



**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

**ELLEN E. WEAVER**  
*STATE SUPERINTENDENT OF EDUCATION*

**Request for Proposals (RFP)**  
**Application Package**

**Public Charter Schools Program—Planning and Implementation**  
**2026–27 Discretionary (Competitive) Subgrant**

The Public Charter Schools Program Planning and Implementation is a subgrant program funded by the US Department of Education, authorized by the *Elementary and Secondary Education Act of 1965* as amended by the *Every Student Succeeds Act*, and administered by the South Carolina Department of Education.

**Deadline for Receipt of Applications: May 8, 2026, 5:00 p.m.**

**Technical Assistance for Applicants: March 23, 2026**

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Issued by:

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## TABLE OF CONTENTS

<b>PART I: GENERAL INFORMATION</b> .....	<b>1</b>
A. Introduction and Purpose .....	1
B. Eligible Applicants.....	3
C. Competitive Priorities .....	5
D. Timeline of Subgranting Process .....	6
E. Technical Assistance Sessions for Applicants.....	6
F. Statutory, Federal Regulations, and State-Level Program Requirements.....	6
G. Authorized Activities .....	9
H. Unauthorized Activities .....	10
I. Program Accountability and Monitoring.....	11
J. Fiscal Operations .....	17
K. Supplement, Not Supplant .....	19
L. Peer Review and Selection Process .....	19
M. Appeals Process .....	20
<b>PART II: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS</b> .....	<b>21</b>
A. Application Overview .....	21
B. Proposal Narrative Format.....	22
C. Online Application Submission .....	22
D. Project Abstract.....	22
E. Proposal Narrative Content.....	23
Section 1: The School and Its Stakeholders.....	23
Section 2: Financial Sustainability.....	24
Section 3: Governance and Management Plan .....	24
F. Application Budget .....	25
G. Attachments .....	29
H. Deadline and Submission Procedures.....	31
I. Screenshots of Online Application Submission Forms .....	31
<b>APPENDIX A: DEFINITIONS OF TERMS USED</b> .....	<b>39</b>
<b>APPENDIX B: SELECTION CRITERIA AND REVIEWERS’ SCORING RUBRIC</b> .....	<b>41</b>
<b>APPENDIX C: REQUIRED SCDE FORMS</b> .....	<b>50</b>
Certification Signature Page .....	50
Assurances and Terms and Conditions for Federal Subawards.....	51
Terms and Conditions .....	52
Program-Specific Assurances .....	56
Instructions for GEPA Statement of Compliance.....	57
Request for Taxpayer Identification Number and Certification .....	58
Timeline of Activities/Workplan Chart .....	59
Proposed Planning and Implementation Budget Template.....	60

## PART I: General Information

### A. Introduction and Purpose

The South Carolina Charter Schools Act of 1996 ([S.C. Code Ann. § 59-40-10 et seq.](#) (Supp. 2025)) provides the mechanism for the design and operation of charter schools for the purposes of

- improving student learning;
- increasing learning opportunities for students;
- encouraging the use of a variety of productive teaching methods;
- establishing new forms of accountability for schools;
- creating new professional development opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- assisting South Carolina in reaching academic excellence; and
- creating new, innovative, and more flexible ways of educating children within the public school system, with the goal of closing achievement gaps between low-performing student groups and high-performing student groups.

As public schools, charter schools are nonreligious, non-home-based, nonprofit, and nondiscriminatory. The South Carolina Department of Education (SCDE) supports and encourages the creation of effective models of learning for prospective and new charter schools, including those located in the rural communities of South Carolina.

In 2020, the SCDE received a Public Charter Schools Program (CSP) grant from the U.S. Department of Education (USED) to support the initial planning, program design, and implementation of new charter schools.

The purposes of the CSP (Title IV, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA) (20 U.S.C. 7221-7221j)), as stated in the [federal authorizing statute](#), are to

- improve the United States education system and education opportunities for all people in the United States by supporting innovation in public education in public school settings that prepare students to compete and contribute to the global economy and a stronger nation;
- provide financial assistance for the planning, program design, and initial implementation of charter schools;
- increase the number of high-quality charter schools available to students across the United States;
- evaluate the impact of charter schools on student achievement, families, and communities, and share best practices between charter schools and other public schools;
- encourage states to provide support to charter schools for facilities financing in an amount more nearly commensurate to the amount states typically provide for traditional public schools;
- expand opportunities for children with disabilities, English learners, and other traditionally underserved students to attend charter schools and meet the challenging state academic standards;
- support efforts to strengthen the charter school authorizing process to improve

performance management, including transparency, oversight and monitoring (including financial audits), and evaluation of such schools; and

- support quality, accountability, and transparency in the operational performance of all authorized public chartering agencies, including state educational agencies, local educational agencies, and other authorizing entities

Contingent upon the receipt of funds from the USED, the SCDE will administer a limited Planning and Implementation (P&I) subgrant program to expand the number of high-quality charter schools available to students across the state. Approved P&I subawards will begin in July 2026.

To be considered for funding, subgrant applications must demonstrate compliance with the [South Carolina Charter Schools Act](#). Information about the Charter Schools Act will be provided in the pre-application technical assistance session (see page 6).

Approximately \$3 million will be available for new P&I subgrants during the 2026 funding cycle. The SCDE anticipates awarding approximately three subgrants. Contingent upon the availability of funds and the quality of applications, the SCDE reserves the right to make additional awards in FY 2027 from the list of unfunded applicants from this competition.

Award amounts are determined based on the designation of *targeted* or *typical* subgrantee. Note: all subgrant awards are contingent upon the availability of funds and total allocations to the SCDE by the USED.

Funds will be distributed to subgrantees via reimbursements in three phases, with the maximum allowed performance period for:

- Planning Phase (12 months): the budget period is July 1, 2026, through June 30, 2027, for initial costs associated with planning. Subgrantees may use up to a maximum of 18 months for Planning; however, after the initial 12-month Planning Phase, additional months the subgrantee uses for Planning will proportionally decrease the months available for their Implementation Phase 2 (see below).
- Implementation Phase 1 (12 months): the budget period is July 1, 2027, through June 30, 2028.
- Implementation Phase 2 (up to 12 months): the budget period is July 1, 2028, through June 30, 2029. Total months for Implementation Phase 2 will be decreased proportionally for a charter school that uses additional months of the subgrant for their Planning Phase (see above).

For an Implementation-only subgrant (24 months), the budget period for Implementation Phase 1 is July 1, 2026, through June 30, 2027 (12 months) and the budget period for Implementation Phase 2 is July 1, 2027, through June 30, 2028 (12 months).

Applicants may apply as a targeted applicant or as a typical applicant (see [appendix A](#), Definitions of Terms Used). A targeted applicant must define “at-risk” in accordance with State Board of Education (SBE) [Regulation 43-274.1](#) and be able to prove direct services to at-risk students, or demonstrate that it is an Alternative Education Campus (AEC, a charter school with

an explicit mission to serve an enrolled student population as defined in [S.C. Code Ann. § 59-40-111](#)). A typical applicant is a charter school that does not meet the eligibility criteria for a targeted applicant.

The following information is provided for budget projection purposes. The combined total of Planning Phase and Implementation Phase 1 may not exceed \$600,000 for a typical applicant and \$700,000 for a targeted applicant.

**Table 1: Funding Projections**

	<b>Typical Applicant</b>	<b>Targeted Applicant</b>
<b>Funding Phase</b>	Maximum Amount	Maximum Amount
Planning Phase	\$250,000	\$300,000
Implementation Phase 1	\$250,000	\$300,000
Implementation Phase 2	\$250,000	\$300,000
<i>*Opportunity Zone Supplement</i>	<i>\$100,000</i>	<i>\$100,000</i>
<b>Maximum if funded for all phases</b>	<b>\$850,000</b>	<b>\$1,000,000</b>

*\*Opportunity Zone Supplement* to the award is available to eligible subgrantees who propose to establish a new charter school with a physical address in an Opportunity Zone, only (see more information [Opportunity Zones - Map](#)).

The subgrantee may obligate funds upon receipt of the subgrant award notification. However, no funds will be disbursed until after the approved subgrant award notification is signed and executed and the revised detailed budget is approved. Subgrant funds are disbursed on a cost-reimbursement basis so applicants should have at least three months of operating funds at their disposal to implement the program to compensate for any delays in receiving reimbursement payments.

Subgrant awards are processed annually as continuation funding is not guaranteed. In determining continuation funding, the SCDE will consider the subgrantee’s evidence of their project’s effectiveness in achieving goals, timely submission, and quality of all required reports and data (including the Project Performance Accountability and Reporting requirements, CSP benchmark reports, and Annual Progress reports), and rationale for budget expenditures. No subgrantee is authorized to move to the next funding phase without an official continuation subaward from the SCDE. All subawards are contingent upon continued funding to the SCDE by the USED.

**B. Eligible Applicants**

An eligible applicant must meet one of the criteria below.

- A *new charter school* that has received approval from its chartering sponsor (authorizer) to open in the 2026–27 or 2027–28 school year may submit a subgrant application for this funding round (see [appendix A, Definition of Terms Used](#)).
- A *charter school that meets the federal definition of a charter school and is in the first year of operation* may apply for an implementation-only subgrant for up to 24 months.
- A *new charter school* that has not yet received an approval/denial determination from its sponsor (authorizer) may also submit a subgrant application. However, to receive

subgrant funds, the charter school must be officially approved by a sponsor (authorizer). Funds *will not* be awarded until the granting of a charter is confirmed. The charter must be executed by the applicant and authorizer no later than June 30, 2026.

In order to receive a subgrant award, an eligible applicant must have an executed charter school contract as defined by S.C. Code Ann. §59-40-40(9) and S.C. Code Ann. 59-40-60(B). The contract must be executed by the applicant and authorizer no later than June 30, 2026.

According to [20 U.S.C. 7221i \(6\)](#), an eligible applicant is any charter developer group that has applied to an authorized public chartering authority to operate a charter school and has provided adequate and timely notice to that authority; in South Carolina, the charter developer group must provide a copy of the proposal (part 1 only) to said authority. However, to receive CSP subgrant funds, a charter school must meet the following definition from [20 U.S.C. 7221i \(2\)](#):

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 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 goals 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, and the Americans with Disabilities Act of 1990, Section 1232g of this title (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
  - i. admits students on the basis of a lottery, consistent with section [7221b\(c\)\(3\)\(A\)](#) of this title, 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.

Employees of the SCDE are not eligible to apply for this subgrant; therefore, eligible charter developer groups must not include current SCDE employees.

In accordance with federal regulations, a previous subgrantee is ineligible to receive more than one planning and implementation subgrant.

### **C. Competitive Priorities**

A maximum of 15 additional points is available for typical applicants, and a maximum of 20 additional points is available for targeted applications that meet the criteria for competitive priorities. A typical application can qualify for any or all of the first three priorities, and a targeted applicant can qualify for any or all four priority categories.

Competitive Priority #1: Location within a school district/local education agency (LEA) without any charter schools or within a designated Opportunity Zone (5 points)

To be eligible for this priority, the proposed charter school must be located within a school district that currently does not have any operating charter schools. Alternately, the proposed charter school must be physically located at an address within a designated Opportunity Zone (see more information and a map at [Opportunity Zones - Map](#)).

Competitive Priority #2: Low-performing schools (5 points)

To be eligible for this priority, the applicant must propose to establish a charter school that is physically located within the attendance zone of one of the state's lowest-performing schools and propose to serve the same grade levels (as determined by the [Comprehensive Support and Improvement \(CSI\) List](#)). The school would serve as a viable option for students who currently attend, or would otherwise attend, one of the state's lowest-performing schools.

