, and oversight responsibilities related to the CSP grant.

Include as Attachment 2 the Organizational Chart including the board of trustees, lead person, charter management organization, staff, and external partners.

### 1.3 Roles, Responsibilities, and Organizational Structure

The applicant demonstrates a thorough plan for the implementation of the educational model. A comprehensive staff development and evaluation strategy is provided. The plan clearly articulates the roles and responsibilities for all current and proposed staff, the board, and partner organizations.

<p>The applicant comprehensively addresses all requirements of the standard including a thorough description of the following:</p> <ul style="list-style-type: none"> <li>• Clarity in decision-making processes, including shared-decision making.</li> <li>• Authority is addressed and inclusive of board and school personnel collaboration.</li> <li>• Plan and tools for professional development for board, leadership, instructional, non-instructional staff, new teachers/staff, and new-to-the-school teachers/staff.</li> <li>• Staff evaluation, mentoring, and coaching are</li> </ul>	<p>The applicant meets the majority of the requirements of the standard, but the plan lacks specificity and/or evidence. The plan includes a description of the intentional alignment to the educational model.</p>	<p>The applicant does not meet the majority of the requirements of the standard. Description of strategies lack specificity and/or alignment to the educational model.</p>	<p>The applicant does not address the standard.</p>
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grounded in evidence. <ul style="list-style-type: none"> <li>Roles and responsibilities of partner organizations, such as the management organization, are identified and described in adequate specificity in alignment with the educational model.</li> </ul>			
<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>

**1.4 Human Capital Capacity (10 points)**

- Explain how the school’s proposed organizational structure from Attachment 2 ensures adequate capacity to implement governance, leadership, academic, and operational responsibilities.
- Describe the current team’s collective and individual qualifications/credentials related to governance, leadership, academics, and operations.
- Describe the school’s plan for recruitment and retention of high-quality teachers and other key staff.
- Describe the leadership team’s model for goal setting and performance management of academics and operations.

Include as Attachment 3, resumes for board members, resumes for all members of the leadership team, and credentialing information for the school’s SBA.

**1.4 Human Capital Capacity**

<p>The applicant demonstrates the capacity necessary to effectively implement governance, the educational model, and operations. Required capacity is demonstrated in the areas of governance, school leadership, academics, and operations; plan for recruiting and retaining staff is clearly articulated; and the leadership model demonstrates a plan that adequately monitors academic and operational performance.</p>			
<p>The applicant comprehensively addresses all requirements of the standard including a thorough description of the following:</p> <ul style="list-style-type: none"> <li>Staffing model and capacity needs are clearly articulated, aligned to the educational model, and operations.</li> <li>The school’s current leadership, administration, and</li> </ul>	<p>The applicant meets the majority of the requirements of the standard, but the plan lacks specificity and/or evidence. The plan includes a description of the intentional alignment to the educational model.</p>	<p>The applicant does not meet the majority of the requirements of the standard. Description of strategies lack specificity and/or alignment to the educational model.</p>	<p>The applicant does not address the standard.</p>

board members' qualifications/credentials. <ul style="list-style-type: none"> <li>Plan for the recruitment and retention of high-quality teachers and other key staff.</li> <li>Leadership model for goal setting and performance tracking of academics and operations.</li> </ul>			
10	8	5	0

**Section 2. Families and Communities**

<b>2.1 Demonstration of Demand (10 points)</b>
<ul style="list-style-type: none"> <li>Describe the process and strategies for soliciting, receiving, and utilizing feedback from families and community members on the implementation and operation of the educational model.</li> <li>Describe how the educational model is aligned to community demand, as supported by data and/or other evidence.</li> </ul>

**2.1 Demonstration of Demand**

<p>The applicant demonstrates a process for soliciting, receiving, and utilizing feedback from families, community members, and other stakeholders on the implementation and operation of the educational model. Specific strategies for engaging with families and community members are described. The school's model is grounded in data and speaks to community demand as supported by evidence.</p>			
<p>The applicant comprehensively addresses all requirements of the standard including a thorough description of the following:</p> <ul style="list-style-type: none"> <li>Specific strategies for soliciting, receiving, and utilizing feedback from families, community members, and other stakeholders.</li> <li>Demonstrated ties between core elements of the educational model and community</li> </ul>	<p>The applicant meets the majority of the requirements of the standard, but the plan lacks specificity and/or evidence.</p>	<p>The applicant does not meet the majority of the requirements of the standard.</p>	<p>The applicant does not address the standard.</p>

demand grounded in data. • Evidence of community demand is grounded in data and/or other evidence.			
<b>10</b>	<b>8</b>	<b>5</b>	<b>0</b>

**2.2 Evidence of Family and Community Engagement (10 points)**

Explain how the school promotes or will promote opportunities for family engagement and input on the implementation and operation of the charter school. Be sure to include:

- Specific examples and evidence of how plans have been realized (if applicable); and
- Strategies and goals for improving the school’s partnerships with families.

