



Emma Eccles Jones College of Education & Human Services
Center for the School of the Future
UtahStateUniversity



New Charter School

Application (invited)

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<https://csf.usu.edu/projects-services/>

Welcome

Congratulations on your successful completion of stages 1 & 2 (see figure 1) and for receiving an invitation to move to stage 3 in the Utah State University (USU) charter school application process. If any changes have occurred to what you originally proposed since your stage 2 proposal interview, email a description of these changes to David Forbush at david.forbush@usu.edu before completing this stage of the process. The USU charter school authorizing staff admire and honor the interest, intellect and passion for student learning that continue to drive you in your efforts to form a charter school in Utah.

The purpose of this document is to help you to develop a charter school application. The charter school application is more comprehensive than the proposal. This stage requires that you provide new information. Also, you can copy and paste in elements from the proposal to form a complete and comprehensive application. When completed, your application will be reviewed by USU charter school authorizing staff and an advisory committee. This review will result in an evaluation of the overall merit of your application, and importantly, determine if it warrants an invitation for you to proceed to stage four and participate in a full application interview, which will also be evaluated for merit, and ultimately be used in combination with your application to determine if your charter school will be approved for authorization. Please only submit the materials requested. As you proceed, if questions/needs arise please contact David Forbush, Associate Director, at the Center for the School of the Future (CSF) (435) 797-9050 | david.forbush@usu.edu. We want this experience to be informative, positive, and productive. Please note that information, actions and supports for stages 5-6 are addressed in other USU charter school authorizing documents.

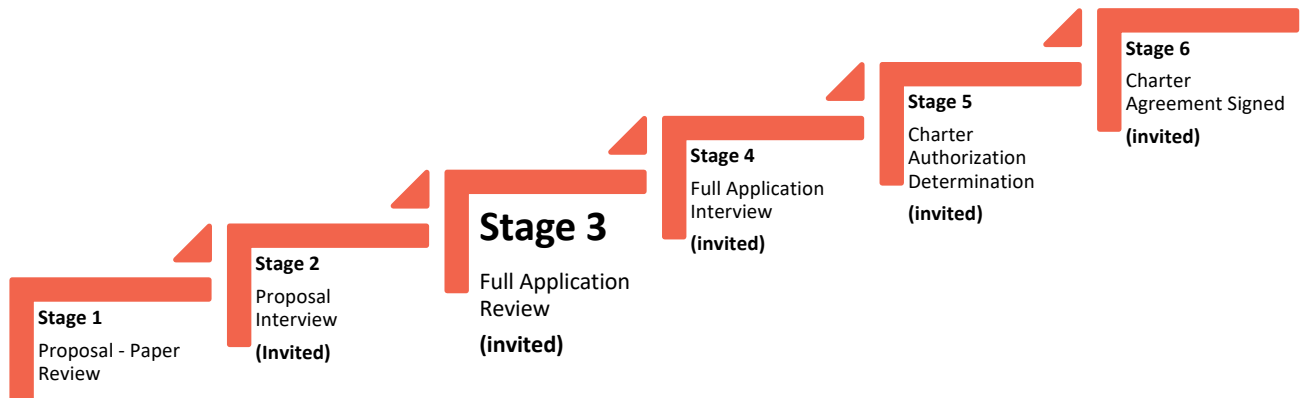


Figure 1. USU Charter School Authorizing Stages

The Center for the School of the Future

As noted in the proposal support document (stage 1), individuals or groups proposing the formation of a charter school in Utah must select an authorizer. USU as a charter authorizer must select schools, they are confident can help USU charter school authorizing achieve its mission, vision and values. Thank you for dedicating yourselves during development of your proposal to understanding Utah's requirements of public schools in general and the requirements of applying for and operating a charter school. As an approved authorizer, USU charter school authorizing is responsible for vetting applicants evidencing the highest probability of success as a public school. The application process positions us to determine if your application warrants access to public education funding.

Selecting your authorizer for optimal fit is as important for the success of your organization as it is for your authorizer's success. The application process (stage 3) and all other stages are designed to help you assess your fit with USU charter school authorizing as a possible authorizer. Coming in contact with our processes and our staff will deepen your knowledge of USU charter school authorizing to better assess fit. The following information was provided in the support document but is offered again to help you assess fit.

"Since its founding in 1888, Utah State University has evolved from a small-town college tucked away in the Northern Utah mountains to a thriving research university respected around the world. Students can choose from an array of academic and social opportunities at a university known throughout the world for its intellectual and technological leadership." "The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery and engagement" (<https://www.usu.edu/about/>). The Center for the School of the Future (CSF), as an approved center at Utah State University, is authorized by Utah Code (53B-18-801, Part 8) to "promote best practices in the state's public Education system and

encourage cooperative and research development relationships between public and higher education.” “The mission of the Center for the School of the Future (CSF) is to foster 100% student learning proficiency in CSF client schools so all students are liberated from the constraints of limited opportunity.” The USU-CSF’s authorizing vision and values are:

Vision - The Center for the School of the Future (CSF), has been authorized by USU’s Board of Trustees as their delegate to enact their statutory authority for charter school authorization. USU-CSF collaborates with education, business, and government professionals along with other stakeholders who are passionate about 100% student proficiency. The nexus of our collaboration is in designing and deploying learning-outcome oriented systems in support of the professionals and students in USU-CSF authorized charter schools. These results are achieved through a rigorous authorizing system that is consistent with Utah Code and Utah Administrative Code, relevant professional learning support systems, and measurable outcome-oriented partnerships with universities, policy makers, private foundations, business professionals and charter school stakeholders. Our collaboration is animated by our shared passion to cultivate effective and sustainable deployment of research-based learning systems that are known to produce increased learning proficiency in K-12 students.

Values - Our core value is increased student learning as measured by metrics of sustained levels of proficiency. Linked values include:

- Systems level interventions and solutions. A system-level perspective that informs a sustainable commitment to excellence in learning organizations.
- Practices anchored to learning sciences.
- Decisions and actions grounded in ethics, equity of student learning outcomes, and relevant systems of knowledge.
- Setting the context for learning proficiency within the broader interests of society.

Considering our mission, vision and values, USU and USU charter school authorizing are uniquely positioned to authorize innovative and entrepreneurial charter schools that focus on attaining the highest levels of student learning. USU, with coordination from USU charter school authorizing, draws upon the vast resources of the University in its authorizing work. These resources include, but are not limited to education faculty and staff at other USU centers (e.g., The Center for Persons with Disabilities, The Sorenson Legacy Foundation Center for Clinical Excellence...), colleagues at the Edith Bowen charter school, and faculty and staff in other academic units, including the Huntsman School of Business. USU, CSF and charter school authorizing is currently engaged with public school partnerships and research efforts to support improved K-12 learning outcomes.