Competitive Priority #3: Closing achievement gaps (5 points)

To be eligible for this priority, the applicant must propose to address closing achievement gaps (i.e., gender, race/ethnicity, poverty, or ability levels). Targeted achievement gaps must be based on the needs of students projected to attend the charter school.

Competitive Priority #4: At-risk students (5 points for *targeted applicants only*)

To be eligible for this priority, the applicant must propose to serve at-risk students (as defined by SBE [Regulation 43-274.1](#)) or the charter school must be an AEC as described on page 3.

Applicants must identify which competitive priority is being sought in the Project Abstract, complete the competitive priorities section of the online application, and clearly provide

evidence in the proposal narrative that the proposed project meets and fulfills the priority. A statement that competitive priority points are being sought *is not sufficient evidence* for additional points to be awarded. Applicants must provide a narrative that clearly indicates that they meet the specified criteria for each priority to earn additional points for each category.

**D. Timeline of Subgranting Process**

<b>Date</b>	<b>Activity/Action</b>
March 23, 2026	Pre-application technical assistance session
May 8, 2026	Deadline for receipt of applications
July 2026	Notification of awards; post-award technical assistance session
July 1, 2026	Planning Phase budget period begins
September 15, 2026	Benchmark report 1 deadline
December 15, 2026	Benchmark report 2 deadline
March 16, 2027	Benchmark report 3 deadline
June 30, 2027	Planning Phase budget period ends
September 30, 2027	Planning Phase final expenditure report due
July 1, 2027	Implementation Phase 1 budget period begins
September 15, 2027	Benchmark report 4 deadline
December 15, 2027	Benchmark report 5 deadline
March 15, 2028	Benchmark report 6 deadline
June 30, 2028	Implementation Phase 1 budget period ends
October 2, 2028	Implementation Phase 1 final expenditure report due
July 1, 2028	Implementation Phase 2 budget period begins
September 15, 2028	Benchmark report 7 deadline
December 15, 2028	Benchmark report 8 deadline
March 15, 2029	Benchmark report 9 deadline
July 2, 2029	Implementation Phase 2 budget period ends
October 1, 2029	Implementation Phase 2 final expenditure report due

**E. Technical Assistance Sessions for Applicants**

The SCDE Charter School Program will offer a pre-application technical assistance session via [Adobe Connect](#) on **March 23, 2026, from 10:00 a.m. until 12:00 p.m.** No password is required to join the session. Participants should enter their full names when logging in to the session. Participants will be able to log in 30 minutes prior to the start of the session to test their equipment’s audio settings and to download/print handouts. While participation is not mandatory in order to submit an application, it is *highly recommended*.

**F. Statutory, Federal Regulations, and State-Level Program Requirements**

Charter schools must provide evidence of improved student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA. Sponsors (authorizers) must use increases in student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA as the *most important factor* when determining to renew or revoke a school’s charter. Each sponsor (authorizer) and charter school must enter into a contractual

agreement stating that student performance of all students described in Section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining to renew or revoke a school's charter.

Planning phase: To receive a CSP P&I subgrant, an applicant must be officially approved by a sponsor (authorizer).

Each subgrantee is responsible for understanding and adhering to program guidelines to remain eligible for continuation funding. Each application must:

- Comply with Section 427 of the General Education Provisions Act (GEPA) by providing an appropriate GEPA statement of compliance (see instructions on page 57).
- Describe how the funds will be used, including a description of how such funds will be used in conjunction with funds from other federal programs administered by the USED.
- Contain an assurance that the eligible applicant will annually provide the USED and the SCDE such information as may be required to determine if the charter school is making satisfactory progress toward achieving its stated goals.
- Contain an assurance that the eligible applicant will cooperate with the USED and the SCDE in evaluating the proposed program.
- Contain a description of how the sponsor (authorizer) for the proposed charter school will comply with Sections 613(a)(5) and 613 (e)(1)(B) of the Individuals with Disabilities Education Act (IDEA), the Age Discrimination Act of 1975 (42 U.S.C. 6101, *et seq.*), Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d, *et seq.*), Title IX of the Education Amendments of 1972 (20 U.S.C. 1681, *et seq.*), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, Section 1232g of this title (commonly referred to as the “Family Educational Rights and Privacy Act of 1974), in the operation of the charter school.

Subgrantees must have an annual independent audit conducted by a qualified auditing or accounting firm and must file the audit annually to the Federal Audit Clearinghouse in accordance with [2 CFR Part 200.512\(d\)](#). A copy of the annual audit must also be provided to the SCDE and the charter school's sponsor (authorizer).

If an applicant believes that it is necessary to waive federal statutory or regulatory provisions or state or local rules generally applicable to public schools for the successful operation of their charter school, a request and justification for any waiver must be submitted as part of the application. The applicant must identify the specific section of federal law for which they are requesting a waiver.

Applicants should take particular care when contracting with a for-profit third party for the operation and administration of the school. Such contracts must be procured in accordance with procurement regulations in [2 CFR Part 200](#) (see §§ 200.317–200.326 and appendix II). In these cases, the subgrantee's board of directors should be independent of the contractor, and the contract should be considered “arms-length” and be able to be terminated with minimal penalties to the charter school. Federal Regulations

Applicants should review the following federal regulations, accessible at the [electronic Code of Federal Regulations \(e-CFR\) website](#), that are applicable to the CSP P&I subgrant. Applicants are reminded that, if funded, their programs must comply with these regulations.

- 2 CFR Part 25—Universal Identifier and System for Award Management
- 2 CFR Part 170—Reporting Subaward and Executive Compensation Information
- 2 CFR Part 175—Award Term for Trafficking in Persons
- 2 CFR Part 180—OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement), as adopted at 2 CFR Part 3485
- 2 CFR Part 200—Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (*Note*: 2 CFR Part 200.211(b)(1) requires that a grant recipient’s name match the name associated with their unique entity identifier (UEI) as defined at 2 CFR Part 25.400).
- 34 CFR Part 75—Direct Grant Programs
- 34 CFR Part 77—Definitions that Apply to Department Regulations
- 34 CFR Part 79—Intergovernmental Review of Department of Education Programs and Activities
- 34 CFR Part 81—General Education Provisions Act—Enforcement
- 34 CFR Part 82—New Restrictions on Lobbying
- 34 CFR Part 84—Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)
- 34 CFR Part 86—Drug and Alcohol Abuse Prevention
- 34 CFR Part 97—Protection of Human Subjects
- 34 CFR Part 98—Student Rights in Research, Experimental Programs, and Testing
- 34 CFR Part 99—Family Educational Rights and Privacy.

Additional information on select government-wide regulations is presented below:

#### Unique Entity Identifier—2 CFR Part 25

All subgrant applicants must obtain a unique entity identifier (UEI) by registering in the federal System for Award Management (SAM). The applicant must include a valid UEI in the online application. The SCDE *will not* make a subaward of federal funds to an applicant that does not comply with the requirements described in 2 CFR 25 to provide a valid UEI. For assistance and more information, see the resources at the [Federal Service Desk’s How does the Unique Entity ID get assigned question](#).

Note that for an organization to receive a direct grant from the federal government, the organization must be registered and maintain an active registration in SAM prior to and throughout the application and award process. To receive a subaward from the SCDE, only the valid UEI is required.

#### Reporting Subaward and Executive Compensation Information—2 CFR Part 170

The Federal Funding Accountability and Transparency Act (FFATA) of 2006 (Public Law No. 109-282), as amended by Section 6202 of Public Law No. 110-252, requires primary grantees of federal grants and cooperative agreements to report information on subgrantee obligations and executive compensation. The FFATA promotes open government by enhancing the federal government’s accountability for its stewardship of public resources. This is accomplished by

making government information, particularly information on federal spending, accessible to the general public.

Primary grantees, like the SCDE, are required to report actions that obligate \$25,000 or more in federal grant funds to first-tier subgrantees. This information must be reported in the government-wide FFATA Subaward Reporting System (FSRS). A current SAM registration is required to access FSRS. A primary grantee and first-tier subgrantees must also report total compensation for each of its five most-highly-compensated executives. Every primary and first-tier subgrantee must obtain a UEI number prior to being eligible to receive a grant or subgrant award. Additional information will be provided to subgrant recipients upon award.

#### State-Level Program Requirements

Each applicant must provide the SCDE a fidelity bond listed in favor of the SCDE before subgrant funds will be released. The fidelity bond must be issued in the amount equal to the total of the annual subgrant award, list the SCDE as a loss payee, and include standard employee dishonesty bond coverage that covers all employees responsible for the receipt or disbursement of subgrant finances. Costs associated with the fidelity bond should be included in the planning subgrant budget. A copy of the Certificate of Insurance must be submitted to the SCDE Charter Schools Program within 30 days of receipt of the official grant award notification from the SCDE. The fidelity bond is required for all phases of the subgrant.

In addition, charter schools are required to secure Director/Officers liability insurance and list the SCDE as a loss payee during Implementation Phase 1 and Phase 2 and present a copy of the certificate of insurance to the SCDE within 60 days of notice of approved budget.

The subgrantee is required to comply with any monitoring requests by the SCDE or its assignees, including, but not limited to, requests for information, site visits, interviews, completing surveys, or participating in data collections.

The subgrantee may not use grant funds to enter into any financial agreements with their authorizer or any agent that is presently employed by their authorizer. Subgrant funds are not allowed to be used to repay any type of loans.

Applicants should review the Assurances and Terms and Conditions for Federal Subawards (see pages 51–55) and the program-specific assurances (see page 56) to ensure that, if awarded a subgrant, they are capable of full compliance with all the referenced federal regulations and state laws required to enter into an agreement with the SCDE for this program. For example, in accordance with 2 CFR Part 200.112, applicants must disclose in writing any potential conflict of interest to the SCDE in accordance with the USED’s conflict of interest policy. A signed Certification Signature Page (see page 50) is *required* with the subgrant application and *legally binds* the applicant to the agency’s assurances and terms and conditions.

#### **G. Authorized Activities**

Subgrant funds may be used to support the following activities.

1. Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with—
  - a. providing professional development; and
  - b. hiring and compensating, during the eligible applicant’s planning period specified in the application for subgrant funds that is required under this section, one or more of the following:
    - i. Teachers,
    - ii. School leaders, and/or
    - iii. Specialized instructional support personnel.
2. Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
3. A subgrantee may use CSP funds to acquire portable classrooms, provided that the classrooms are temporary and directly related to opening or preparing for the operation of a new charter school in accordance with the cost principles in the Uniform Guidance, acquisition of the portable classrooms also must be necessary, reasonable, and allocable to the subgrant (2 CFR 200.403-200.405).
4. Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
5. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
6. Providing for other appropriate, non-sustained costs related to the opening and preparation for the operation of new charter schools when such costs cannot be met from other sources.

See the USED’s guidance for more information on allowable activities.

## **H. Unauthorized Activities**

Funds *cannot* be used for:

1. payment of non-profit status;
2. acquisition, renovation, or enhancement of a facility;
3. construction and any related construction activities, including architectural renderings and engineering activities such as:
  - the preparation of drawings and specifications for school facilities;
  - erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (unless in compliance with Section 4303(h)(3) of the ESEA, which allows subgrantees to use CSP funds to carry out “necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs);
  - inspecting and supervising the construction of school facilities; and
  - debt service for such activities;
4. recurring operational expenses to include administrative and programmatic activities such as utilities, teacher and administrator salaries, and transportation of students;
5. entering into financial agreements with authorizer or any agent that is employed by authorizer;
6. repayment of any type of loan;

7. indirect costs; and
8. expenditures that are not “allowable, allocable, or reasonable” as defined in the USED’s nonregulatory guidance.