Describe the various partnerships the school has developed or will develop with educational institutions and/or community organizations. Be sure to include:

- How these relationships promote and help achieve measures of student success;
- How they align with the school’s educational model; and
- Strategies and goals to improve the school’s partnerships with the community.

**2.2 Evidence of Family and Community Engagement**

<p>The applicant demonstrates an ongoing plan—with specific strategies—for family and community engagement. Strategies of engagement are aligned to the educational model and measures of student success.</p>			
The applicant comprehensively addresses all requirements of the standard including a thorough description of the following: <ul style="list-style-type: none"> <li>• Strategies and goals for improving family and community engagement.</li> <li>• Alignment between community partners, educational model, and measures of student success.</li> </ul>	The applicant meets the majority of the requirements of the standard, but the plan lacks specificity. The plan includes a description of the intentional alignment to the educational model and ties to student success.	The applicant does not meet the majority of the requirements of the standard. Description of strategies lack specificity and/or alignment to the educational model.	The applicant does not address the standard.
<b>10</b>	<b>8</b>	<b>5</b>	<b>0</b>

## Section 3. Financial Plan

### 3.1 Financial Management Plan (10 points)

Explain how the school will manage subgrant funds during the term of the subgrant:

- Identify regular monitoring of actual versus projected expenses;
- Identify a plan for addressing variances in a timely manner, including variances in expected enrollment;
- Include a plan for timely and consistent requests for reimbursement and reporting; and
- Describe the process and related timelines for communication between leadership and the board related to the grant, as well as for board oversight of grant expenditures aligned with school policy.

Include as Attachment 4 the School's Board Approved Financial Policies and Standard Operating Procedures. These policies and procedures should include, at a minimum, Conflicts of Interest, Inventory and Asset Management, and Procurement, but please upload all financial policies and standard operating procedures available (replication and expansion only\*).

\*New schools should be prepared to present these prior to funds release if awarded a grant.

### 3.1 Financial Management Plan

**The applicant demonstrates the capacity and systems for clear monitoring and oversight of the subgrant including goals for the use of the funds aligned to the educational model. A plan for timely financial tracking, allocation, and reporting is provided and compliant with all state and federal requirements. Strong communication protocols are in place between the board, school administration, and management company, if applicable, to review financial performance and plan for variances or unexpected needs.**

<p>The applicant comprehensively addresses all requirements of the standard including a thorough description of the following:</p> <ul style="list-style-type: none"> <li>• Protocols for timely and responsive financial monitoring, as well as review of financial performance and necessary planning for variances or unexpected expenditures.</li> <li>• Communication and oversight protocol between leadership and board demonstrates adequate and appropriate levels of accountability for grant administration and oversight.</li> <li>• Demonstration of the adequate capacity</li> </ul>	<p>The applicant meets the majority of the requirements of the standard, but the plan lacks specificity and/or the capacity for execution. The plan illustrates a strong understanding of financial compliance requirements for all funding sources.</p>	<p>The applicant does not meet the majority of the requirements of the standard. Description of protocols lack specificity and/or understanding of compliance requirements.</p>	<p>The applicant does not address the standard.</p>
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for execution of all systems and protocols.			
10	8	5	0

### 3.2 Plan for Financial Sustainability (12 points)

- Provide a description of how revenue assumptions were developed, including evidence of projected student enrollment, state and federal allocation formulas, and philanthropy.
- Describe how the school's projected expenditures support the educational model.
- Provide a reasonable and justified explanation of how the school will maintain financial sustainability after the end of the subgrant period.
- Describe evidence of capacity in managing a sustainable budget.

For replication and expansion applicants: Include as Attachment 5 the school's 2024 March 30<sup>th</sup> annual budget submitted to NJDOE.

For new school applicants: Include as Attachment 5 the school's Phase II Application Budget.