Application Timeline

To support you in effectively proposing your charter school through the application process, see figure 2 for key actions and deadlines. Please note that stages 4-6 are addressed in other USU charter school authorizing documents.

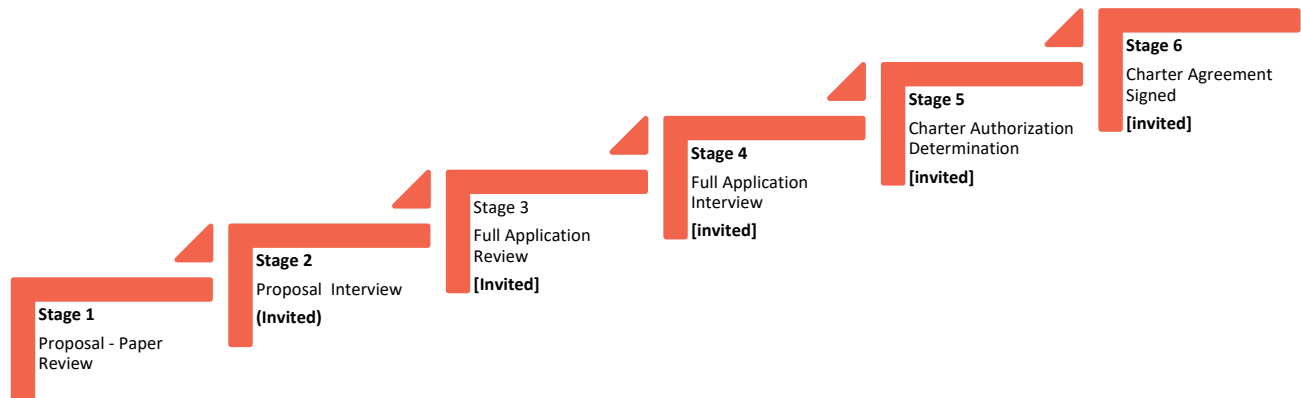


Figure 2. USU Charter School Authorizing Stages

Application Development

Now, it is time to complete stage 3 (see figure 1) by developing your charter school application. All information presented in the application package, if approved, will be used to complete the charter agreement and may be used for accountability purposes throughout the term of the charter. Please review and apply the following guidelines and recognize that readers will be looking for a clear, articulate, coherent, complete, and consistent description of your proposal in your application:

- Submit a single Word file. Word files allow us to use “track changes” to comment on your proposal.
- Use the proposed school name in your file name (e.g., School of Excellence and Innovation Application 1-5-2021).
- Use a Times New Roman 12-point font.
- Use single spacing with 1” margins.
- Use a page number and document header on each page that includes the proposed school name.
- Proposals are limited to 100 pages. Anything beyond this will not be considered. (Excluded from the 100-page limit are the cover page, table of contents, required information, appendices, and budget worksheets).
- Important - If you propose to enter contracts with educational services providers (ESPs), or other providers, recognize that all contracts must align with Utah procurement code, and therefore, unless an RFP has been offered, competed for, and a provider selected, then no potential providers should be identified in this application. See procurement processes at: [Home - State of Utah Division of Purchasing and General Services](#)

Your application must be organized in the following order:

1. Cover page with proposed charter school name.

2. Table of Contents
3. Required Information
4. Body of the application (Sections 1 – 8, as applicable).
 - Section 1: Executive Summary
 - Section 2: Charter Agreement Exhibit A: School Specific Elements
 - Section 3: Program of Instruction
 - Section 4: Market Analysis
 - Section 5: Governance
 - Section 6: Staffing
 - Section 7: Business Plan
 - Section 8: Contracts
5. Appendix A: Background Information Sheets for each governing board member.
6. Appendix B: Articles of Incorporation.
7. Appendix C: Governing Board Bylaws.
8. Appendix D: Minutes from governing board meetings.
9. Appendix E: List of Administrative Rules and their titles from which the proposed charter school requests to be waived. Submit the waiver request, including justification of need and desired outcome. Note that proposed schools cannot request waivers from federal or state law.
10. Appendix F: Executed contract(s) or MOUs with virtual provider, ESP, or school designer, as applicable.
11. Appendix G: Start Up Grant application.
12. Appendix H: Only applicable for a public school converting to charter status. Contact USU-CSF staff if this is a conversion to determine if this section is required.

A productive strategy to aide you in your writing is to establish “end of paragraph” reading objectives. That is, before writing a paragraph, get clear with yourself/yourselves what you want your readers to: (1) *know* when they conclude the read; (2) *do* with the information when they conclude the read; and (3) *feel* about what they just read. Using this strategy will help to ensure that you are writing with clear purpose versus simply producing verbiage. Some regard that a person or group’s clarity of thought is evidenced in their writing—that clear thinkers are clear writers and vice-versa.

When your proposal is complete, email it as an attachment to david.forbush@usu.edu You will receive a response verifying that it was received within 48-hours.

Charter School Information

Copy the content from section 1 of the proposal document and paste it here. Elaborate further as needed.

53G-5-306 and R277-552-2(9) requires that you provide a copy of the application to the school district in which the proposed charter school shall be located either before or at the same time as submitting the application to USU charter school authorizing. If you are proposing a regional or state-wide virtual school, and propose office space, then submit the application to the school district in which the office of your proposed school will reside. Also, provide the name of the person to whom you provided a copy, and the date you provide the copy of the application. Also include the person's phone number and email address. If you emailed a copy of the application, provide a copy of the communication, including date and time stamp: [Click here to enter text.](#)

Learning Mission

Copy the content from section 2 of the proposal document and paste it here. Elaborate further as needed.

Program of Instruction

Copy the content from section 3 of the proposal document and paste it here. Elaborate further as needed, and also, for each major element of the instructional program, include the effect size associated with the element. Effect sizes for many instructional elements can be found in the book Visible Learning by John Hattie (ISBN 10:0-415-47618-6). Please provide a brief rationale in conjunction with the effect size regarding the power and influence you believe the element will have in achieving the student learning goals you are propose to pursue.

Waivers

Copy the content from section 1 of the proposal document and paste it here. Elaborate further as needed.

Governance Structure

Copy the content from section 1 of the proposal document and paste it here. Elaborate further as needed.

Market Analysis

Copy the content from section 1 of the proposal document and paste it here. Elaborate further as needed.

Enrollment

Copy the content from section 1 of the proposal document and paste it here. Elaborate further as needed.

Signatures

Signatures

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data and the information in this application are true and correct. This charter school application is hereby submitted with the full approval and support of the governing body of the proposed charter school.