## **I. Program Accountability and Monitoring**

The SCDE is responsible for monitoring CSP P&I subgrants in accordance with the following program accountability requirements.

- Each subrecipient receiving funds through this RFP meets the eligibility requirements for the subgrant described herein, and the applicant has provided all required assurances that it will comply with all program implementation and reporting requirements established through this RFP.
- Each subrecipient receiving funds through this RFP appropriately uses these funds as described in this application package.
- Each subrecipient implements activities funded through this application within the timeline in which the funds provided are to be used.

In compliance with 2 CFR Part 200.332, the SCDE will conduct a pre-award risk assessment on potential subgrantees before a subgrant award is issued. As a part of this process, each applicant must complete the online pre-award audit questionnaire for their application as described on page 31. The SCDE’s Office of Audit Services, will evaluate this questionnaire and may conduct a further evaluation of the applicant’s financial system, internal controls, and policies and procedures. Visit the [Office of Audit Services](#) to access the review process and procedures.

Applicants awarded subgrant funds must satisfy periodic reporting and accountability requirements throughout the term of the subgrant. These requirements address: (1) program accountability; (2) performance reporting; (3) annual budget; (4) monitoring; (5) program evaluation; and (6) technical assistance.

### Program Accountability

Each subgrantee is responsible for carrying out its responsibilities in accordance with the ESEA, Title V, Part B, Subpart 1; all applicable statutes, regulations, and programmatic guidance; and its approved subgrant application and work plan. Subgrantees are also required to submit periodic reports to the SCDE to report on the use of subgrant funds and the progress of subgrant activities.

#### 1. Performance Reporting

Performance reporting requirements include those for both programmatic reporting and fiscal reporting. The subgrantee is responsible for ensuring that all required performance reports are accurate, complete, and submitted on time.

#### *Programmatic Reporting Requirements*

A subgrantee must work with its sponsor (authorizer) to provide benchmark information and submit required reports and documents. The SCDE Charter Schools Program will provide details on this process to subgrantees and their sponsors (authorizers), and additional information may be requested as needed.

If the submitted reports fail to comply with requested information, the allocation of funds for the next phase will be delayed until reports are complete and deemed satisfactory. Failure to submit any or all required reports and documentation can result in the charter school being deemed ineligible for future funding opportunities.

The following minimum benchmarks (Table 2) must be met for a subgrantee to progress to the next phase of their project. Inclusion of activities in this table does not mean the activity is an allowable expenditure of subgrant funds; some activities must be covered with other funding sources. Criteria indicating the overall status and health of the project must be met before additional subgrant funds are released.

**Table 2: Minimum Benchmarks and Deadlines for CSP Funds**

<b>Benchmark #1</b>	<b>Deadline</b>
<p><i>Evidence that the school is making progress and is on target to open as planned:</i></p> <ul style="list-style-type: none"> <li>➤ Progress toward satisfying conditions placed on the charter by the sponsor (authorizer) (i.e., contingencies are being resolved), if applicable;</li> <li>➤ UEI is active;</li> <li>➤ Office established to answer public inquiries;</li> <li>➤ School policies in the process of being drafted and adopted;</li> <li>➤ Verified contact with the SCDE, Office of School Facilities, and potential sites identified;</li> <li>➤ Verification of application submitted to Internal Revenue Service (IRS) for nonprofit status designation;</li> <li>➤ Fidelity Bonding Insurance coverage in place;</li> <li>➤ Planning committee members have registered for or completed initial Board training;</li> <li>➤ Planning Committee documentation (i.e., board roster, terms, representation category);</li> <li>➤ Compliance with fiscal and programmatic reporting requirements for the Planning Phase;</li> <li>➤ Completion of nonsectarian form if using church affiliated building space;</li> <li>➤ Confirmed registration and participation in all required activities in the <a href="#">Public Charter School Alliance of South Carolina’s Incubator Program</a>; and</li> <li>➤ Other evidence as required by the SCDE.</li> </ul>	September 15, 2026
<b>Benchmark #2</b>	<b>Deadline</b>
<p><i>Evidence that the school on target to open and expending Planning funds according to programmatic guidelines and goals established in the subgrantee application:</i></p> <ul style="list-style-type: none"> <li>➤ Implementation of marketing plan for diverse groups;</li> <li>➤ Facility secured with proof of occupancy (lease contract or equivalent) by charter school;</li> </ul>	December 15, 2026

<ul style="list-style-type: none"> <li>➤ Initiation of seeking and hiring school leader and educational staff;</li> <li>➤ Letter provided by sponsor indicating school is on target to open as planned;</li> <li>➤ Planning committee members have registered for or completed initial Board training;</li> <li>➤ Planning Committee documentation (i.e., board roster, terms, representation category);</li> <li>➤ Proof of nonprofit status from IRS;</li> <li>➤ Evidence of participation in all required activities in the <a href="#">Public Charter School Alliance of South Carolina’s Incubator Program</a>; and</li> <li>➤ Other evidence as may be required by the SCDE.</li> </ul>	
<p><b>Benchmark #3</b></p>	<p><b>Deadline</b></p>
<p><i>Evidence that the school is on target to open, is expending Planning funds according to programmatic guidelines and goals, and is preparing to transition from Planning to Implementation Phase 1:</i></p> <ul style="list-style-type: none"> <li>➤ Few staff openings remain and those hired meet state certification requirements;</li> <li>➤ School leader under contract;</li> <li>➤ Enrollment nearly completed and, if necessary, lottery planned or completed;</li> <li>➤ Letter provided by sponsor indicating school is on target to open as planned;</li> <li>➤ School data sheet with general school contact information is completed;</li> <li>➤ Revised Implementation Phase 1 detailed budget worksheet submitted for approval;</li> <li>➤ Evidence of participation in all required activities in the <a href="#">Public Charter School Alliance of South Carolina’s Incubator Program</a>; and</li> <li>➤ Other evidence as may be required by the SCDE.</li> </ul>	<p>March 16, 2027</p>
<p><b>Benchmark #4</b></p>	<p><b>Deadline</b></p>
<p><i>Evidence that the school has completed all documentation for Planning and is expending Implementation Phase 1 funds according to programmatic guidelines and goals established in the subgrantee application:</i></p> <ul style="list-style-type: none"> <li>➤ P&amp;I Annual Program Performance Report for Planning Phase has been submitted;</li> <li>➤ Updated inventory of assets purchased with Planning funds;</li> <li>➤ Submit Retention letter to maintain CSP P&amp;I inventory;</li> <li>➤ Consolidated subgrant Activity report for Planning completed and submitted;</li> <li>➤ Updated transportation plan submitted;</li> </ul>	<p>September 15, 2027</p>

<ul style="list-style-type: none"> <li>➤ Evidence of participation in all required activities in the <a href="#">Public Charter School Alliance of South Carolina’s Incubator Program</a>; and</li> <li>➤ Other evidence as may be required by the SCDE.</li> </ul>	
<b>Benchmark #5</b>	<b>Deadline</b>
<p><i>Evidence that the school is expending Implementation Phase 1 funds according to programmatic guidelines and goals established in the subgrantee application:</i></p> <ul style="list-style-type: none"> <li>➤ Evidence of participation and completion of the <a href="#">Public Charter School Alliance of South Carolina’s Incubator Program</a>; and</li> <li>➤ Other evidence as may be required by the SCDE.</li> </ul>	December 15, 2027
<b>Benchmark #6</b>	<b>Deadline</b>
<p><i>Evidence that the school is ready to move from Implementation Phase 1 to Implementation Phase 2:</i></p> <ul style="list-style-type: none"> <li>➤ Revised Implementation Phase 2 detailed budget worksheet submitted for approval;</li> <li>➤ Updated school data sheet with general school contact information is completed;</li> <li>➤ Updated governing board documentation;</li> <li>➤ Evidence of participation and completion of the <a href="#">Public Charter School Alliance of South Carolina’s Incubator Program</a>; and</li> <li>➤ Other evidence as may be required by the SCDE.</li> </ul>	March 15, 2028
<b>Benchmark #7</b>	<b>Deadline</b>
<p><i>Evidence that the school has completed all documentation for Implementation Phase 1 and is expending Implementation Phase 2 funds according to programmatic guidelines and goals established in the subgrantee application:</i></p> <ul style="list-style-type: none"> <li>➤ Updated inventory of assets purchased with Planning funds;</li> <li>➤ Submit Retention letter to maintain CSP P&amp;I inventory;</li> <li>➤ Updated SMART Goals;</li> <li>➤ Annual P&amp;I Program Performance report for Planning has been submitted; and</li> <li>➤ Consolidated subgrant Activity report for Planning completed and submitted;</li> <li>➤ Evidence of participation in all required activities in the <a href="#">Public Charter School Alliance of South Carolina’s Incubator Program</a>; and</li> <li>➤ Other evidence as may be required by the SCDE.</li> </ul>	September 15, 2028
<b>Benchmark #8</b>	<b>Deadline</b>
<p><i>Evidence that the school has completed required subgrantee activities and is preparing for subgrant close-out procedures:</i></p> <ul style="list-style-type: none"> <li>➤ Evidence that the school is preparing to close-out and has all updated documentations available;</li> </ul>	December 15, 2028

<ul style="list-style-type: none"> <li>➤ Evidence of participation and completion of the <a href="#">Public Charter School Alliance of South Carolina’s Incubator Program</a>; and</li> <li>➤ Other evidence as may be required by the SCDE.</li> </ul>	
<b>Benchmark #9</b>	<b>Deadline</b>
<i>Evidence that the school has completed required close-out activities:</i> <ul style="list-style-type: none"> <li>➤ Updated SMART goals;</li> <li>➤ Complete Annual P&amp;I Program Performance report for Implementation Phase 2;</li> <li>➤ Final inventory of assets purchased with Implementation Phase 2 funds;</li> <li>➤ Submit Retention letter to maintain CSP P&amp;I inventory;</li> <li>➤ Consolidated subgrant Activity report for Implementation Phase 2 completed and submitted;</li> <li>➤ Updated governing board documentation; and</li> <li>➤ Other evidence as may be required by the SCDE</li> </ul>	March 15, 2029

Templates for all required reports are located on the [Charter School Program Planning and Implementation Subgrant Web page](#). Annual performance reports must be submitted to the SCDE no later than June 30 each year. Progress toward achieving subgrant goals will be monitored through the annual performance report process.

At the end of the Planning, Implementation 1, and Implementation 2 phases, subgrantees are required to submit (no later than 30 days from the close of the subgrant cycle) a final subgrant report to the SCDE Charter Schools Program that details major programmatic accomplishments, a summary of expenditures, an inventory list with tag numbers, all requests to retain property for the charter school, and highlights of subgrant activities. Subgrantees must submit the Charter School Annual Report to its sponsor (authorizer) by December 31 of each year. The SCDE Charter Schools Program will verify submission of the report.

*Fiscal Reporting Requirements*

All expenditure reports must be submitted through the SCDE’s Grants Accounting Processing System (GAPS). Training on the GAPS will be provided to all subgrantees. Submission of expenditure reports is required quarterly throughout the subgrant award period (see the following table).