### 3.2 Plan for Financial Sustainability

The applicant demonstrates a strong evidence base for financial revenue assumptions inclusive of projected student enrollment, state allocation formulas, federal allocation formulas, and of the philanthropic donor base. Projected expenditures are aligned with the educational model and startup/expansion/replication plan. The provided budget and narrative demonstrate long-term sustainability without compromise to the proposed educational model. The applicant provides strong evidence of capacity in managing a sustainable budget (i.e., if an existing school the March 30, 2024 budget report, a non-profits operational history, and/or evidence of a strong partner).

The applicant comprehensively addresses all requirements of the standard including a thorough description of the following: <ul style="list-style-type: none"> <li>• Strong evidence to support all assumptions of revenue.</li> <li>• Aligned expenditures to the educational model.</li> <li>• Long-term plan for sustainability without compromise to the educational model.</li> <li>• Demonstrated leadership and experience in managing a sustainable budget</li> </ul>	The applicant meets the majority of the requirements of the standard. The budget expenditures are aligned to the educational model.	The applicant does not meet the majority of the requirements of the standard. Proposed budget assumptions lack specificity and/or alignment to the educational model.	The applicant does not address the standard.
12	10	5	0



## Section 4. Subgroup Performance (replication and expansion only)

### 4.1. Subgroup Performance Data (replication and expansion only; 8 points)

- Explain what steps the school has taken, or plans to take, to ensure progress in both Math and English by subgroup (i.e., students eligible for free and reduced-prices lunch, English language learners, students with disabilities, and racial/ethnic groups).
- For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2021-2022, 2022-2023 and 2023-2024 school years.
- Describe how results from the assessments were used to improve subgroup performance.

### 4.1 Subgroup Performance (replication and expansion only)

The applicant provides a narrative including clear and robust evidence of assessment use to identify student performance gaps. Data outcome disparities between subgroups (i.e., students eligible for free and reduced-price lunch, English learners, students with disabilities, and racial/ethnic groups) are identified and accompanied by evidence of progress or a plan with specific benchmarks for future equitable achievement, aligned to the educational model.

The applicant comprehensively addresses all requirements of the standard including a thorough description of disparities among various student population groups are clearly articulated and supported by evidence of progress in closing achievement gaps.	The applicant meets the majority of the requirements of the standard. Data disparities among various student populations are supported by a comprehensive plan for achieving equitable outcomes.	The applicant does not meet the majority of the requirements of the standard. Evidence provided does not provide a plan for achieving equitable outcomes.	The applicant does not address the standard.
<b>8</b>	<b>6</b>	<b>4</b>	<b>0</b>

## Section 5. Overall Alignment and Viability

### 5.1 Overall Alignment and Viability (10 pts)

- No additional response is needed in this section. It will be scored based on an evaluation of the CSP grant goals and budget narrative in the executive summary as well as the overall application and capacity interview.

### 5.1 Overall Alignment and Viability

The CSP grant goals and budget narrative provided in the executive summary as well as the overall application and applicant capacity interview process demonstrate alignment and capacity to implement the school's educational and operational program and planned use of CSP funds.

<p>The CSP grant goals and school's educational and operational programs are fully aligned to the proposed use of CSP funds. There are no concerns about the financial viability of the school or the capacity of the leadership team to effectively operate a high-quality charter school. The leadership team identified has a track record of success.</p>	<p>The CSP grant goals and school's educational and operational programs are mostly aligned to the proposed use of CSP funds. There are no significant concerns about the financial viability of the school or the capacity of the leadership team to effectively operate a high-quality charter school. In the event that a leadership team has not been identified, the plan to identify an effective leadership team is sound and convincing.</p>	<p>The CSP grant goals and school's educational and operational programs are tangentially aligned to the proposed use of CSP funds. There are some significant concerns about the financial viability of the school and/or the capacity of the leadership team to effectively operate a high-quality charter school. In the event that a leadership team has not been identified, the plan to identify an effective leadership team is insufficient or unconvincing.</p>	<p>The CSP grant goals and school's educational and operational programs do not align to the proposed use of CSP funds. Additionally, there are serious concerns about the financial viability of the school and/or the capacity of the leadership team to effectively operate a high-quality charter school.</p>
<b>10</b>	<b>8</b>	<b>5</b>	<b>0</b>

# Form for "Executive Summary"

## Executive Summary

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### Legal School Name

What is the Legal School Name corresponding with all official documentation?