Name of Authorized Agent

Signature of Authorized Agent

Name of Charter School Board Chair (if different than Authorized Agent)

Signature of Charter School Board Chair (if different than Authorized Agent)

1. Executive Summary

Typically, in business documents, executive summaries are written for executives who may not have time to read the entire report. Its point is to summarize a longer report (or in this case, application) and it should be able to stand on its own. That is, the content in the executive summary is fully explained by the content contained therein. If a reader has to look to the application for explanation, then the executive summary does not stand alone. To test this, have a person who is not familiar to your proposal read the summary. When they conclude their read ask them “Do you have any questions?” Use their questions to refine your summary to answer the questions that were raised, and repeat this process until there are no questions.

Applicant Instructions

Highlight key points of the application. State the school’s learning mission and briefly present your overall vision for how the school will operate. Describe the school’s overarching educational philosophy and the culture. Describe how your board originated and why it chose to propose *this* school.

Explain how this school will align with USU’s and CSF’s mission and vision. This section should be a brief overview of what you propose for your school but be inclusive enough to cover the main points of your application. Be concise...weigh every word, phrase, and sentence for contributory value. As noted previously, write to achieve “end of read objectives.”

At Standard Criteria

A response that meets the expected standard has two components. First, the element is addressed and second, the element is addressed with quality. Please note that “at-standard” does not guarantee authorization approval. The totality of evidence resulting from the process is used to make this determination. A response “at standard” will:

- Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).
- Present a compelling 1 – 2 sentence mission statement that defines the purpose(s) of the school.
- Present a convincing and appropriate vision of what the school will look like if it is achieving its mission.
- Briefly describe the main points about the school including, but not limited to, the school’s location, anticipated population, and educational foundation.
- Explain how your board originated.
- Provide a compelling rationale for why the board chose to propose this school.
- Provide a compelling argument for why this school should be approved, including how this school will advance Utah State Universities mission and vision.
- Explain the unique differentiators associated with your proposed school that are not currently available to students in the market you are targeting.

2. Charter Agreement – Exhibit A

All approved charter schools will sign a charter agreement that is a contract between them and their authorizer. This agreement will not include every detail expressed in a charter application. It will instead, include the items listed in this Exhibit A, which is to be representative of what is expressed in the rest of the application.

The Utah Charter Schools Act, legislated in 1998, is part of the state’s strategic planning act for educational excellence. The purposes of Utah’s charter schools, as a whole, are to:

- Continue to improve student learning;
- encourage the use of different and innovative teaching methods;
- create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school;
- increase choice of learning opportunities for students;
- establish new models of public schools and a new form of accountability for schools that emphasizes the measurement of learning outcomes and the creation of innovative measurement tools;

- provide opportunities for parental involvement in management decisions at the school; and
- increase school choice in areas where a high proportion of schools are identified as Title I priority or focus schools or have received a school grade of F.

Applicant Instructions

Identify which purpose/purposes your proposed school is proposing to meet. Provide rationale for your selection(s).

List the school's defining characteristics. The defining characteristics of the Charter School, as set forth in the application, are programs and processes that make this school unique and recognizably distinct from other schools. These characteristics will be included in USU-CSF annual reviews as assurances and will be included in School Accountability Measures.

Identify which enrollment preferences will be provided, as permitted by [53G-6-502](#).

In this table identify two mission specific SMART goals, one comparative academic SMART performance goal, and one SMART student academic gain/value added goal. SMART goals are **s**pecific, **m**easurable, **a**ctionable, **r**elevant and **t**ime-bound. An example of a comparative goal is setting an ACT composite score goal relative to the national average. The academic goal should address the magnitude of academic gains students will make because they attend this school.

SMART Goal	Measure	Goal Performance Levels			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific Goal					
Mission Specific Goal					
Relative Academic Performance Goal					
Student Academic Gain Goal					

At Standard Criteria

A response that meets standard will:

- Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).
- Identify compelling justification for meeting one or more of the purpose(s) of the charter school as outlined in [53G-5-104](#). One purpose is required.

- Listed key characteristics match the overall purposes and unique elements of this school idea.
- Identify the legally permitted enrollment preferences the proposed school will employ.
- Mission specific goals match the overall purposes and unique characteristics of the proposed school.
- Academic goals are high and are consistent with USU-CSF's commitment to student learning.

3. Program of Instruction

Applicant Instructions

Provide a description of a complete and coherent educational program that includes sample curriculum and methods of instruction. Discuss the philosophical approach to instruction and provide a description of how Utah Core Standards (UCS) will be addressed instructionally and how learning corresponding with UCS will be assessed in the proposed school. Cite and apply research evidence to support the proposed learning outcomes to be achieved via your educational program and in attainment of your SMART student learning goals.

3a. Program of Instruction

Provide a description of the proposed method(s) of instruction to be used by the school and a method for assessing student learning and attainment of academic SMART goals, including, at a minimum, administering the statewide assessments described in Section [53E-4-301](#).

3b. Curriculum

Announce whether charter school personnel will use pre-prepared curricula or if personnel intend to develop their own curriculum. This announcement will determine if you use evaluation criteria A or B for this section.).

- ☐ We intend to use pre-prepared curricula—use *evaluation criteria A*.
- ☐ We intend to develop curriculum—use *evaluation criteria B*.

For pre-prepared curricula, identify the curriculum by name or by type and how school personnel will select curricula.

If school personnel will develop curriculum, discuss how this will be accomplished.

For either path, discuss how the curricula supports the overall learning mission and vision and school, as well as the strategies relevant or necessary for successful implementation of the curricula. Explain how the proposed curricula will meet the needs of all learners, including students with special needs, English learners, advanced students, and emerging learners.

3c. Select Programs

Report if the proposed school will offer any of the following programs. This will determine if you utilize evaluation criteria C, D, or E for this section.

- ☐ We propose a career education focus—*use at standard criteria D*.
- ☐ We propose to offer distance and/or online education—*use at standard criteria E*.
- ☐ We propose to partner with a four-year college or university and offer early college options—*use at standard criteria F*.

Career Education

Provide the rationale for the program. Identify post-secondary and business partners. Describe opportunities for assisting students in transitions to the workplace or continued education through such activities as experiential education, cooperative education, internships, apprenticeships, job shadowing, and job placement.

Distance or Online Education

For the purpose of this proposal, distance education is defined as a formal educational process in which the majority of the instruction (interaction between students and teachers and among students) in a course occurs when students and teachers are in separate physical locations. For the purpose of this proposal, online education is defined as courses accessed from a computer, tablet or other internet connected device. Programs may be distance education, online education, or a combination of distance and online education.

Offer rationale for selected program(s). If the proposed program contains a distance education component, describe how the proposed charter school will select and deliver its curricula to students in distance education settings. Also, describe who will provide primary instruction to students, and who will assess student learning. If the proposed program contains an online program component, describe how the selected online educational program aligns with the school's mission and whether it will be delivered live or asynchronously. Finally, identify if the program will be offered in a full-virtual format, or in a blended-learning format.