The expenditure reporting due dates for the CSP P&I subgrant awards are:

Reporting Period	Quarterly Report Due Dates
January 1–March 31	April 30
April 1–June 30	July 30*
July 1–September 30	October 30
October 1–December 31	January 30

\*In accordance with generally accepted accounting procedures (GAAP), all expenditures by the state’s fiscal year end, June 30 each year, must be reported by August 15 each year

and goods and services received by June 30, each year, must be invoiced, paid, and claimed by August 15, each year. Otherwise, goods and services received by the end of each reporting period should be invoiced, paid, and claimed within 30 days after the close of the reporting period. Goods and services must be received within the reporting period to be claimed for that reporting period.

Subgrantees must submit a final fiscal report to the SCDE that covers the duration of the subgrant award.

3. Project Budget

A project budget of projected expenditures to be funded by the subgrant must be submitted with the application. Subgrantees are required to resubmit the budget after the grant award notification is signed and executed. Approved budgets must be uploaded into GAPS by subgrantees after the receipt of the grant award notification and prior to submission of reimbursement requests. Training on uploading budgets will be provided to subgrantees. The annual budget must be submitted to the SCDE no later than the date communicated by the program office for each subsequent year of the project.

4. Monitoring

The SCDE will monitor subgrantees by reviewing and approving the benchmark progress reports and annual performance reports. All information in monitoring reports is subject to verification.

The SCDE will conduct programmatic and financial monitoring site visits. Subgrantees *must* agree to site visits conducted by the SCDE or state or federal program representatives. The purpose of site visits is to validate information provided in fiscal and program reports and to gather more detailed information on implementation efforts and challenges from interviews and observations for monitoring and evaluation purposes. The subgrantee may not use subgrant funds to enter into any financial agreements with their authorizer or any agent that is presently employed by their authorizer. Subgrant funds are not allowed to be used to repay any types of loans.

The SCDE may require additional information from the subgrantee, verify information with the sponsoring (authorizing) agency, or require the submission of additional documentation including, but not limited to, invoices, receipts, contractual services agreements, non-conflict of interest forms, and personnel time and effort reports. Prior to a site visit, the subgrantee may be required to submit additional relevant information that will allow the SCDE to conduct a useful, efficient, and effective visit. The subgrantee is required to provide all information requested during a monitoring or site visit in a timely manner. The SCDE may require electronic submission of documents instead of a paper-copy submission.

SCDE staff will verify the contents of documentation submitted. A subgrantee may be asked to revise reports when

- non-allowable expenses are found;
- reports are confusing or difficult to understand; or

- there are unexplained discrepancies between the proposed use of subgrant funds, as provided in the annual budget, and actual expenditures found in the submitted documentation.

## 5. Program Evaluation

### *Subgrantee Project Monitoring and Evaluation*

Subgrantees are required to conduct ongoing monitoring and evaluation to ensure project goals are achieved. Although hiring an external monitoring and evaluation contractor is not required, it is encouraged. Progress toward meeting project goals is to be reported through the annual progress review process.

A final project evaluation report is to be completed before the end of the subgrant period. The final evaluation report must address project success toward each goal stated in the application. If a subgrantee fails to complete the final project evaluation report before the end of the subgrant period, or if any of the performance requirements in section I.2 are not completed, the SCDE may consider the subgrantee a high risk and elect to discontinue funding or disqualify the subgrantee from future funding opportunities.

### *SCDE External Review*

The SCDE is required to contract for an external evaluation of the CSP subgrant. The USED or its representatives may conduct an evaluation of the CSP P&I subgrant as well. Subgrantees are required to comply with any request by the USED or its evaluation subcontractor, or the SCDE and its evaluation subcontractor, including, but not limited to, requests for information, site visits, interviews, completing surveys, or participating in data collections.

## 6. Technical Assistance to Subgrantees

Subgrantees are required to participate in all technical assistance that the SCDE may conduct for the CSP P&I subgrant. Delivery of such technical assistance may include in-person meetings, webinars, and conference calls.

## **J. Fiscal Operations**

Subgrantees must use CSP P&I funds for allowable subgrant expenditures during the subgrant period as defined in the approved budget and workplan. CSP P&I subgrant funds are disbursed on a reimbursement basis. The SCDE will de-obligate any unspent funds remaining at the end of the subgrant period for reallocation to other subgrantees.

Matching or in-kind funds are not required; however, matching and in-kind funds are an indicator of potential long-term sustainability of a charter school.

### Allowable Costs

Section 4303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires that subgrant funds be used only for:

1. Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with—

- a. providing professional development; and
- b. hiring and compensating, during the eligible applicant’s planning period specified in the application for subgrant funds that is required under this section, one or more of the following:
  - i. Teachers,
  - ii. School leaders, and/or
  - iii. Specialized instructional support personnel.
2. Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
3. A subgrantee may use CSP funds to acquire portable classrooms, provided that the classrooms are temporary and directly related to opening or preparing for the operation of a new charter school in accordance with the cost principles in the Uniform Guidance, acquisition of the portable classrooms also must be necessary, reasonable, and allocable to the subgrant (2 CFR 200.403-200.405).
4. Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
5. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
6. Providing for other appropriate, non-sustained costs related to the opening and preparation for the operation of new charter schools when such costs cannot be met from other sources.

Budgeted items must align with the federal cost principles in 2 CFR Part 200. Subgrant funds must be used in accordance with statutory and regulatory requirements.

#### Unallowable Costs

Subgrantees may not use subgrant funds for any costs that provide for any unauthorized activities described in section H (page 10). Indirect costs are not allowed. Subgrant funds cannot be used for:

1. payment of non-profit status;
2. acquisition, renovation, or enhancement of a facility;
3. construction and any related construction activities, including architectural renderings and engineering activities such as:
  - the preparation of drawings and specifications for school facilities;
  - erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (*unless in compliance with* Section 4303(h)(3) of the ESEA, which allows subgrantees to use CSP funds to carry out “necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs);
  - inspecting and supervising the construction of school facilities; and
  - debt service for such activities;
4. recurring operational expenses to include administrative and programmatic activities such as utilities, teacher and administrator salaries, and transportation of students;
5. entering into financial agreements with authorizer or any agent that is employed by authorizer;
6. repayment of any type of loan;

7. indirect costs; and
8. expenditures that are not “allowable, allocable, or reasonable” as defined in the USED’s nonregulatory guidance.

### **K. Supplement, Not Supplant**

All CSP P&I subgrant funds must supplement, not supplant, existing services and may not be used to supplant federal, state, local, or non-federal funds. Projects may not use subgrant funds to pay for existing levels of services funded from any other sources. The CSP P&I subgrant funds may not be used for new construction or purchases that do not directly support the approved work plan.

### **L. Peer Review and Selection Process**

Only those subgrant applications that are received by the deadline and deemed complete will be forwarded for review and funding consideration. All required materials including forms and attachments must be submitted for the application to be considered complete and eligible for review. The SCDE Charter School Program staff will conduct an initial review of applications for completeness and compliance with the RFP instructions. No incomplete applications will be forwarded to the selected reviewers or considered for funding.

Three peer reviewers from diverse backgrounds without a vested interest in any application being funded will evaluate each application to assess the quality of the proposed activities and the capability of the applicant to implement the proposed project. Reviewers will be individuals with knowledge of and expertise with charter schools or alternative schools such as educators, school administrators, school board members, or charter developers. The peer review team will be selected to reflect a balance of backgrounds, experience, race, and ethnicities.

Reviewers will use the scoring rubric on pages 41–49 to read and score each application independently. After the three reviewers have individually rated each application, the scores will be averaged. An application can earn up to 100 points for an average score.

Competitive priority points will be assigned to eligible applications earning an average score of 80 or higher as rated by the reviewers. Priority points will be assigned by an impartial designee, added to the application’s average total score, and awarded *only* once per application. A maximum of 20 competitive priority points may be awarded for targeted applicants and a maximum of 15 points for typical applicants that meet the specific competitive priorities as defined on page 5.

Applications will be rank ordered by averaged scores. Subject to the SCDE’s final approval, the availability of federal funds, geographic equity, and the inclusion of priority programming, subgrant awards will be made starting with applications that earned an average score of 80 points or higher. To the extent practical, the SCDE will award subgrants equitably among geographic regions within the state to include rural and urban communities. If funds remain following these awards, the SCDE will consider funding remaining applications that earned an average score within the adequate/meets range until all funds are allocated.

Prior to making awards, the SCDE's Office of Audit Services will conduct a pre-award risk assessment. Based upon the results of this assessment, special conditions may be applied to the award that may include, but are not limited to, requirements for more frequent programmatic or financial reporting, increased monitoring of subgrant activities, and the provision of additional technical assistance. The SCDE reserves the right to interview applicants recommended for funding, request additional documentation, and make a site visit as appropriate to ensure compliance with federal and state requirements.

The SCDE reserves the right to negotiate final budgets and to disqualify costs associated with any line items that are unallowable, unallocable, unreasonable, or inconsistent with the program's goals or the proposed project's activities and strategies.

Continuation awards are contingent upon the subgrantee's meeting all reporting requirements and demonstrating substantial progress toward meeting project goals and use of all funds requested in the previous subgrant award period. The SCDE will review the subgrantee's prior year's audit, year-end reports, thoroughness and timeliness in submitting reports and annual budgets, and the availability of funds before awarding any continuation subgrants.

Subgrant awards are not final until an SCDE subgrant award notice is fully executed. Notification of funding will be sent in July 2026 to the authorized official listed on the Certification Signature Page. After the notification of awards, copies of the reviewers' comments and score sheets will be available upon request.

## **M. Appeals Process**

An applicant who has submitted a proposal that the SCDE does not fund has 30 calendar days after receiving notification that the proposal is not funded to request a review of the process. Scores may not be appealed; the SCDE will not rescore applications. An unfunded applicant may inquire as to whether or not the application process was followed. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The SCDE will conduct a hearing in accordance with the provisions of 34 CFR Part 76.401.

## PART II: Application Overview, Content, and Instructions

Read *all* guidelines and criteria carefully before preparing your application. Adhere to font, format, page limit, and organizational requirements. Only applications that include *all* sections *and* attachments and fully adhere to these guidelines will be reviewed and considered for funding. Incomplete applications *will not* be reviewed.

### A. Application Overview

Applicants are encouraged to prepare *all* elements of the application *before* beginning the online submission process. Do not wait until the last minute to submit an application. Use the following overview as a checklist to ensure that the application is complete with items labeled accordingly and presented in the order outlined below. Verify that all narrative components and attachments are complete and included prior to uploading attachments.

The 2026–27 CSP P&I subgrant online application is organized into the following sections (see the screenshots on pages 31–38):

- Online Form
  - Applicant Information
  - Project Director Contact Information
  - Competitive Priorities (if applicable)
  - Funding Information
  - Budget Summary
- Application Attachments
  - Project Abstract
  - Proposal Narrative
    - Section 1: The School and Its Stakeholders
    - Section 2: Financial Sustainability
    - Section 3: Governance and Management Plan
  - Budget Narrative
  - Attachments
    - 1. Certification Signature Page
    - 2. GEPA Statement
    - 3. Request for Tax Identification Number and Certification (W-9)
    - 4. Timeline of Activities/Workplan
    - 5. Organizational Chart
    - 6. Résumé/Credentials of Project Director
    - 7. Letters from Sponsor (Authorizer)/School District
    - 8. Notification to Sponsor (Authorizer) School District of Intent to Apply for Subgrant
    - 9. Proof of Nonprofit Status from IRS or South Carolina Secretary of State
    - 10. Summary List of Community Supporters (including parents) (Notarized statement)
    - 11. Letter of Support from Each Partner Organization
    - 12. Waiver Request (if applicable)
- Pre-Award Audit Questionnaire for Non-LEAs (separate online submission)

## B. Proposal Narrative Format

Length of Narrative:	Maximum of 35 pages, excluding the table of contents, required application forms, Project Abstract, Budget Narrative, and required attachments listed above.
Required Font/Size:	Times New Roman or Arial/11 or 12.
Margins:	1” on all sides.
Page Numbers:	Insert bottom right. Required forms do not require page numbers.
Spacing:	Double-spaced pages. Tables or charts may be single-spaced.
Final File Format:	PDF document for all files except three-year budget, which should be an Excel document.