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### Applicant Type

What type of applicant is the school?

- New School Start Up
- Replication
- Expansion

### School Location

How is the school's geographical location described?

- Urban
- Suburban
- Rural

### NCES District ID

What is the school's NCES District ID?(New schools can answer N/A but are expected to work towards obtaining their NCES codes)

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### NCES School ID

What is the school's NCES School ID?(New schools can answer N/A but are expected to work towards obtaining their NCES codes)

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### Unique Entity Identifier (UEI)

What is the school's Unique Entity Identifier?UEI's are found in sam.gov. For information on how to obtain a UEI number, visit this [sam.gov](https://sam.gov) page.

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### DUNS Number

What is the school's Dun and Bradstreet number?For information on DUNS numbers if you still need to request one, go to [this website](#).


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### Distinctive Areas of Focus or Components of the Educational Model Impacting Academic, Culture, and Financial Decisions

What is/are the school's distinctive area(s) of focus or components of the educational model impacting academic, culture, and financial decisions (select all that apply)

- Advanced Placement (AP)
- Alternative High School
- Civil Rights / Equity and Diversity
- Classical Education
- College, Career, and Technical
- College Preparatory
- Community / Citizenship / Service
- Credit Recovery
- Dual Enrollment / Early College
- Environmental
- Expeditionary Learning
- Humanities
- International / World Studies

- International Baccalaureate (IB)
- Leadership
- Montessori
- Place-Based
- Project Based Learning (PBL)
- Restorative Practices
- Standards-Based
- Science, Technology, Engineering, Arts, and Math (STEAM)
- Science, Technology, Engineering, and Math (STEM)
- Social and Emotional Learning (SEL)
- Technology
- Other, please specify... \_\_\_\_\_
- Other, please specify... \_\_\_\_\_

 Board Type


Which best describes the school's governing board?

- Board oversees a single school
- Board oversees multiple schools under one charter

 Authorizer Name

What is the name of the school's authorizer?

\_\_\_\_\_

 Authorizer Address

What is the authorizer's mailing address?

\_\_\_\_\_

 Charter Management Organization

If applicable, what is the name of the school's management organization? (If the school does not have a management organization, answer N/A)

\_\_\_\_\_

 Management Organization Type

What is the type of the management organization?

- EMO (for profit)
- CMO (non-profit)
- N/A

 Year Opening or Expanding

For the purposes of the grades to be served under this grant, what year is the school opening or expanding?

\_\_\_\_\_

 Grades Served with Grant

Which grades are starting or expanding as part of the grant?

\_\_\_\_\_

 Total Grades Served

What will be the total grades served in the school at full capacity by the end grant period?

\_\_\_\_\_

 School address(es) by campus

Please provide the address(es) of all campuses to be served under the grant. Label address(es) by campus name and grades served in that campus. Ex: Cool Name Middle school (6-8): 1234 Street, City, State Zip CodeCool Name High school (9-10): 5678 Street, City, State Zip Code(New schools can answer N/A or with a proposed location)

\_\_\_\_\_


\_\_\_\_\_

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 School Phone Number


What is the school's main 10-digit phone number?

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 School Website

What is the school's website?

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 School Leader


Please provide contact information for the school's leader: name, title, phone, email.Ex: Dr. Brenda Jones, Executive DirectorPhone: (123) 456-7891Email: name@domain.com

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 Proposed CSP Grant Contact

Please provide contact information for the proposed CSP grant contact should an award be granted to the school: name, title, phone, email.Ex: Dr. Brenda Jones, Operations OfficerPhone: (123) 456-7891Email: name@domain.com

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 Board Chair

Please provide contact information for the school's Board Chair: name, title, phone, email.Ex: Dr. Brenda Jones, Board PresidentPhone: (123) 456-7891Email: name@domain.com

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 CFO


Please provide contact information for the school's Chief Financial Officer (or the like): name, title, phone, email.Ex: Dr. Brenda Jones, CFOPhone: (123) 456-7891Email: name@domain.com

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 SBA

Please provide contact information for the school's School Business Administrator (or the like): name, title, phone, email.Ex: Dr. Brenda Jones, SBAPhone: (123) 456-7891Email: name@domain.com

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 NJ CSP grant goal for **Enrollment**


NJ CSP grant goal for **Enrollment**: Families and community members are engaged High-quality schools are opened, expanded, or replicated particularly in Abbott districts Please provide at least one goal supporting overall NJ CSP grant goals related to enrollment, as well as a statement describing the plan for tracking progress towards stated goal(s)These goals are a draft and will be refined with Technical Assistance should you receive an award.**Example Goal and Tracking Statement**:By the end of the grant period, Sample Charter School will attain 95% targeted enrollment as measured by the October State FTE count.This goal will be

tracked using a monthly enrollment report from PowerSchool.