Four-Year College and/or University Affiliation

Identify and describe the affiliation the proposed school intends to hold with a four-year college or university, including a private college or university, or a community college. Address the specific purpose(s) of the affiliation and how the affiliation supports student learning and attainment of SMART goals. Describe your plans for developing the affiliation and any steps already taken. Include evidence supporting the likelihood of successfully establishing the proposed affiliation such as letters of support or other documentation of commitment from the college or university.

At Standard Criteria

- A. For all proposals, a response at standard will:
 - Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).

- Identify the school’s philosophical approach to educating students and ensure that educational priorities are meaningful, manageable, measurable, and focus extensively on student learning.
- Provide a description of a complete and coherent educational program that includes curriculum and method of instruction.
- Present clear criteria for promotion from one level to the next, or graduation.
- Show that the method of instruction aligns with the school’s mission, vision, and overall educational priorities.
- Provide evidence or research to support that the method of instruction will lead to positive student outcomes for all students and attain identified SMART goals.
- Provide a method for assessing student learning, with administration of statewide assessments being a minimum for assessing student learning.
- Include a viable plan of how the school will provide for and ensure that students with special needs and educationally disadvantaged populations are met.
- Provide a description of how you ensure a compliant implementation of the requirements of the Individuals with Disabilities Education Act (IDEA).
- Provide a description of how you will ensure compliant implementation of all federal programs.

B. If the school intends to use curricula that have already been developed, a response that is at standard will:

- Identify the curricula or types of curricula the school plans to use and the criteria employed to select the curricula.
- Show how the selected curricula is consistent with the school’s mission, vision, and educational program design.
- Provide evidence to show that the proposed curricula have previously produced positive student learning outcomes and for the student population targeted in the proposal.
- A viable plan of how the school will provide for and ensure that the learning needs of special populations are met.

C. If the school intends to develop curricula leading to attainment of Utah Core Standards following approval, a response that is at standard will:

- Present a viable plan for development of the curricula for core academic areas and demonstrate alignment with the Utah Core Standards.
- Describe the processes for development of the curricula for core subjects and identify sound research, experience or theoretical base, and foundational materials that will guide curriculum development.
- Provide evidence or research to support that the developed curriculum will lead to positive targeted student outcomes.

D. If the school intends to focus on career education, a response that meets the standard will:

- Present a compelling rationale consistent with business and industry needs and student interests.
- Identify post-secondary and business partners.
- Include a convincing plan for transitioning students to work, further training, or higher education.
- A viable plan of how the school will provide for and ensure that the needs of special populations are met.

E. If the proposed school intends to offer blended, distance, and/or online education, a response that is at standard will include:

- A solid rationale for why the school intends to offer blended, distance, and/or online education to obtain student learning.
- A viable plan to attain and support a technology platform to provide curricula and deliver instruction.
- An explanation of who provides the curriculum and describe the logistics of how it is delivered to students.
- A description of how properly licensed and endorsed teachers will effectively deliver high standard instruction, assess academic progress, and communicate with students to provide assistance.
- A description of how the school will provide adequate proctoring of assessments, as well as the types and frequency of communication between the school and the students and the manner in which the school will communicate with parents.
- A viable plan of how the school proposes for and ensures that the learning needs of special populations is met.

F. If the school intends to affiliate with a four-year college or university and offer early college programs, a response that is at standard will:

- Present a compelling rationale for college or university affiliation that is foundational to the proposed school achieving its mission, vision, and educational program SMART goals.
- Identify higher education partners and describe the likelihood of success of this affiliation.
- Provide a viable plan of how the school will provide for and ensure that the needs of special populations are met.

4. Market Analysis

A market analysis is a vital part of your application. A market analysis should show the educational needs the applicant is attempting to fill, as well as the market demands for the proposed school and the learning needs identified in the community to be served.

Applicant Instructions

Statements in this section need to be supported by relevant, accurate, and timely data. All data must be appropriately cited. Letters of support should be included in this section.

Establish the need for the school and its educational program in the selected community. Describe the target population of the school and explain in detail how the proposed mission, vision, program of instruction, performance measures, and services align with the educational needs of that population. Share the processes the board has used to reach out to the community. Finally, outline the plan for recruitment and enrollment of students. Explain how the school will publicize and market to a broad cross-section of families and prospective students, including students with diverse racial, ethnic, linguistic, socioeconomic backgrounds and students with disabilities.

At Standard Criteria

A response at standard will:

- Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).
- Identify the area in which the proposed charter school will locate.
- Describe the education landscape in the identified area, showing a solid understanding of the community and surrounding schools.
- Provide a convincing rationale behind selecting the area for the proposed charter school (i.e., Show the proposed school's learning viability in the identified area and the financial viability).
- Provide the characteristics of the proposed charter school that sets it apart from others in the target location.
- Describe the educational needs in the targeted area and show how the proposed charter school meets these needs.
- Identify challenges in locating in the target area and address them with significant certainty.
- Present evidence to indicate that the enrollment projections for each grade and for each year charter are realistic (i.e., Supported by evidence of actual or potential demand).
- Demonstrate a clear understanding of the students the school proposes to, and is likely to serve and present a persuasive explanation of how the proposed school is likely to meet the needs of the target population.
- Justify why students in the target population will elect to attend this school over another school.
- Describe a strong and reasonable recruitment plan that is likely to yield proposed enrollment.
- Explain how the marketing plan will reach a diverse population.

NOTE: If applying for priority consideration under [53G-6-504](#), applicants must demonstrate how its proposed location(s) meet the definition of a “high growth area.” USU-CSF defines “high growth areas” as areas within a school district where enrollment has increased annually for the past five years. Applicants approved with this priority are required to give students living within a 2-mile radius of the proposed school an enrollment priority above all other students interested in attending the school.

5. Governance

A governing board will serve a charter school through two phases of its development, startup and governance. The startup board plays an active role in founding the school and should include members with experience in opening a charter school, learning science, finance, education, law, real estate, and other expertise necessary in a startup business. Once the initial tasks of gaining a charter and commencing operations have been successfully achieved, board focus should turn to sustainable governance of the school, which may require board members with even more diverse experiences and capacities.

Applicant Instructions

Describe the entity that will hold the charter and be responsible during the development of the school (startup) and explain how this board may differ from those who will govern the school (governance). Include a statement that, after entering into a charter agreement, the charter school will be organized and managed under [Title 16, Chapter 6a, Utah Revised Nonprofit Corporation Act](#). Complete a Background Information Sheet (Appendix A) for each named individual. Note: applicants must use the Background Information Sheet template provided in this application.