Each section must be clearly identified using the headings provided in the instructions below. Sections *may not* be combined. Reviewers will not consider information requested in one section that is provided in another section. Incomplete applications will not be considered.

## C. Online Application Submission

Applications must be submitted using the [online application form](#). The online submission is organized into two sections—Online Forms and Application Attachments.

Provide the primary applicant’s 12-digit UEI and Tax Identification Number (TIN) in the application form. *Do not* enter the sponsor’s (authorizer’s) UEI. The name used by recipients of federal funding *must* match their registered name in [SAM.gov](#). Applicants should contact their organization’s finance office for assistance with these items (see page 8 for more information).

Use the following instructions to compile and complete all proposal attachments prior to submitting your application. Verify that all components of the narrative and attachments are complete prior to uploading into the online form. Follow the directions in each section for saving the documents and refer to page 36 for upload locations.

## D. Project Abstract

In one double-spaced page, concisely describe the applicant’s organization and its mission, the target population to be served with the proposed project, the documented need for the project as revealed by the organization’s needs assessment, the goals of the proposed project, the curriculum type, the amount of funding requested, and any special features of the proposed school operation. Also indicate any categories for which you are seeking competitive priority points.

When completed, save the abstract as a *single* PDF document to be uploaded as an attachment in the online application (see page 36).

## E. Proposal Narrative Content

Use the following instructions to write the proposal narrative and organize it into sections following the sequence presented below. Include a table of contents as the first page of the narrative (not included in the page limit). Each section must be clearly identified. Do *not* combine sections. Required components must be located in their designated sections in order to be scored.

When complete, save the entire narrative as a *single* PDF document to be uploaded into the online application as indicated in the proposal attachments section (see page 36).

### Section 1: The School and Its Stakeholders (Maximum of 42 points available)

- a. *Mission of the Charter School and Relationship with Sponsor (Authorizer)*. State the mission of the new charter school and indicate any special features of the school's operation or educational approach. Describe how the flexibility and autonomy of the charter school is unlike a traditional public school (in areas such as curriculum, schedule, staffing, budget, etc.) but is still held to performance accountability with its authorizer. Describe the type of curriculum to be implemented. Describe the relationship between the charter school and its sponsor (authorizer) (see appendix A, Definitions of Terms Used). This description must include the performance agreement between the school and the authorizer and that performance will be one of the most important factors in deciding revocation or renewal. Additionally, the description must include that the authorizer reserves the right to revoke or not renew the charter based on financial or operational concerns.

*Note:* In the required attachments, applicants must

- provide a copy of the approval determination from the sponsor (authorizer). An applicant that does not have an approval determination at the time of application should state such and include a letter from their prospective sponsor (authorizer) in the required attachments that states that the sponsor (authorizer) has received an application on behalf of the charter school group that is pending review. See page 4. The charter school must have both an executed charter and contract from the authorizer by June 30, 2026 in order to receive funds.
  - include a copy of their notification to their sponsor (authorizer) of their intent to apply for this CSP subgrant (in compliance with Section 5203(d)(3)) and proof of their nonprofit status (see page 30).
- b. *Need for the Charter School*. Include a clear statement of need for a charter school in the designated school district or location/region with specific details to support the need (such as student test performance, demographics, local school performance). Describe the target population to be served, including the grade levels and ages of students to be served. Include a detailed description of current opportunities available to the target population and the need for additional student learning opportunities. State the anticipated benefits to students from the new charter school. Include a brief description of the school's plan to ensure that transportation is not a barrier for student access.

- c. *Support for the Charter School.* Clearly describe the degree of support for the charter school from individuals and partner organizations within the community, including parents. Explain how individuals (parents) and partner organizations within the community will continue to be involved with the school and how these stakeholders will be involved in designing and implementing the charter school. Address innovative methods targeted to engage parents and community members in school planning and governance. Include a description of the use of effective parent, family, and community engagement strategies to operate the charter school. Describe the plan to inform students, parents, and the community about the charter school and describe how students will be given an equal opportunity to attend the school.  
*Note:* A letter of support from each partner organization and a summary list, with signatures, of all community supporters, including parents, must be included in the application package. (A notarized statement is acceptable as verification of the list of signatures.)
- d. *Goals of the Charter School.* Clearly describe the charter school’s goals as a Planning and Implementation subgrantee. Outline the goals in a detailed narrative. Goals should be specific, measurable, attainable, realistic, and time-based (SMART). Include the plan to monitor progress towards meeting the established goals.

Section 2: Financial Sustainability (Maximum of 28 points available)

- a. Include a clear and thoughtful plan for the financial viability of the charter school beyond the subgrant-funding period. Provide evidence of a long-term, sound business plan based on an awareness of current funding for public schools. The plan must demonstrate that the applicant intends to maintain effective internal controls and fiscal management practices and show a reasonable promise of sustainability beyond the scope of this CSP subgrant.
- b. Include contingency plans to deal with unanticipated budget reductions due to shortfalls in federal, state, and/or local revenue and a description of any public/private partnerships, including additional grant or funding opportunities. If applicable, include a description of how the subgrant funds will be used in conjunction with funds from other federal programs administered by the USED.
- c. Justify the proposed three-year budget. The narrative should address how the applicant arrived at the selected items to be purchased, how the items directly correlate to the school’s educational plan, how the cost per item was calculated, and how budget items will supplement, not supplant, other revenue sources available to the charter school.

Section 3: Governance and Management Plan (Maximum of 30 points available)

- a. Clearly and explicitly convey the plan to manage the charter school and the subgrant. Describe the school’s founders. Describe the school’s governance plans. Describe the board’s plans for school management and leadership, including plans to enter into a management or other comprehensive service agreement/contract, if applicable. Describe the roles and responsibilities of all key actors and partners. Include a description of the roles and responsibilities of the school, partner organizations, and charter management

organizations, including the administrative and contractual roles and responsibilities of such partners.

- b. Thoroughly describe the project director’s responsibilities and duties in managing the subgrant to accomplish the charter school’s goals. In the attachments (see page 30), include
  - an organizational chart indicating the chain of command and lines of direct report, school committees, and advisory groups.
  - Either the qualifications and credentials for the project director or, if the project director is already identified, their résumé.
- c. Explain how the charter school’s planning initiative and the resulting charter school will be managed. Include an assurance with timeframe and lead contact that the subgrantee will provide all requested annual information to the USED and the SCDE as required to determine if the charter school is making satisfactory progress toward achieving its goals. In the required attachments, provide a projected timeline/workplan of proposed major subgrant activities (e.g., community meetings, professional development activities, lottery if the school is oversubscribed, opening of charter school, election of governing board) and indicate the person(s) responsible for oversight and completion of each activity. A sample timeline of activities/workplan chart is included on page 59.
- d. Describe how the sponsor (authorizer) for the charter school will comply with Sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA), the Age Discrimination Act of 1975 (42 U.S.C. 6101, *et seq.*), Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d, *et seq.*), Title IX of the Education Amendments of 1972 (20 U.S.C. 1681, *et seq.*), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, Section 1232g of this title (commonly referred to as the “Family Educational Rights and Privacy Act of 1974), (see page 7) in the operation of the charter school. Demonstrate an understanding of and the capacity to comply with the South Carolina Charter Schools Act, including strong board governance and stakeholder engagement.

## **F. Application Budget**

While the budget is assigned zero (0) points, the budget is a critical component of the entire application. No application with an incomplete budget will be funded.

The budget must provide clear evidence that proposed expenditures are appropriate, justified, reasonable, and adequate to support proposed allowable activities to complete the project. The application budget must include legitimate and reasonable costs for achieving the goals of the charter school. The budget must calculate correctly and include all formulas used to calculate line-item expenses.

While in-kind/match is not required, the applicant may choose to indicate estimates for any firm in-kind commitments to support stated plans for sustainability.

The application budget must only propose Authorized Activities (page 9) and Allowable Costs (page 17) as outlined previously and as further outlined below.

Charter schools may use CSP subgrant funds only for post-award planning and design of the educational program, and initial implementation of a charter school. In accordance with ESEA § 4303(h) and as allowable under the Uniform Guidance in 2 CFR Part 200, an eligible subgrantee under this program shall use funds to support activities to open and prepare for the operation of a new charter school which shall include one or more of the following activities:

1. Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with—
  - a. providing professional development; and
  - b. hiring and compensating, during the eligible applicant’s planning period specified in the application for subgrant funds that is required under this section, one or more of the following:
    - i. Teachers,
    - ii. School leaders, and/or
    - iii. Specialized instructional support personnel.
2. Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
3. A subgrantee may use CSP funds to acquire portable classrooms, provided that the classrooms are temporary and directly related to opening or preparing for the operation of a new charter school in accordance with the cost principles in the Uniform Guidance, acquisition of the portable classrooms also must be necessary, reasonable, and allocable to the subgrant (2 CFR 200.403-200.405).
4. Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
5. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
6. Providing for other appropriate, non-sustained costs related to the activities to open and prepare for the operation of a new charter school.

All of the expenses described above in (1) through (6) are allowable under the CSP subgrant *only to the extent* that they are related to the initial implementation of the charter school and cannot be met from state or local sources. CSP P&I subgrants generally may be awarded for a period of up to three years, with no more than 18 months used for planning and program design, and no more than two years (24 months) used for implementation of the charter school. Subgrantees may be granted up to 18 months for Planning (maximum) however, after a 12-month Planning Phase, any additional months used for Planning proportionally decreases the months remaining available for Implementation Phase 2.

In addition, 2 CFR Part 200 establishes principles for determining allowable costs for federal subgrants. All costs must be reasonable, necessary, and allocable to meet the goals of the subgrant.

The application budget consists of *two* parts: the Budget Summary and the Budget Narrative. All proposed expenditures for the subgrant funding period must be *itemized* in the Budget Summary

and *detailed* in the Budget Narrative. Budget items not explained in the application narrative *will not* be funded.

1. The Budget Summary is the financial overview of the subgrant and must include *all* proposed expenditures for the project. Each line item of the Budget Summary *must* correspond to the line items of the Budget Narrative (discussed below). Provide the budget details for the 2026–27 budget period in the online application Budget Summary section (see screenshot on page 35).
2. The Budget Narrative *must* provide clear evidence that the budget is appropriate and justified based on the needs assessment. Use the [formatted Excel template](#) (see page 60) to provide a detailed Budget Narrative that includes estimates for matching funds and in-kind contributions, if applicable.