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 NJ CSP grant goal for **Diversity**

NJ CSP grant goal for **Diversity**:Subgrantees improve their supports to at-risk students by the end of the grant period. Expanding or replicating subgrantees will demonstrate success increasing the academic achievement of students in ESSA subgroupsSubgrantees maintain student enrollment of at least 70% economically disadvantaged Subgrantees maintain student enrollment of at least 85% Black/Hispanic Please provide at least one goal supporting overall NJ CSP grant goals related to diversity as well as a statement describing the plan for tracking progress towards stated goal(s). These goals are a draft and will be refined with Technical Assistance should you receive an award. **Example Goal and Tracking Statement:**By the end of the grant period, Sample Charter School will close the achievement gap between the Special Education student population and general education student population in math by at least 10% as measured by the state proficiency test.This goal will be tracked via three NWEA (MAP) administrations per school year with data.

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 NJ CSP grant goal for **Quality**

NJ CSP grant goal for **Quality**:Subgrantees score among the top third of all schools in their districts annually on the New Jersey School Performance Report. Subgrantees annually outperform district averages on NJSLA ELA and Math assessments. 65% of all charter school seats in Abbott districts will be provided by schools that rank in the top third of schools in their districts annual Please provide at least one goal supporting overall NJ CSP grant goals related to quality as well as a statement describing the plan for tracking progress towards stated goal(s). These goals are a draft and will be refined with Technical Assistance should you receive an award.**Example Goal and Tracking Statement:**By the end of the grant period, Sample Charter School will outperform the district school in math by 15% as measured by the state proficiency test.This goal will be tracked via three NWEA (MAP) administrations per school year with data.

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**Educating At-Risk Populations Questions**Competitive Preference Points are not scored with a scaled rubric but are objective questions awarding additional points beyond the base rubric points using demographics and state/federal documentation.

Does the school educate at-risk student populations?\*New charter schools may earn these points with a plan to serve these populations and should attach the rationale for their intended student population included in their NJDOE Authorizer Application instead of the Student Demographics and Performance Data Chart.

Yes, implements a weighted lottery to give increased chances for low-income students, students with disabilities, English learners, or other at-risk populations to get a seat. Reduced Lunch (FRL). Student demographics can be verified using the enrollment reports submitted to the state. (2 pts)

Yes, The school serves a student population with at least 70% eligible for Free and Reduced Lunch. Reduced Lunch (FRL). Student demographics can be verified using the enrollment reports submitted to the state. (4 pts)

None of the above

**Serving High School Students**Competitive Preference Points are not scored with a scaled rubric but are objective questions awarding additional points beyond the base rubric points using demographics and state/federal documentation.

Does the school provide services to high school students?\*New charter schools may earn this point with a plan to do so and should attach the rationale for their intended student population included in their NJDOE Authorizer Application.

Yes, the enrollment chart provided in the Letter of Intent can be used to verify grades served. (2 pts)

None of the above

**Serving Rural Communities** Competitive Preference Points are not scored with a scaled rubric but are objective questions awarding additional points beyond the base rubric points using demographics and state/federal documentation.

Does the school provide or plan to provide services to rural communities as identified by the definition and are defined by the U.S. Census Bureau?

Yes, (2 pts)

None of the above

**Diverse Charter School** Competitive Preference Points are not scored with a scaled rubric but are objective questions awarding additional points beyond the base rubric points using demographics and state/federal documentation.

Is the school serving a Diverse Student Population? Defined as low-income students making up 30-70% of the student body and no one race or ethnicity constituting more than 70% of the school. \*New charter schools may earn this point with a plan to do so and should attach the rationale for their intended student population included in their NJDOE Authorizer Application.

