



CSP SE Subgrants for New, Replication, & Expansion Schools Information & Application

Subgrant opportunity provided by the:



6-15-2026

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Request for Applications – CSP Subgrants for New, Replication, and Expansion Schools

Grant Info

Subrecipient Name:	State Charter Schools Commission of Georgia	Subrecipient Unique Entity Identifier (UEI):	M7NRZZ9FGBW5
Federal Award Identification Number (FAIN):	S282A250014	Federal Award Date:	12/04/2025
Name of Federal Awarding Agency:	U.S. Department of Education	Assistance Listing Number:	84.282A

Background & Purpose

The State Charter Schools Commission of Georgia (SCSC) was awarded a FY2022 Charter Schools Program (CSP) State Entity grant to support the goals of the Georgia Strategic Charter School Growth Initiative.

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 30 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.

The SCSC was awarded supplemental CSP SE Grant funds to provide subgrant opportunities to support high-impact tutoring and career-focused opportunities for high school students and expand technical assistance activities.

90% of CSP grant funds will be used to award subgrants to charter schools / networks, with total subgrants exceeding \$45 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 SCSC will be posted on FindaGaCharter.org and SCSC.Georgia.gov. The SCSC will also provide information for distribution by partner organizations.

Applicants will be required to submit their subgrant application through the SCSC'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 27, 2026
CSP Subgrant Application available	September 2, 2026
CSP Subgrant Webinar for prospective applicants	September 3, 2026
Deadline for questions from prospective applicants	September 14, 2026
CSP Subgrant Application deadline	October 1, 2026
SCSC Board Meeting to consider award recommendations	November 4, 2026
CSP Subgrant Awards announced	November 4, 2026

Dates are subject to change. Updates will be emailed to applicants and posted on FindaGaCharter.org. All questions should be submitted to csp@scsc.georgia.gov. Please use the subject line “CSP Question.”

Subgrant Opportunities

The SCSC will award CSP SE 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 \$2 million of CSP subgrants as indicated below. The total subgrant award to any school may not exceed \$2 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	\$300,000	\$600,000

Replication Charter Schools

Replication charter schools may be eligible for a CSP SE subgrant up to \$2,000,000, as indicated below. The total subgrant award to any school may not exceed \$2,000,000, based on fund availability.

Pre-opening Supplement	Implementation Grant Base	Supplement for Rural/Priority Communities	Supplement for High School
\$100,000	\$1,000,000	\$300,000	\$600,000

Charter School Expansions

Charter schools preparing for an expansion may be eligible for a CSP SE subgrant up to \$1,000,000, 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 18 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.

Subgrantee Priorities

The SCSC 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.

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 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).
5. Complete the Assurances form in the application, agreeing to all terms and conditions of any CSP SE 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

Subgrantees must engage in activities to support the opening or expansion of a charter school according to their application and approved charter contract.

An applicant receiving a subgrant under this program may use the subgrant funds for allowable activities as defined in the ESSA Section 4303(h). The U.S. Department of Education has approved a waiver for the SCSC to allow subgrantees to expend CSP funds on recurring, sustained operational costs. Please see the Allowable Cost Guide for more detailed information.

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.

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 SCSC 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 SE 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 contract with a Georgia authorizer. A new charter school must apply for a CSP SE Subgrant prior to opening or during the first charter term (up to five years). New charter schools that have received another CSP SE subgrant for the start-up of a new charter school will not be eligible for this CSP SE subgrant opportunity.

2. **Expansion** - For the purposes of this CSP SE 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. **Priority Communities** - For the purposes of this CSP SE 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 SCSC'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 SCSC 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.

SCSC staff will review applications 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 SCSC 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.	15
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	15

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

CSP SE Subgrants for New, Replication, and Expansion Schools Application

(for information only – applications must be submitted through the SCSC 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 \$2,000,000)	<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 SE 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 SE Subgrant funds and why these funds are necessary to meet the school's goals. Separate activities by Planning and Implementation subgrant periods.
3. Please explain how the applicant school/network will demonstrate a growth mindset throughout the subgrant term.
4. Please explain how the applicant school/network will commit to the CSP SE subgrant agreement and meet the requirements and objectives of the CSP SE subgrant. Identify the person(s) or position(s) who will be responsible for CSP SE subgrant activities, including reporting, procurement/purchasing, bookkeeping, accounting, and recordkeeping of expenditures.
5. 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.

Budget

Complete the budget spreadsheet in the SCSC Grant Portal.

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 18 months prior to the school's opening, and the Implementation period starts on the day the school opens.

Other Information Submitted via Upload to Grant Portal

1. Please upload the applicant school/network's recruitment and enrollment policy and procedures. The SCSC 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. The U.S. Department of Education approved a waiver for the SCSC to allow CSP SE subgrantees to use the all enrollment preferences permitted by Georgia law in the order of priority specified in the charter:
 - i. A sibling of a student enrolled in the start-up charter school;
 - ii. (ii) A sibling of a student enrolled in another local school designated in the charter;
 - iii. (iii) A student whose parent or guardian is a member of the governing board of the start-up charter school or is a full-time teacher, professional, or other employee at the start-up charter school;
 - iv. (iv) Students matriculating from a local school designated in the charter; and
 - v. (v) Children who matriculate from a pre-kindergarten program which is associated with the school, including, but not limited to, programs which share common facilities or campuses with the school or programs which have established a partnership or cooperative efforts with the school.
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.

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](#)).

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-approved 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-approved charter school has CCRPI metrics and/or Milestones results demonstrating high-quality academics for students. The SCSC 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 SE grant (through the SCSC or 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 SCSC 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 Commission 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 Commission of Georgia, and Georgia Department of Education, including on-site and desktop monitoring conducted by the 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 Commission 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 Commission 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 Commission of Georgia (“subgrantee”) must develop weighted lottery procedures and receive written approval of the procedures from the SCSC and its authorizer prior to implementation. The SCSC must approved the weighted lottery and any changes made to the weighted lottery during the CSP subgrant term. The SCSC 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.