Structure the Budget Narrative line-item categories to parallel the line-item categories of the Budget Summary. *Include all formulas used to calculate each line-item expense.* This narrative must demonstrate that all expenditures are allowable, reasonable, and allocable; are adequate to support the activities of the project; and directly connect to the goals in the proposal narrative. Review [2 CFR Part 200 Subpart E Cost Principles](#), specifically §§ 200.403–200.405, for additional information on the allowability, reasonableness, and allocability of costs for federal grant awards. The General Provisions for Selected Items of Cost are listed in §§ 200.420–200.475; however, this program has more restrictive limitations on selected items of cost (see pages 17–18). When finalized, save the Budget Narrative as an Excel spreadsheet to be uploaded into the online application where indicated.

Ensure that the totals in the Budget Summary equal the totals in the Budget Narrative.

Because sustainability of the proposed project is of paramount importance, an applicant should indicate any matching and/or in-kind funding as a clear sign of sustainability plans and potential. In addition, demonstrate the use of supplemental funds available to the schools and districts (such as Title I). Although matching funds are not required and give no “competitive edge” to any application, all in-kind contributions from partners (such as the use of community recreational areas, staff, supplies, etc.) *should* be included. *Note:* matching and in-kind funds *cannot* include any costs that the applicant used as the basis for negotiating their indirect cost rate.

The following describes the line items that should be budgeted in each category.

#### Purchased Services (300)

Expenses such as consultant fees, travel/transportation costs, telephone costs, and other purchased services will be included here. This includes amounts paid for personal services rendered by personnel who are not on the payroll and for other specialized services purchased by the organization. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

*Note:* Salaries are not allowed expenditures for the CSP P&I subgrant.

For a subgrantee to pay a vendor with federal funds, a contract must be in place. At a minimum, the contract should include the scope of services, the duration of the contract, and the method and amount of payment; the contract must be executed by both parties. Consulting/service contracts must be procured in accordance with procurement regulations in [2 CFR Part 200](#) (see §§ 200.317–200.326 and Appendix II). LEA applicants should also review [South Carolina Procurement Law](#).

In compliance with 2 CFR Part 180.300, subgrantees must ensure that they do not enter into a contract with any vendor that is debarred, suspended, or ineligible for participation in federal programs by

1. checking the Exclusions at the federal [SAM](#) Web site (Review the “To search for active exclusions in SAM.gov,” [available here](#), prior to conducting searches.);
2. collecting a certification from the vendor and attaching it to the contract; or
3. adding a clause or condition to the contract that indicates the vendor is eligible.

#### Supplies and Materials (400)

Include the amounts paid for material items of an expendable nature. It is recommended that applicants group items into categories to avoid listing every item; however, make sure that such expenditures are aligned with relevant project characteristics (goals, number of participants, frequency of activity, etc.). Allow for maintenance, repair, and replacement costs over the subgrant life cycle of the proposed project for any equipment that totals \$5,000 and below. Implementation-only projects allow for one-time purchases for start-up supplies and materials.

#### Capital Outlay/Equipment (500)

Applicants are reminded that equipment purchased with federal funds must be managed in compliance with [2 CFR Part 200.313](#) (and [§ 200.439](#) as applicable). See part I, section F for more information on applicable federal regulations.

Itemize furniture, fixtures and equipment that total \$5,000 and below per unit under Supplies and Materials (400).

#### Other (600)

This category includes allowable expenditures such as postage, liability insurance fees, and copyright fees that do not neatly fit into the other categories.

#### Indirect Costs (700)

Indirect costs are not allowed.

The SCDE reserves the right to disqualify, disallow, and negotiate costs associated with any line item proposed in the budget. If any line-item cost is determined to be excessive, given the nature and scope of the entire project or of a particular activity, the SCDE can request the applicant reduce the cost of the line item or ask the applicant to assume a portion of the cost before the budget is approved and funds are awarded.

Funds will be disbursed on a reimbursement basis upon the receipt of expenditure reports with all supporting documentation from the subgrantees. Subgrantees may not obligate funds prior to the receipt of a subgrant award notice. Applicants should have at their disposal at least three months of sustainable funds to implement the program prior to SCDE reimbursement. Subgrantees are not permitted to pick up their reimbursements from the SCDE office.

## **G. Attachments**

After attachment items 1–12, below, have been completed, scan them into one PDF document to be uploaded into the online application where indicated on page 35. Attachment item 13 must be submitted online as instructed on page 31.

1. Certification Signature Page

Print the Certification Signature Page (see page 50) and obtain the appropriate signatures. This form includes the certification of the SCDE’s Assurances and Terms and Conditions for Federal Subawards and the program specific assurances conveyed in this RFP. Those documents are not required to be included in the online application submission. However, retain the copy included in this RFP for your records and ensure that each signatory and partner organization reviews each document prior to signing.

By signing the Certification Signature Page, the signatories assure that they will comply with all the assurance and terms and conditions for the project/program. *All* signatories *must* understand that they are signing a document that is *legally binding* in the event a subgrant is awarded. Applications that *do not* include the signed Certification Signature Page *will not* be reviewed or considered for funding.

2. GEPA Statement

Per section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)), all applicants must provide a GEPA statement of compliance. Follow the instructions included in the Instructions for GEPA Statement of Compliance (page 57) to create a GEPA statement for the proposed project.

3. Request for Taxpayer Identification Number and Certification (W-9)

Complete a W-9 Request for [Taxpayer Identification Number and Certification](#) form (see sample form on page 58) for the primary applicant organization for inclusion in the application attachments.

4. Timeline of Activities/Workplan

Include a Timeline of Activities/Workplan that indicates each benchmark activity (including evaluation and management components), when each project activity begins and ends, how each activity relates to a particular objective, and who is responsible for overseeing the activity. A template is included on page 59. The Timeline of Activities/Workplan may be single-spaced.

5. Organizational Chart  
Provide an organizational chart that clearly indicates the chain of command of the charter school, including lines of direct report and roles of the school committees and advisory groups.
6. Résumé(s)/Credentials of Project Director (2 pages maximum)  
Include a résumé or a detailed description of credentials for the project director. Limit this attachment to two pages.
7. Letter from Sponsor (authorizer)/School District  
Provide a copy of the approval letter from the sponsor (authorizer). An applicant that has not received an approval letter should submit a letter from the prospective sponsor (authorizer) that indicates that the sponsor (authorizer) has received an application on behalf of the charter school group that is pending review.
8. Notification to Sponsor (authorizer)/School District of Intent to Apply  
Provide a copy of the notification sent to the sponsor (authorizer) indicating the applicant's intent to apply for this CSP subgrant. In compliance with ESEA, Part B Section 5203(d)(3), the applicant must provide its sponsor (authorizer) with timely notice that they intend to apply for a subgrant and also provide a copy of their subgrant application to the sponsor (authorizer).
9. Proof of Nonprofit Status from IRS or South Carolina Secretary of State  
Include proof of nonprofit status. Consistent with [34 CFR Part 75.51](#), an applicant may show that it is a nonprofit organization by providing:
  - documentation that shows that the IRS currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code;
  - statement from a state taxing body or State Attorney General certifying that the applicant is a nonprofit organization operating within the state, or
  - certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant.At the time of application, the applicant must include at least the proof of nonprofit status from the South Carolina Secretary of State but may also include any other appropriate documentation.
10. Summary List of Community Supporters (including parents)  
Include a summary list of community supporters, including parents, to indicate the support of key individuals. To document support, a certified letter from a notary indicating sufficient signatures are on file for the charter school group will be acceptable.
11. Letter of Support from Each Partner Organization  
Provide a letter of support from each partner organization. The letter of support must indicate the specific support to be provided by the partner organization, including the financial commitment with the amount and services to be provided for all in-kind donations.

12. Waiver Request (if applicable)

If seeking to waive federal statutory or regulatory provisions or state or local rules generally applicable to public schools, include a waiver request specifying the section of law, regulation, or rule to be waived; explain the reason for the request; and provide a justification for the waiver.

13. Pre-Award Audit Questionnaire for Non-LEAs

Complete the online [Pre-Award Audit Questionnaire for Non-LEAs](#). This is a separate form from the Charter Schools P&I online application. Applicants that do not complete this online form will not be reviewed or considered for funding.

Visit the SCDE's Office of Auditing Services Web site [Pre-Award Audit Resources](#) for more information on the audit process. The SCDE's Office of Auditing Services will review this questionnaire as part of the pre-award risk assessment and may conduct a further evaluation of the applicant's financial system, internal controls, and policies and procedures.

## **H. Deadline and Submission Procedures**

1. Applications *must* be submitted online no later than **5:00 p.m. on May 8, 2026**, using the [online application form](#).
2. Only applications that adhere to *all* of the guidelines and directions set forth in this RFP will be reviewed and considered for funding.
3. No hard copy applications will be accepted. Applications delivered by hand, postal mail, email, or fax *will not* be accepted.
4. Applications must originate from the applicant. Applications that are plagiarized from the Internet, other grants, or other resources will not be considered for funding.
5. Do not attach or submit any additional materials other than what is specifically required. Any additional materials will be disposed of without review.
6. Applications will not be returned. Keep a copy of the entire application for your records.

## **I. Screenshots of Online Application Submission Forms**

The following screenshots are for informational purposes only and are provided to assist applicants in compiling all items needed to complete the online submission. Complete the attachments for the online application as directed in the preceding instructions. The SCDE encourages applicants to prepare *all* parts of the application *before* beginning the online submission process.

Make sure all information submitted is accurate, including formal or official names such as the official name of the applicant organization, and that spelling is correct. Do not use abbreviations or acronyms. All fields marked with a red asterisk are *required*; you will not be able to proceed to the next screen of the application without entering all required information.

If necessary, you may save your progress in the online application and return to the form later. Click on the “**Save and Resume Later**” link to save your progress. You will be given the option of copying and saving the link to the partially completed form or entering an email address to have the link emailed to you. Be sure to enter the email address correctly as SCDE personnel cannot access the hyperlink or the incomplete application. Use the link to access the application from any computer within thirty days to complete the online submission. After thirty days, the data previously entered cannot be retrieved, and you will have to begin a new application. A saved application is *not* a submitted application. You *must* follow the steps described on pages 36–38 to complete the submission process.

Enter the official name of the applicant organization and the Authorizer/Sponsor.



Enter the Author/Sponsor’s name and the formal name of the Charter School. Provide the Applicant Organization’s address, UEI, and TIN. The UEI and TIN are *required* fields; an applicant that does not have a UEI will not receive subgrant funds until they have a valid UEI.

Select whether the organization is applying for a Planning and Implementation subgrant or an Implementation Only subgrant. Also indicate if the organization is a targeted applicant or typical applicant (see definitions in [appendix A. Definitions of Terms Used](#)).

Name of Applicant Organization*		Authorizer/Sponsor (District) Name	
<input type="text"/>		<input type="text"/>	
Name of Charter School			
<input type="text"/>			
Applicant's Address (include ZIP+4 Code)		Applicant's Unique Entity Identifier (UEI)	Applicant's TIN*
<input type="text"/>		<input type="text"/>	<input type="text"/>
Address Line 1			
<input type="text"/>			
Address Line 2			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
City	State	ZIP Code	
Applying for		Application Type	
<input type="radio"/> Planning and Implementation (36-month project) <input type="radio"/> Implementation only (24-month project)		<input type="radio"/> Targeted <input type="radio"/> Typical	
<small>Note: all funding is subject to the availability of funds.</small>			

Enter the project director's information. Select "Same as Applicant's Address" if the project director's address is the same as the information entered on the first screen; the fields will automatically populate. If the address is different, enter the appropriate information. The project director's email is a *required* field and must be re-entered. The confirmation of a successful online application submission will be sent *only* to this email address. Ensure the project director's résumé or credentials are included in the attachments by clicking yes.