Yes, student demographics can be verified using the enrollment reports submitted to the state. (2 pts)

None of the above

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## **Appendix**



**NEW JERSEY  
PUBLIC CHARTER SCHOOLS  
ASSOCIATION**

**New Jersey Public Charter Schools Association  
Charter School Program Assurances 2024**



School Name \_\_\_\_\_

## General Assurances:

The applicant LEA assures that

1. The sub grantee school certifies that it meets the federal definition of Charter School and "developer." ESSA § 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. Furthermore, the school meets the definition as provided for in Title V, Part B of the ESSA, Charter Schools Program Non-Regulatory Guidance.
2. The charter school serving a program of elementary, secondary education, or both for a new school or an expansion/replication is held to the [charter regulations](#) and the comprehensive [performance framework](#) by the authorizer. All authorizer monitoring documents, including the annual report and renewal applications, are aligned to the performance framework that articulates student achievement is one of the most important factors for renewal or revocation of the school's charter. A new charter approval or reauthorization letter from the authorizer had been provided to the New Jersey Public Charter Schools Association.
3. The sub grantee is certified as a non-profit entity.
4. The sub grantee certifies that it operates as a nonsectarian entity.
5. The sub grantee certifies that the school does not and will not charge tuition.
6. The charter school operates as a new open-enrollment charter school, a new district conversion charter school, or an existing charter school that is expanding or replicating.
7. The charter school has provided written notification to its authorizing agency of its intent to apply for a CSP grant.
8. All expenditures are for approved activities outlined in the budget as part of this application and will occur during the specified performance period.
9. The sub grantee will adopt and use proper methods of administering each such program including:
  - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and recipients responsible for carrying out each program; and
  - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
10. The sub grantee will cooperate in carrying out any evaluations of each program conducted by or for the State Educational Agency, the Secretary of Education, or other Federal officials.
11. The sub grantee will:
  - a. Make reports to the New Jersey Public Charter Schools Association, the State Educational Agency (SEA), and the Secretary of Education (Secretary) as may be necessary to enable such agency and the Secretary to perform their duties under each such program;
  - b. Maintain such records, provide such information, and afford access to the records as the New Jersey Public Charter Schools Association, the SEA, or the Secretary may find necessary to carry out the New Jersey Public Charter Schools Association's, the SEA's, or the Secretary's duties.

12. The charter school will make timely, complete, and accurately documented requests for reimbursement of CSP grant funds according to the most currently approved budget.
13. The charter school will follow the dissemination requirements of the annual state report card under ESSA section 1111(h). This includes but is not limited to sharing the charter school's website information to help parents make informed decisions about the education options available, including:
  - a. Information on the educational program
  - b. Student support services
  - c. Parent contract requirements (as applicable), including any financial obligations or fees
  - d. Enrollment information
  - e. Annual performance and enrollment data for each of the subgroups of students, as defined in ESSA section 1111(c)(2), except where the n-size is insufficient to yield statistically reliable results or would reveal personally identifiable information about an individual student
14. The charter school will comply with all local, state, and federal statutes or rules related to Open Meetings and Open Records provisions, including, but not limited to publishing updated agendas, minutes, and financials on the school's website and opening meetings to the public.
15. The charter school will maintain a complete and updated inventory and tracking/tagging system for all CSP funded items and will provide this list and system description when requested during monitoring or evaluation.
16. The charter school will comply with all state and local health and safety requirements.
17. The sub grantee implements a lottery for when a school receives more student applicants than there are seats, and enrollment and lottery policies and processes are compliant with federal and state statutes and rules, as well as with provisions of Title V, Part B of the ESSA, Charter Schools Program Non-Regulatory Guidance.
18. Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program.
19. The charter school will not require parents to enter into contract or agreements as a condition of enrollment or re-enrollment.
20. The charter school's governing board will provide oversight of the CSP grant administration by an authorized school administrator or agent or an Educational Service Provider through regular review and approval of grant budgets and expenditures. Furthermore, the governing board will regularly monitor progress towards CSP grant goals. Board minutes will include evidence of oversight activities and will be provided upon request during monitoring and evaluation.
21. The applicant school certifies that a high degree of autonomy is built into its charter contract, consistent with 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.
22. The charter school will remain in good standing with its authorizing agent related to charter objectives and compliance matters and will provide information from the authorizer related to standing and any corrective action.