Provide documentation of the entity’s legal status, including Articles of Incorporation (Appendix B), Bylaws (Appendix C), and approved minutes from the meeting(s) at which these documents were approved (Appendix D). To the extent that the organization exists and has functions independent of the operation of the proposed school, provide a brief description of the organization, its history, its current operation, and the relationship between its existing operations and the proposed school.

Articles of Incorporation must include language stating that neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school. Articles of Incorporation should also include necessary language should the governing board decide to (1) apply for 501(c)(3) status with the IRS or (2) take on debt on behalf of the corporation.

Bylaws are the rules and procedures for how a nonprofit corporation will operate and be governed. Although there are no set criteria for bylaw content, they typically set forth internal rules and procedures, including such issues as: (a) the existence and responsibilities of officers; (b) the size of the board and the manner and term of their election; (c) removal of board members; (d) how and when board meetings will be held, (e) who may call meetings; (f) and how the board will function.

From the bylaws, provide the following information regarding the structure of the governing board: (a) number of board members, (b) how board members are appointed, (c) the board members’ terms of office, and (d) the number of meetings the board shall hold annually.

List the members of the governing board (startup) including their names, current employment, and relevant experience or qualifications for serving on the board. Describe any specific plans for recruitment of additional governing board members (startup or governance), including but not limited to, plans that would involve parental, professional educator, or community involvement in the governance of the school. Include a statement of assurance that the applicant shall, within 30 days of authorization, complete a background check on each member, as required by [53G-5-302](#).

Most governing board members during the startup phase of the charter are selected because of their specific knowledge and ability and desire to help get the school up and running. However, these are not always the same individuals that are best suited for the governance phase. As such, governing board members during the governance phase require continual professional development to learn their roles and responsibilities. Describe the professional development plan for the governing board including how it will perform self-evaluation and evaluation of school management. Include an organizational chart showing relationships between the board and school leadership.

At Standard Criteria

A response at standard will:

- Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).
- Present proper documentation that the entity proposing to hold the charter is a Utah nonprofit corporation and that the governing board is aware of and follows Utah's Open & Public Meetings Act in conducting board and committee business.
- Demonstrate that the operation of the proposed school is consistent with the organization's overall mission and operation.
- In the case of pre-existing organizations, provide details of the operational relationship and the separation between the pre-existing organization and the governing board.
- Show the governing board's understanding of their governing role and ultimate responsibility of the school, including an organizational chart showing relationships between the governing board and school management, and key employees, ESPs, community organizations, and school groups (e.g., parents, PTO, etc.).
- Include Background Information Sheets for all identified governing board members and key administrators.
- Document that all governing board members and key administration have agreed to submit to a background check as required in law.
- Demonstrate the governing board's capacity to oversee the successful development and implementation of the education program presented in this application.
- Demonstrate the governing board's capacity to oversee the effective and responsible management of public funds.
- Demonstrate the governing board's capacity to oversee and be responsible for the school's compliance with its legal obligations.
- Demonstrate the governing board's capacity to represent the community well.
- Demonstrate the board has the capacity to found and sustain a quality school.
- Provide a strong plan for governing board participation in professional development, including self-evaluation and evaluation of school management (e.g., principal, ESP).
- Describe the process and frequency the governing board will follow to evaluate whether or not it is meeting the vision, mission, and educational philosophy.

6. Staffing

Applicant Instructions

Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Your response should describe the primary responsibilities for each key position and identify critical skills or experience necessary to fulfill those responsibilities. This information should be included for all staff on the organization chart in the Governance Section. The school leader description should especially be detailed including the desired qualifications and responsibilities. If the school leader has not yet been identified, discuss plans for recruitment and selection, including the qualifications desired of the school leader.

Discuss the staffing plan, including anticipated staffing needs and recruitment strategies. Discuss how the plan supports sound operation and successful implementation of the school's educational program and other elements of the charter agreement. Describe the instructional skills, experience, and professional development that teachers will need to have to be successful. Discuss how those needs are reflected in the plan for teacher recruitment.

In responding to this section, consider the following questions:

- What strategies does the school have for recruiting and retaining effective teachers?
- How do the staffing-related budget assumptions align with educational program needs?
- How does the staffing plan reflect the anticipated enrollment and growth of the school?
- How will the school determine appropriate experience, training, and skills of non-certificated instructional personnel?
- What will be the employer-employee relationship for staff at the school?
- How will the school handle employee evaluations?
- What will the school's policy be on employment of relatives?
- How will the school ensure employees comply with the criminal background check requirements described in Section [53G-5-408](#)?
- How the school will comply with 53G-5-302(2)(f)(iv) and assign at least one person to oversee human resource management duties as defined in 17B-1-805 and assure the person receives human resource management training as defined in the statute.

6a. Required Employment Policies

The application should include the following three employment policies. Additional policies are permitted.

- Compliance with the criminal background check requirements described in Section [53G-5-408](#)
- Employment of relatives within the charter school (see [53G-5-407](#) and [53G-5-409](#))
- Employee evaluations (see [53G-5-302\(f\)\(2\)](#))

At Standard Criteria

A response at standard will:

- Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).
- Demonstrate a sound understanding of staffing needs that are aligned with the budget and with the school's anticipated enrollment and target population.
- Include a staffing plan that appears viable and adequate for effective implementation of the proposed educational program and other elements of the charter agreement.
- Clearly delineate the roles and responsibilities for leading the day-to-day activities of the school.
- Present strategies for recruiting effective teachers that are realistic and reasonably likely to be effective.
- Include policies that appropriately address the requirements to comply with criminal background checks, the need for employee evaluations, and the school's position on employment of relatives within the charter school, as well as a process for complying with statute.

7. Business and Operations Plan

The business plan should provide an understanding of how the applicants intend to develop and manage the school's infrastructure and finances. It should present a clear picture of the school's revenue projections; expenditure requirements; facility needs; transportation and food service plans; and pre-opening plan.

7a. Budget

Applicant Instructions

Provide a cash flow analysis for the preoperational year and first two years of operation (FY= July 1– June 30). Include an explanation and discussion of key financial assumptions. Explain how the fiscal priorities align with and support implementation of the educational program and other key elements in the charter agreement. If the school anticipates incurring debt for any reason, such as for acquisition of its facility, address the schedule for debt repayment and elaborate on the repayment assumptions and plan. Discuss the school's contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment, or other financial challenges in the early years of operation. Specify the school's break-even enrollment count and explain how this number was obtained. Use the *Charter School Budget Template* to detail the school's estimated revenues and expenditures for the first operational year, including a breakeven analysis.