Project Director Contact Information			
Project Director's Name		Position/Title	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
<small>First Name</small>	<small>Last Name</small>		
Address		Phone:	Email*
<input type="text"/>		<input type="text"/>	<input type="text"/>
Address Line 1			
<input type="text"/>			
Address Line 2			Confirm Email*
<input type="text"/>			<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	
City	State	ZIP Code	
Resume/Credentials included in attachments?		<b>Note: The project director will receive the application submission confirmation email. Make sure the email address is entered correctly.</b>	
<input type="checkbox"/> Yes <input type="checkbox"/> No			

Select all competitive priority categories for which bonus points are sought and indicate the page number(s) in the proposal narrative where evidence can be found to support eligibility for each criteria.

## Competitive Priorities

Select all of the applicable competitive priorities and include the page number(s) in the Proposal Narrative where each priority is addressed. See the Request for Proposals for more information on the criteria for each competitive priority category.

Competitive Priority #1: District without any Charter Schools or proposed location within a designated Opportunity Zone (5 points)	Page(s)	
<input checked="" type="radio"/> Yes <input type="radio"/> No		<input type="text"/>
Competitive Priority #2: Low-performing schools (5 points)	Page(s)	
<input checked="" type="radio"/> Yes <input type="radio"/> No		<input type="text"/>
Competitive Priority #3: Closing achievement gaps (5 points)	Page(s)	
<input checked="" type="radio"/> Yes <input type="radio"/> No		<input type="text"/>
Competitive Priority #4: At-risk students (5 points for targeted applicants only)	Page(s)	
<input checked="" type="radio"/> Yes <input type="radio"/> No		<input type="text"/>

All amounts in the Funding Information and Budget Summary sections should be entered using whole dollars (no cents). Fill in all fields and enter zero (0) for line items that are not applicable. Enter the total estimated cost for all phases of the project. Enter the total amount of funding being requested for the first year of the project and the total in-kind or matching funds for the first year. Select the beginning and ending dates for phase one of the project.

## Funding Information

Total Project Cost	Total Funds Requested for Year 1	In-kind/Matching Funds for Year 1
\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
Project Period Start	Project Period End	
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	

Enter the line item totals for funds requested for phase one. The Total Costs field will automatically calculate. This amount *must* match the total funds requested for year one above.

## Budget Summary


### Budget Summary for Year 1 of Project

	<u>Subgrant Funds Requested</u>	<u>In-kind/Match Funds</u>	<u>Total Project Budget</u>
Purchased Services (300)	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
Supplies & Materials (400)	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
Capital Outlay/Equipment	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
Other Objects (600)	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>
<hr/>			
<b>Total Costs</b>	\$ <input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/>

Prepare each of the application attachments (i.e., Project Abstract, Proposal Narrative, Budget Narrative, and Attachments following the preceding instructions in this RFP. Ensure that each attachment is saved in the proper format as either a PDF or Excel document. Pay close attention to attachments that must be scanned together into a *single* document. The online application will *only* allow *one* document to be uploaded for each attachment. Upload the attachments where indicated in the following screenshot. All attachments are *required*; you will not be able to submit the application without uploading all five documents.

## Application Attachments


**Project Abstract\***



Drag and drop here or [Browse files](#)  
Max file size: 10 MB

Upload the Proposal Abstract as a single PDF document.


**Proposal Narrative\***



Drag and drop here or [Browse files](#)  
Max file size: 10 MB

Upload the Proposal Narrative (including the table of contents) as a single PDF document.


**Budget Narrative\***



Drag and drop here or [Browse files](#)  
Max file size: 10 MB

Upload the detailed 25-month Budget Narrative as an Excel document.

**Appendices\***



Drag and drop here or [Browse files](#)  
Max file size: 10 MB

Upload ALL appendices (except for the Pre-Award Audit Questionnaire) as a single PDF document.

Thoroughly review the summary on the Data Review and Confirmation Page to verify that the information has been entered correctly in the online application prior to submitting. You will *not* be able to access the completed application form after it has been submitted. If any entries are incorrect, click on the “**Previous**” button at the bottom left corner of each screen to return to the appropriate section(s) and reenter the correct information. Then click on the “**Next**” button in the lower right corner of each screen to return to the Data Review and Confirmation Page. *Note:* This page is not a confirmation of the submission of an application.

## Data Review and Confirmation Page

**This screen is not a submission confirmation.**

Please review and verify the information in the following summary prior to submitting your application. If any of the entries are incorrect, click on the “**Previous**” button at the bottom of each page to return to the appropriate section(s) and reenter the correct information. If all of the entries are correct, click on the “**Submit Application**” button in the lower right corner of this screen. You will receive an onscreen confirmation message that your application was successfully submitted.

---

**Applicant Information:**

Name of Applicant Organization: *South Carolina Department of Education*

Authorizer/Sponsor (District) Name:

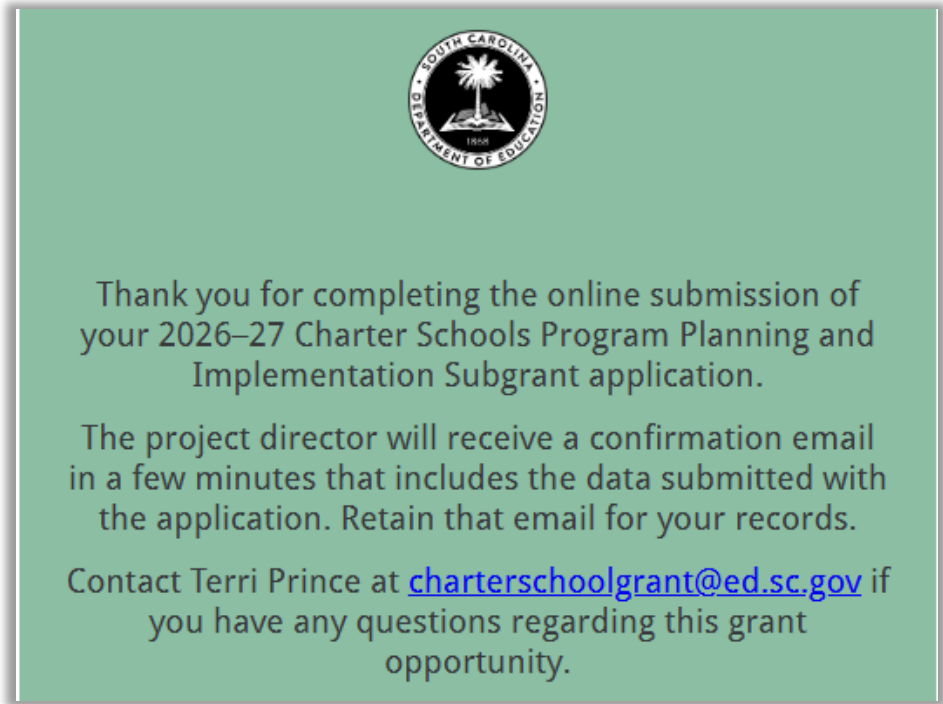
Name of Charter School: *Education Writer*

Applicant's Address: *1016 Price Ave , Columbia, SC 29201*

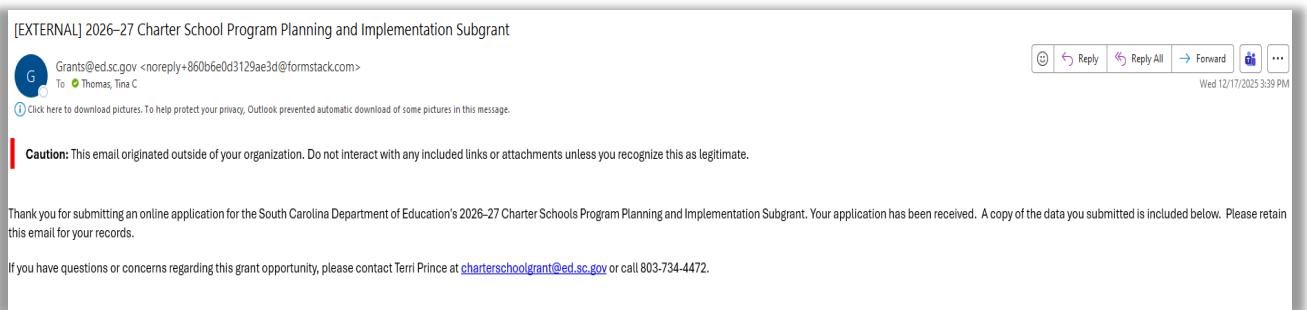
If all of the entries are correct, click on the “**Submit Application**” button in the lower right corner of this screen to complete the submission process.

« Previous
Progress
Submit Application

Once the application is submitted, the following message will be displayed on the screen, and a submission confirmation will be sent to the email address provided for the project director in the online application.



The following confirmation message will be sent to the email address provided for the project director. If the project director does not receive a confirmation email, then the application did not successfully transmit. You must go back and resubmit the *entire* online form, including *all* attachments, in order for your application to be considered for funding. Only the most recently submitted application will be reviewed.



An email confirmation that the subgrant application was successfully submitted does not account for the quality of the uploaded documents or the completeness of the online form. The confirmation email *only* notifies you that the online application has been submitted and received. Applicants are responsible for ensuring that the information entered in the online form, including all attachments, is accurate and complete in order for the application to be reviewed and considered for funding.

## Appendix A: Definitions of Terms Used

An approved charter constitutes an agreement, the terms of which represent a contract between the charter school and the charter school sponsor (authorizer).

The authorizer, also known as the sponsor, is the South Carolina Public Charter School District (SCPCSD) Board of Trustees, the local school board of trustees in which the charter school is located, or, as provided by law, a public institution of higher education (IHE) as defined in Section 59-103-5, or an independent IHE as defined in Section 59-113-50, from which the charter school requested its charter and which granted approval for the charter school's existence. Only those public or independent IHEs that register with the SCDE may serve as charter school authorizers (sponsors), and the SCDE shall maintain a directory of those institutions. The sponsor (authorizer) of a charter school is the charter school's local education agency (LEA), and a charter school is a school within that LEA. The sponsor (authorizer) retains responsibility for special education and shall ensure that students enrolled in its charter schools are served in a manner consistent with LEA obligations under applicable federal, state, and local law.

The authorized financial official is the duly authorized representative of the charter committee who maintains the finances, signs financial documents, and affirms the committee's commitment to carry out the tasks proposed for the amount requested. This person provides oversight and guidance on financial matters related to the subgrant. The authorized financial official for this project must not have a financial interest in any contract that will or may be awarded pursuant to this project.

The authorized official is the duly authorized representative of the charter committee who signs all subgrant documents submitted to the SCDE and certifies the application, assurances, and terms and conditions. The authorized official for this project must not have a financial interest in any contract that will or may be awarded pursuant to this project.

Available funds are determined by the CSP subgrant amount awarded to the SCDE, the number and types of subgrantees in each funding phase, and state performance on CSP benchmarks.

A benchmark is a standard that must be met to move to the next phase of subgrant funding. Examples of benchmarks include, but are not limited to, the following: (1) a report of major subgrant activities completed from the previous subgrant phase; (2) a revised budget for the next subgrant phase; (3) an approved charter; or (4) a schedule for obtaining a facility.

A charter school is a public, nonreligious, non-home-based, nonprofit corporation forming a school that operates with a public school district, the SCPCSD, or a registered IHE, but is accountable to the school board of trustees, or in the case of technical colleges, the area commission of the sponsor (authorizer) that grants its charter.