23. The recipient school shall maintain accounting records and procedures in accordance with state and federal requirements that ensure proper disbursement of and accounting for federal funds, including evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment.
24. The school agrees to submit upon request for audit, review, and inspection its activities, books, documents, papers, and other records relating to the expenditures of CSP subgrant proceeds.
25. Recipient schools will use an independent auditor for annual financial audits that is different from their authorizer's and Education Service Provider's auditor.
26. The school ensures that the authorizer is reviewing the independent annual audits of financial statements prepared in accordance with generally accepted accounting principles and ensures that any such audits are publicly reported.
27. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, NJPCSA, and NJDOE, including on-site and desktop monitoring conducted by NJPCSA, 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.
28. Recipient schools will be aware of and comply with ESSA, title V, part B [20 USC 7221c. section 5204,(e)(4)(B)], which states, "A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the applicant enters voluntarily into a mutual agreed upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all subgrant funds to the eligible applicant without delay."
29. Recipient schools will ensure that the awarded grant funds will be spent or encumbered by September 30 of each grant year unless extenuating circumstances warrant an extension request. Recipients understand that any such extension request must be made by the authorizer on their behalf no later than September 1 of the respective grant year, and if an extension request is not approved on the grounds that extenuating circumstances have not been established, the recipient school will be held to the September 30 deadline.
30. Recipients shall ensure that none of the funds authorized under the ESSA , including funds received under this grant program, shall be used (1) to develop or distribute materials that operate programs or courses of instruction directed at youth that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; (2) to distribute or to aid in the distribution of legally obscene materials to minors on school grounds by any organization; (3) to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or (4) to operate a program of contraceptive distribution in schools, (Pub. L. 107-110, section 9526).
31. Recipient schools are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation. Should the charter school close, the authorizer agrees to notify NJPCSA of the reason for closure and agrees to

notify NJPCSA regarding the appropriate disposition of assets purchased under this grant.

32. Recipient schools may not have expenditures that exceed the approved budget line items by more than a total of 10 percent of the total project period award. If they wish to deviate beyond 10 percent in any budget object core category, they must seek a revision of their budget prior to expenditure or legal obligation of those funds, or they will not be reimbursed for the excess amount.

### Civil Rights Assurances:

1. All recipients of assistance under these grants made pursuant to the ESSA shall comply with the following Federal and State civil rights statutes and regulations. The applicant LEA ensures that it complies with the following:
2. 42 USC, Sections 1981 and 1983 (acts prohibited on the basis of race);
3. Title VI and VII of the Civil Rights Act of 1964 (acts prohibited on the basis of race, color, religion, sex, or national origin);
4. Title IX of the Education Amendments of 1972, as amended, 20 United States Code 1681 et. Seq. (acts prohibited on the basis of sex);
5. 42 USC, Section 1601 et seq. (acts prohibited on the basis of age);
6. Section 504 of the Rehabilitation Act of 1973, as amended, 20 USC 794 (acts prohibited on the basis of disability);
7. 24 USC, Section 12100 et seq. [The Americans with Disabilities Act] (acts prohibited on the basis of disability).

### Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusions:

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirement stated at Section 85.110. The applicant LEA ensures that:

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

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Authorized Agent's Signature

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Date

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Authorized Agent's Name

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Authorized Agent's Position

## **Appendix**



**NEW JERSEY  
PUBLIC CHARTER SCHOOLS  
ASSOCIATION**

**New Jersey Public Charter Schools Association  
Charter School Program CSP Budget Narrative  
Instructions and Outline 2024**

## Instructions

Applications that receive a subgrant award may receive up to 1.5 million dollars in expense reimbursements per Federal Allowability Guidelines (outlined in the RFA).

Use the following template and section sample to complete and upload a narrative to describe the funds outlined in the CSP budget attachment describing how the school will utilize CSP grant funds as a value add to support the planning and implementation for startup, expansion, or replication. Please provide the types of expenditures that you envision for grant monies aligned to your goals from the executive summary and within the allowable cost guidelines outlined in the RFA. These expenditures should be related to CSP grant expenditure priorities from your attached CSP Budget in the following key areas:

- Personnel
- Travel
- Equipment
- Supplies
- Contractual
- Other

## Outline

### Section: Personnel

- Personnel related expenditures with specific titles and the number and timeframe within the allowable cost guidelines outlined in the RFA
- Rationale for funding these priorities as they relate to your overall goals from the application's executive summary.