At Standard Criteria

A response at standard will:

- Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).
- Present financial priorities that are consistent with and support goals and key elements of the plan, including the school's mission, educational program, staffing, and facility.
- Present realistic, evidence-based revenue and expenditure assumptions for the first three fiscal years, including for any plan to incur and repay debt, for both full enrollment and breakeven enrollment scenarios.
- Demonstrate an understanding of available options for facilities acquisition and financing.
- Present viable strategies for meeting potential budget and cash flow challenges, particularly for the first three fiscal years.
- Demonstrate a commitment to maintaining the financial viability of the school.
- Budget must reflect at minimum the required percentage of reserve funds at the end of the fiscal year.
- Describe how you will ensure that restricted funds are only used for the purposes that they are given (e.g., special education and other sources of restricted funds).

7b. Finances

Describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial management. Describe how the school's finances will be managed and who will be responsible for ensuring implementation of FERPA protections of student and financial records. Your response should address, among other things, the school's plans in the following areas:

- **Provisions for an annual audit consistent with its LEA status;**
- **Development and dissemination of an annual financial report; and**
- **Providing required & recommended liability insurance to indemnify the school, its board, staff and teachers against tort claims.**

At Standard Criteria

A response at standard will:

- Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).
- Demonstrate understanding of the school's financial management obligations.
- Present evidence that the school is prepared to adhere to generally accepted accounting practices.
- Present evidence that the school will have or has capacity to develop adequate policies and processes for tracking enrollment and attendance, eligibility for free and reduced priced lunch, SWD, and ELs enrollment.
- Demonstrate preparation to meet its insurance, annual audit, Audited Financial Report (AFR), and other key financial management obligations.
- Ensure that any grants or federal programs the charter receives are administered according to established guidelines.

7c. Facilities

Discuss the school's facility needs based on the educational program and anticipated enrollment, as well as whether the governing board plans to lease or build a facility. If the applicants have identified a facility, indicate the location (cross streets, city, and zip code) and provide a floor plan and a description including, at a minimum, the number and size of the classrooms, common areas, administrative areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities and meets ADA requirements for students, parents and community members.

To the extent that the school has discussed or established specific lease or purchase terms, include discussion of the proposed terms and any draft agreements. To the extent that the facility will require renovation or "build out," describe those plans including anticipated timing and cost.

If a facility has not been selected, specify potential locations that are under consideration and discuss the process and time line for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility.

Provide evidence of your understanding that an *adjusted debt burden ratio of under 30%* on either a lease agreement or property purchase is required. The "Lease Adjusted Debt Ratio" is defined as "A school's cumulative annual debt service payments, inclusive of cumulative annual lease payments, divided by the school's unrestricted annual operating revenue."

At Standard Criteria

A response at standard will:

- Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).
- Reflect a sound understanding of education facility needs, including the requirement for an e-occupancy building.
- Demonstrate knowledge of facility costs including, as applicable, cost of purchasing, leasing, building, or renovating an educational facility that conforms to applicable health, safety, and occupancy requirements.
- Present evidence to support facility-related budget assumptions.
- Include evidence that the proposed facility will be adequate or present a plan for securing a facility that is appropriate and adequate for the school's educational program, anticipated location, and target population.
- Demonstrate that the school's plan for acquisition of a facility is financially viable.
- Demonstrate that the building is ADA accessible.
- Provide evidence of your understanding that an *adjusted debt burden ratio of under 30%* on either a lease agreement or property purchase is required.

7d. Pre-Opening Plan

Provide a pre-opening plan that documents key tasks to be completed between approval of the application and the opening of the school. Include a schedule for initiation, development, and completion of tasks, identify primary responsibility by individual or position, and document anticipated resource needs.

Key tasks should, at a minimum, include implementation of applicable legal requirements for public schools, required policies, student data systems, student data privacy, reporting, and financial management. Your responses must describe how you will evidence completion of tasks and evidence implementation of legal requirements and policies to your authorizer, and on a schedule prior to school opening.

Examples of federal legal requirements include but are not limited to: (1) Section 504 of the Rehabilitation Act; (2) The Americans with Disabilities Act (ADA); (3) The Individuals with Disabilities Education Act; (4) The Every Student Succeeds Act (ESSA); (5) McKinney-Vento, the Education for Homeless Children and Program which nests within ESSA; and (6) Family Educational Rights and Privacy Act (FERPA) regulations. Note: Applicants are to provide evidence of having secured access to the Desktop Monitoring Instrument (DMI) at <https://dmi.schools.utah.gov/Tracker/Security/Login.aspx> Applicants will demonstrate knowledge of other monitoring systems such as the Special Education Annual Reporting and Activity Calendar <https://schools.utah.gov/file/cfb7dbe1-68c6-4ecc-b895-eb64512> they will use to attend to all compliance and reporting activities.

Examples of Utah Code requirements include but are not limited to: (1) Title 53 C - School and Institutional Trust Lands Management Act; (2) Title 53 D - School and Institutional Trust Fund Management and Land Trusts Protection and Advocacy Office; (3) Title 53 E - Public Education System -- State Administration; (4) Title 53 F - Public Education System – Funding; (5) Title 53 G - Public Education System -- Local Administration <https://le.utah.gov/xcode/code.html> Applicants are to provide explicit evidence that school leaders and all board members have read all education codes shown above. Applicants are to describe their plan for implementation of all applicable codes in the proposed school prior to school opening.

Examples of Utah State Board of Education Administrative Rules requirements include but are not limited to: (1) Out of State Tuition Reimbursement; (2) School Counselor Direct and Indirect Services; (3) Funding for Charter School Students with Disabilities on an IEP; (4) LEA reporting and Accounting Requirements. There are 187 administrative rules. These rules may be downloaded as a single set of rules <https://rules.utah.gov/publicat/code/r277/r277.htm> Applicants are to provide explicit evidence that school leaders and all board members have read all rules. Applicants are to describe their plan for implementation of all applicable rules in the proposed school prior to school opening.

Additionally, your pre-opening plan must also address two other elements:

1. Describe the steps you will take to receive state start-up funds as noted in R277-552-3 (1-4).
2. Provide evidence that proposed school leaders and board members have read the Utah State Board of Education Special Education Rules <https://schools.utah.gov/file/bff61848-ae42-4265-a654-6dae5f398507> and provide evidence that your proposed board has adopted a local copy of

the rules. Note that local copies must meet the threshold requirements of IDEA law, but may where desired provide supports to students beyond these requirements. Before opening of the school, the board is to have an approved local copy in place that has been reviewed and approved by USBE staff and provide their authorizer with this evidence.

At Standard Criteria

A response at standard will:

- Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).
- Demonstrate the applicant's understanding of planning tasks is realistic in the timeframe between charter approval and opening.
- Reflect a sound understanding of resources required to complete tasks.
- Includes minimum key tasks.
- Includes evidence of a comprehensive recognition of federal laws associated with education and a plan to implement and activity comply with the requirements of these laws.
- Provides evidence of access and a plan for effective use of monitoring systems designed to comply with state and federal laws.
- Includes evidence of proposed school leaders and board members having read relevant Utah Code and Administrative Rules.
- Includes a plan for implementation of relevant Utah Codes and UBSE Administrative Rules prior to school opening.