### Section: Travel

- Travel related expenditures with specific potential locations and reasons and the number and timeframe within the allowable cost guidelines outlined in the RFA.
- Rationale for funding these priorities as they relate to your overall goals from the application's executive summary.

### Section: Equipment

- Equipment related expenditures with specific categories and the number and timeframe within the allowable cost guidelines outlined in the RFA
- Rationale for funding these priorities as they relate to your overall goals from the application's executive summary.

### Section: Supplies

- Supply related expenditures with specific categories and the number and timeframe within the allowable cost guidelines outlined in the RFA
- Rationale for funding these priorities as they relate to your overall goals from the application's executive summary.

#### Section: Contractual

- Contractual related expenditures with specific contract work, if not contractor, as well and timeframe within the allowable cost guidelines outlined in the RFA
- Rationale for funding these priorities as they relate to your overall goals from the application's executive summary.

#### Section: Other

- Other expenditures with specific details and timeframe within the allowable cost guidelines outlined in the RFA
- Rationale for funding these priorities as they relate to your overall goals from the application's executive summary.

### **Example Narrative Section Covering the Supplies**

"Sample Charter School" plans to leverage CSP funds in the area of SUPPLIES in the following ways:

- xyz curriculum grades 3-5 for ELA instruction
- Math manipulative sets for grades 3-5 for hands on learning, one set per classroom

The rationale for these funding priorities for supplies include:

- Because the school is adding grades 3-5, and there have been historically positive outcomes for our student population using this curriculum we will continue to use it to yield further positive outcomes for student performance with new students.
- Are instructional methodology as noted in our instruction plan focused on hands on learning. The use of math manipulatives will support students, particularly at-risk students, in acquisition of math skills.

# Appendix

The total budget for this project is \$0 over the course of 42 months. The scope and activity of the project is aligned to the activities impacting performance goals.

	Expense Line Item	Calculation Formula	Year One (Planning) <Insert Dates>	Year Two (Planning) <Insert Dates>	Year One (Implementation) <Insert Dates>	Year Two (Implementation) <Insert Dates>
<i>Personnel</i>						
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
<b>Total Personnel</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<i>Fringe Benefits</i>						
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
<b>Total Fringe Benefits</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<i>Travel</i>						
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
<b>Total Travel</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<i>Equipment</i>						
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
<b>Total Equipment</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<i>Supplies</i>						
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0



<b>Total Supplies</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
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<i>Contractual</i>						
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
<b>Total Contractual</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<i>Other</i>						
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
	TBD		\$0	\$0	\$0	\$0
<b>Total Other</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<b>Total Budget</b>			<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
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	Year One (Planning)		Year Two (Planning)		Year One (Implementation)		Year Two (Implementation)		Total
Personnel	\$	-	\$	-	\$	-	\$	-	\$
Fringe Benefits	\$	-	\$	-	\$	-	\$	-	\$
Travel	\$	-	\$	-	\$	-	\$	-	\$
Equipment	\$	-	\$	-	\$	-	\$	-	\$
Supplies	\$	-	\$	-	\$	-	\$	-	\$
Contractual	\$	-	\$	-	\$	-	\$	-	\$
Other	\$	-	\$	-	\$	-	\$	-	\$
<b>Total Expenses</b>	\$	-	\$	-	\$	-	\$	-	\$

# Appendix

	Baseline Enrollment	Year 1 Enrollment	Year 2 Enrollment	Total Seats To Grow-This is growth, not total enrollment	Notes
Grade	2024-2025	2025-2026	2026-2027	Calculation Auto-Populates-- Do not change	
K	0	0	0	0	
1	0	0	0	0	
2	0	0	0	0	
3	0	0	0	0	
4	0	0	0	0	
5	0	0	0	0	
6	0	0	0	0	
7	0	0	0	0	
8	0	0	0	0	
9	0	0	0	0	
10	0	0	0	0	
11	0	0	0	0	
12	0	0	0	0	
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

- Directions:**
1. Baseline enrollment is your current enrollment for ALL grade levels you serve before receiving the grant.
  2. Year 1 is the first year you will be operational or expanding and serving students using CSP grant funds.
  3. Enter school year dates in this format: xxxx - xxxx (ex. 2022 - 2022)
  3. Enter full enrollment projected for each grade level. Projected enrollment is defined as the number of students for which you are budgeted / planning for and may or may not be the total number of students for which you are authorized to grow.
  4. Leave blank any grade levels you do not serve in your school.