7e. Closure Plan

Provide a closure plan that documents key tasks to be completed should the school's charter be terminated by USU-CSF or the Utah State Board of Education or voluntarily surrendered by the school. Include a plan for how you will actively and intentionally identify date-based closing activities that are either missed or are late. Additionally, provide a schedule for student and employee transitions. The plan should identify how to deal with records, reporting requirements, and distribution of financial reserves and assets. UCA§ [53G-5-503](#) outlines the closure process.

At Standard Criteria

A response at standard will:

- Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).
- Explain the school's plan to self-evaluate its performance using the minimum standards and board determined targets, including the individuals responsible, frequency of evaluation, action plan following the evaluation, and school's responsibility to notify its authorizer of any potential missed targets in advance of state reviews.
- Describe how and when evaluation results will be disseminated to stakeholders.

- Describe the support provided to the student and family when choosing a new school and registering for classes, ensure protection of student records, and follow-up the subsequent school year to ensure enrollment.
- Fully describe any support that will be offered to employees through the school’s closure.
- Explain plan for archiving and maintenance of required records (e.g., student files, attendance records, transcripts, employment records, inventory of assets, etc.). Plan should include appointing an individual to be responsible for records and should follow [53G-5-403](#) and [34 CFR 80.32](#).
- Detail the plan for continued submission of required reports (e.g., audit, grant reports, end-of-year report, etc.). Plan should include appointing an individual to be responsible for reports.
- Closure reserves should be reflected and clearly labeled in the budget, and should be explained in the detailed business plan.

8. Contracts

All applicants are asked to declare whether they have entered into any contracts prior to the submission of this application or intend to contract with an Education Service Provider (ESP) after approval (i.e., during the planning year or operational years). The term “education service provider” refers to any number of for-profit or non-profit organizations that contract with the governing board of a school to provide administrative/management services. The major types of ESPs that serve charter schools are education management organizations (EMOs), charter management organizations (CMOs), and comprehensive school design providers. After making the initial declaration, applicants should complete the remainder of the section only if they have entered into contracts for services prior to this application or if it intends to contract with an ESP.

Because contractors external to your proposed learning organization are vital to your success or failure in you achieving your mission, USU-CSF will carefully review proposed contracts across multiple dimensions, including for fiscal transparency. USU-CSF will review contracts before they are signed during the authorization process. If your proposed school is authorized by USU-CSF, external contracts will continue to be reviewed throughout your affiliation with USU-CSF. Recognize that USU-CSF strongly discourages contracting with any organization prior to USU-CSF’s review of the proposed contract.

Applicant Instructions

Has the board entered into any contractual relationships for services (e.g. building development, school design, ESP) to be provided upon condition of approval as a charter school?

- ☐ Yes, we have entered into a contractual relationship for services. (Complete this section)
- ☐ No, we have not entered into a contractual relationship for services. (Skip this section)

Does the board intend to have a contractual relationship with an ESP?

- ☐ Yes, we intend to contract with an ESP. (Complete this section)

☐ No, we do not intend to contact with an ESP. (Skip this section)

Complete this section if the school has entered into any contracts for services, such as building development, real property acquisition, or ESP services.

Disclose all such contracts (Appendix F) and provide the proposed contract or memorandum of understanding (MOU) between the school and the contractor including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual, and personal).

Discuss the school's decision to work with these businesses, in general, and the selected business in particular. Describe the planned relationship between the governing board, school administration, and the contractor, and how that relationship will further the school's mission and educational program. Provide a clear description of the services to be provided by the contractor. Describe the contractor's roles and responsibilities in relation to the school's management and governing board. Describe the governing board's performance expectations for the contractor. Discuss how the governing board evaluates the contractor's performance. Explain why the contractor was selected, including what due diligence efforts were conducted to inform the selection.

Provide a summary of the contractor's history, including relevant performance data for other schools that the contractor has worked with (e.g., development, academic, financial, governance) and a list of all schools in the state of Utah which have contracted with this provider, with these schools contact information. Also, provide the name of the contracting business and contact information. **Finally, provide the contractor with a release of information allowing USU-CSF leadership to speak with representatives regarding the proposed contract.**

Complete this section if the school intends to enter into a contract for ESP services.

Describe the process the school will follow in the selection of an ESP and provide an assurance the process meets State law for procurement as outlined in [63G-6a](#). Explain how the contractor will be selected, including what due diligence efforts will be conducted to inform the selection. Additionally, describe how the supports offered by the ESP will be publicly transparent, while also securing information as required.

Discuss the school's decision to work with an ESP, in general. Describe the planned relationship between the governing board, school administration, and the ESP, and how that relationship will further the school's mission and educational program. Provide a clear description of the services to be provided by the ESP. Describe the ESP's roles and responsibilities in relation to the school's management and governing board. Describe the governing board's performance expectations for the ESP. Discuss how the governing board evaluates the contractor's performance.

If an ESP will provide service related to the curricular or instructional management of the proposed educational program, or assessment of students, describe the oversight and monitoring that will be in place to guide this relationship.

If an ESP will provide services related to the financial management of the proposed school, describe the internal controls that will be in place to guide this relationship.

Provide a summary of the anticipated contractor's history, including relevant performance data for other schools that the contractor has worked with (e.g., development, academic, financial, governance)

and a list of all schools in the state of Utah which have contracted with this provider, with contact information. Also, provide the name of the contracting business and contact information. Finally, provide the contractor with a release of information allowing USU-CSF leadership to speak with representatives regarding the proposed contract.

At Standard Criteria

A response at standard will:

- Embed in the response an explicit description that clarifies how student learning is positively impacted by the target of the response (e.g., mission statement, program of instruction...).
- Provide persuasive explanation of the reasons for the contracts, in general, and with the provider, in particular.
- Provide sense of how the proposed relationships will further the school's mission and educational program.
- Provide evidence of the business' success in serving student populations similar to your target population.
- Provide the names and contact information for anticipated contractors. Additionally, provide anticipated contractors with a release of information statement so they can engage USU-CSF staff about the potential or proposed contract.
- Provide a clear description of the services to be provided that align with good governance and administrative practices.
- Provide a coherent and convincing delineation of the roles and responsibilities between the governing board, management, and the contractor.
- Provide performance expectations that are consistent with the school's accountability requirements and how the governing board will hold the contractor accountable for meeting those expectations.
- Disclose and explain any termination or nonrenewal contracts for equivalent services for any other charter schools in Utah in the past 5 years.
- As Appendix F, provide a proposed contract or MOU between governing board and contractors containing proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual, and personal). This contract or MOU must be in accordance with State statute, Board rule, and State purchasing policy.
- Provide a solid plan for the school in the case where the contract terminates.
- Develop a written monitoring plan to monitor and supervise the good or service provided by a third-party contractor to ensure compliance with laws and rules (R277-115).

Appendix A – Background Information Sheet

The information required below may be copied from the background information sheet you provided in the proposal. This form requires additional information beyond what was provided in the proposal. Please do not include a resume or simply attach the proposal sheet. Complete this form as shown. Each governing board member listed in the table must submit an independent form. Additionally, any key administrators already identified should submit forms. **DELETE THESE INSTRUCTIONS FROM YOUR APPLICATION.**

Name: Click here to enter text.

Role with application: Click here to enter text.

Expertise: Click here to enter text.

Select the statements that are applicable and, if applicable, proceed as directed:

☐ I intend to become an employee of the school. *Provide your role and the timeline for your transition from the governing board to this role.*

☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law). *Describe all relationships.*

Statement of Intent: Provide a personal statement regarding your role with the proposed school (i.e. governing board, administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.

Not-for-Profit History: Provide your nonprofit history that supports your being sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

Employment History: Provide your employment history that supports your being considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

Education History: Provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your being considered sufficiently qualified to operate a charter school.

Assurance of Background Check: Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will

reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO USU-CSF STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's signature

Appendix B – Articles of Incorporation

Attach a copy of the filed Articles of Incorporation. Articles of Incorporation must include language stating that neither the charter school authorizer nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school. Articles of Incorporation should also include necessary language should the governing board decide to (1) apply for 501(c)(3) status with the IRS or (2) take on debt on behalf of the corporation. However, schools do not need to apply for 501(c)(3), but can incorporate as a Utah nonprofit.

Appendix C – Governing Board Bylaws

Attach a copy of the board approved bylaws. Bylaws are the rules and procedures for how nonprofit corporations operate and are governed. Although there are no set criteria for bylaw content, they typically set forth internal rules and procedures, including such issues as: (1) the existence and responsibilities of officers; (2) the size of the board and the manner and term of their election; (3) removal of board members; (4) how and when board meetings will be held, (5) who may call meetings; (6) how the board will function; and (7) an obligation to act in accordance with the Utah Open and Public Meetings Act. Limited Liability Corporation bylaws typically do not cover the elements required of a public school.

Appendix D – Minutes from Governing Board Meetings

Attach a copy of the minutes in which the board approved the Articles of Incorporation and Bylaws. If waivers are requested, include the minutes for which this motion appears. If there are executed contracts or MOUs, include the minutes for which these motions appear.

Appendix E – List of Waiver Requests – If Applicable

If applicable, list Administrative Rules and their titles from which the charter school requests to be waived. Submit the waiver request, including justification of need and desired outcome. Attach corresponding minutes to Appendix D.

NOTE: Schools cannot request waivers from federal or state law.

Appendix F – Executed Contracts or MOUs – If Applicable

If applicable, attach a copy of any executed contracts or MOUs established via Utah Procurement Code, and processes, including signatures of authorized agents. Attach corresponding minutes to Appendix D. Procurement code and processes are available here: [Home - State of Utah Division of Purchasing and General Services](#)

Appendix G – Startup-Implementation Grant Application

The purpose of the Start Up and Implementation Grant is to provide financial assistance for planning, program design, and initial implementation of new charter schools. A new school is authorized to receive a minimum of \$250,000 and maximum of \$350,000 (based on enrollment and eligible funds) distributed over three years. Funding is based on projected and actual enrollment.

	<i>Base for up to 200 students</i>	<i>Pupil Unit for students 201-599</i>	<i>Maximum Allocation 600+</i>
<i>Start Up</i>	<i>125,000</i>	<i>Enrollment x \$125</i>	<i>175,000</i>
<i>Implementation 1</i>	<i>100,000</i>	<i>Enrollment x \$62.50</i>	<i>125,000</i>
<i>Implementation 2</i>	<i>25,000</i>	<i>Enrollment x \$62.50</i>	<i>50,000</i>
<i>TOTAL</i>	<i>\$250,000</i>		<i>\$350,000</i>

Applicant Instructions (Delete these instructions when submitting the application)

Complete the Startup and Implementation section if the school wishes to be considered for Startup and Implementation funds. Do not include this section with the application if the school does not wish to be eligible for these grant funds.

Startup and Implementation Grant Application

Grant Assurances

Grant funds may only be used for the following:

- *Post-award planning and design of the educational program;*
- *Research-based professional learning activities for teachers, staff, and board;*
- *Informing the community about the school;*
- *Acquiring necessary equipment and educational materials and supplies;*
- *Acquiring, developing or aligning curriculum, and;*
- *Other initial operational costs, such as:*
 - *Costs associated with creating and implementing office functions;*
 - *Costs associated with the installation of computers, data systems, networks, and telephones;*
 - *Personnel expenses incurred either before or after the school's opening; and*
 - *Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.*

The board understands that:

- Funding is based on projected authorized enrollment.
- No funding level is guaranteed.
- The school shall participate in monitoring activities, including attendance at mandatory trainings and compliance with statute and rule. Failure to comply may result in a loss of funds.
- A budget report on the expenditure of grant money is due to USU-CSF at the end of each year and a final report is due at the end of the 2nd implementation year.
- Should the charter school change to non-charter status within ten years of receiving grant funds, grant funds must be reimbursed to USU-CSF.

 Board Chair Signature

 Date

Budget – List total dollar amount required by category, as well as the details of what will be purchased in each category.

If the total amount budgeted in each category is the same at the end of the fiscal year, USU-CSF approval is not needed. However, if the school chooses to increase or decrease a category total, a new budget must be approved by the school's governing board and by USU-CSF leadership.

Budget Categories	Startup Year	Implementation Year 1	Implementation Year 2	Total
Salaries (100)	\$	\$	\$	\$
<i>Details</i>				
Benefits (200)	\$	\$	\$	\$
<i>Details</i>				
P & T Services (300)	\$	\$	\$	\$
<i>Details</i>				
Property Services (400)	\$	\$	\$	\$
<i>Details</i>				
Other Services (500)	\$	\$	\$	\$
<i>Details</i>				

Travel (580)	\$	\$	\$	\$
<i>Details</i>				
Supplies and Materials (600)	\$	\$	\$	\$
<i>Details</i>				
Property (700)	\$	\$	\$	\$
<i>Details</i>				
Total	\$	\$	\$	\$

Appendix H: Conversion to Charter Status – If Applicable Complete, Delete if Not.

Demonstrate arrangements for:

1. Students who choose not to continue attending the charter school
2. Teachers who choose not to continue teaching at the charter school