A high-quality charter school is a charter school that will show evidence of strong academic results for the past three years (or over the life of the school, if the school has been open for fewer than three years), based on the following factors:

1. Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, educationally disadvantaged students served by the charter school;
2. Either—
  - i. Demonstrated success in closing historic achievement gaps for the subgroups of students described in Section 1111(b)(2)(C)(v)(II) of the ESEA; or
  - ii. No significant achievement gaps between any of the subgroups of students described in Section 1111(b)(2)(C)(v)(II) of the ESEA (20 U.S.C. 6311) at the charter school and significant gains in student academic achievement for all populations of students served by the charter school;
3. Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other educationally disadvantaged students served by the charter school that are above the average academic achievement results for such students in the state;
4. Results on a performance framework established by the state or authorized public chartering agency for the purpose of evaluating charter school quality; and
5. No significant compliance issues, particularly in the areas of student safety, financial management, and equitable treatment of students.

A secondary school is defined as any public school that contains grades no lower than seventh and no higher than twelfth (S.C. Code Ann. § 59-1-150).

A targeted applicant is a charter school that targets at-risk students as defined in accordance with SBE Regulation 43-274.1, or is an Alternative Education Campus (AEC charter school with an explicit mission to serve an enrolled student population as defined in S.C. Code Ann. § 59-40-111).

A typical applicant is a charter school that does not meet the eligibility criteria for a targeted applicant.

## Appendix B: Selection Criteria and Reviewers' Scoring Rubric

### Selection Criteria

A total of 120 points (including competitive priority points) is available to applications that meet the maximum score for each selection criteria. While the budget is assigned zero (0) points, the budget remains a critical component of the entire application. An application with an incomplete budget will *not* be funded.

The point values for each section of the application are as follows:

Narrative Sections	Points Available
Project Abstract	0
Section 1: The School and Its Stakeholders	42
Section 2: Financial Sustainability	28
Section 3: Governance and Management Plan	30
Budget Summary and Narrative	0
<b>SUBTOTAL</b>	<b>100</b>
Competitive Priorities (Maximum bonus points available)	Up to 20
<b>TOTAL</b>	<b>120</b>

### Scoring Rubric

**Project Abstract:** The application must provide a double-spaced, one-page abstract that concisely describes all of the following items:

- applicant's organization,
- applicant's mission,
- target population to be served with the proposed project,
- documented need for the project as revealed by the needs assessment,
- goals of the proposed project,
- curriculum type,
- amount of funds requested,
- any special features of the proposed school's operation, and
- categories for which the applicant seeks competitive priority points.

Acceptable
<b>Adequate/Meets—0 points</b> Applicant provides an abstract that fully describes all required items.
Not Acceptable
<b>Inadequate—0 points</b> Applicant provides an abstract that does not adequately describe all required items.
Score
<input type="checkbox"/> Adequate/Meets <span style="margin-left: 150px;"><input type="checkbox"/> Inadequate</span>
Reviewer's Comments

**1.a. School and Its Stakeholders—Mission of the Charter School and Relationship with Sponsor (authorizer):** Applicant must provide a narrative that fully addresses all of the following items and the attachments include the required items:

- states the mission of the new charter school;
- indicates any special features of the school’s operation or educational approach;
- describes how the flexibility and autonomy of the charter school is unlike a traditional public school (in areas such as curriculum, schedule, staffing, budget, etc.) but is still held to performance accountability with its authorizer;
- describes the type of curriculum to be implemented;
- describes the relationship between its sponsor (authorizer) and the charter school that includes the performance agreement between the school and the authorizer and that the performance will be one of the most important factors in deciding revocation or renewal and includes that the authorizer reserves the right to revoke or not renew the charter based on financial or operational concerns; and
- in the required attachments, applicant provides a copy of the approval determination from the sponsor (authorizer); if applicable, states that the applicant does not have an approval determination from their sponsor (authorizer) at the time of application and includes a letter from the prospective sponsor (authorizer) in the required attachments that states that the sponsor (authorizer) has received an application on behalf of the charter school group that is pending review. The charter school must have both an executed charter and contract with their authorizer by June 30, 2026 in order to receive funds.

<b>Acceptable</b>
<p><b>Fully Meets—8–10 points</b> Applicant provides a narrative that fully addresses all required items.</p>
<p><b>Adequate/Meets—6–7 points</b> Applicant provides a narrative that moderately addresses all required items.</p>
<b>Not Acceptable</b>
<p><b>Limited/Approaches—3–5 points</b> Applicant provides a narrative that is limited or unclear in addressing all required items.</p>
<p><b>Inadequate—0–2 points</b> Applicant provides a narrative that does not adequately address all required items.</p>
<b>Score</b>
<b>Reviewer’s Comments</b>

**1.b. School and Its Stakeholders—Need for the Charter School** The applicant must provide a narrative that addresses all of the following:

- clearly states the need for the charter school in the designated school district or location/region with specific supporting details (such as student test performance, demographics, local school performance);

- describes the target population to be served, including grade levels and ages of students to be served;
- describes in detail the current opportunities available to the target population;
- describes in detail the need for additional student learning opportunities;
- states the anticipated benefits to students from the new charter school; and
- describes briefly the school’s plan to ensure that transportation is not a barrier for student access.

<b>Acceptable</b>
<b>Fully Meets—8–10 points</b> Applicant provides a narrative that fully addresses all required items.
<b>Adequate/Meets—6–7 points</b> Applicant provides a narrative that moderately addresses all required items.
<b>Not Acceptable</b>
<b>Limited/Approaches—3–5 points</b> Applicant provides a narrative that is limited or unclear in addressing all required items.
<b>Inadequate—0–2 points</b> Applicant provides a narrative that does not adequately address all required items.
<b>Score</b>
<b>Reviewer’s Comments</b>

**1.c. School and Its Stakeholders—Support for the Charter School:** The applicant must provide a narrative that addresses all the following items and must include all required items in the attachments. The narrative:

- describes the degree of support for the charter school from individuals and partner organizations within the community, including parents;
  - explains how individuals (parents) and partner organizations within the community will continue to be involved with the school;
  - explains how these stakeholders will be involved in designing and implementing the new charter school;
  - addresses innovative methods targeted to engage parents and community members in school planning and governance;
  - includes a description of the use of effective parent, family, and community engagement strategies to operate the charter school;
  - describes the plan to inform students, parents, and the community about the charter school;
  - describes how students will be given an equal opportunity to attend the school; and
- the attachments include:
- a letter of support from each partner organization; and
  - a summary list, with signatures, of all community supporters, including parents (a notarized statement may be included as verification of the list of signatures.).

<b>Acceptable</b>
<p><b>Fully Meets—8–10 points</b> Applicant provides a narrative that fully addresses all required items and attachments that include all required items.</p>
<p><b>Adequate/Meets—5–7 points</b> Applicant provides a narrative that moderately addresses all required items and attachments that include all required items.</p>
<b>Not Acceptable</b>
<p><b>Limited/Approaches—2–4 points</b> Applicant provides a narrative that is limited or unclear in addressing all required items and attachments that may not include all required items.</p>
<p><b>Inadequate—0–1 point</b> Applicant provides a narrative that does not adequately address all required items and/or attachments that do not include all required items.</p>
<b>Score</b>
<b>Reviewer’s Comments</b>

**1.d. School and Its Stakeholders—Goals for the Charter School:** The applicant must provide a narrative that addresses all of the following:

- outlines and describes in detail the charter school’s goals as a Planning and Implementation subgrantee;
- presents goals that are:
  - specific,
  - measurable,
  - attainable,
  - realistic, and
  - time-based; and
- explains the plan to monitor progress toward meeting the established goals.

<b>Acceptable</b>
<p><b>Fully Meets—10–12 points</b> Applicant provides a narrative that fully addresses all required items.</p>
<p><b>Adequate/Meets—6–9 points</b> Applicant provides a narrative that moderately addresses all required items.</p>
<b>Not Acceptable</b>
<p><b>Limited/Approaches—3–5 points</b> Applicant provides a narrative that is limited or unclear in addressing all required items.</p>
<p><b>Inadequate—0–2 points</b> Applicant provides a narrative that does not adequately address all required items.</p>

<b>Score</b>
<b>Reviewer's Comments</b>

**2.a. Financial Sustainability:** The applicant must provide a narrative that addresses all of the following:

- presents a clear and thoughtful plan for the financial viability of the charter school beyond the subgrant funding period;
- provides evidence of a long-term, sound business plan based on an awareness of current funding for public schools;
- demonstrates that the applicant intends to maintain effective internal controls and fiscal management practices; and
- shows a reasonable promise of sustainability beyond the scope of the CSP subgrant.

<b>Acceptable</b>
<b>Fully Meets—7–10 points</b> Applicant provides a narrative that fully addresses all required items.
<b>Adequate/Meets—5–6 points</b> Applicant provides a narrative that moderately addresses all required items.
<b>Not Acceptable</b>
<b>Limited/Approaches—3–4 points</b> Applicant provides a narrative that is limited or unclear in addressing all required items.
<b>Inadequate—0–2 points</b> Applicant provides a narrative that does not adequately address all required items.
<b>Score</b>
<b>Reviewer's Comments</b>

**2.b. Financial Sustainability:** The applicant must provide a narrative that addresses all of the following:

- includes contingency plans to deal with unanticipated budget reductions due to shortfalls in federal, state, and/or local revenue;
- includes a description of any public/private partnerships, including additional grant or funding opportunities; and
- if applicable, includes a description of how subgrant funds will be used in conjunction with funds from other federal programs administered by the USED.

<b>Acceptable</b>
<b>Fully Meets—8–10 points</b> Applicant provides a narrative that fully addresses all required items.
<b>Adequate/Meets—5–7 points</b> Applicant provides a narrative that moderately addresses all required items.
<b>Not Acceptable</b>
<b>Limited/Approaches—2–4 points</b> Applicant provides a narrative that is limited or unclear in addressing all required items.
<b>Inadequate—0–1 point</b> Applicant provides a narrative that does not adequately address all required items.
<b>Score</b>
<b>Reviewer’s Comments</b>

**2.c. Financial Sustainability:** The applicant must provide a narrative that addresses all of the following:

- justifies the proposed three-year budget
- addresses how the applicant arrived at the selected items to be purchased;
- addresses how the items directly correlate to the school’s educational plan;
- shows how the cost per item was calculated; and
- addresses how budget items will supplement, not supplant, other revenue sources available to the charter school.

<b>Acceptable</b>
<b>Fully Meets—8–10 points</b> Applicant provides a narrative that fully addresses all required items.
<b>Adequate/Meets—6–7 points</b> Applicant provides a narrative that moderately addresses all required items.
<b>Not Acceptable</b>
<b>Limited/Approaches—4–5 points</b> Applicant provides a narrative that is limited or unclear in addressing all required items.
<b>Inadequate—0–3 points</b> Applicant provides a narrative that does not adequately address all required items.
<b>Score</b>
<b>Reviewer’s Comments</b>

**3.a. Governance & Management Plan:** The applicant must provide a narrative that addresses all of the following:

- clearly and explicitly conveys the plan to manage the charter school and the subgrant;
- describes the school’s founders;

- describes the school’s governance plans;
- describes the board’s plans for school management and leadership, including plans to enter into a management or other comprehensive service agreement/contract, if applicable;
- describes the roles and responsibilities of all key actors and partners; and
- includes a description of the roles and responsibilities of the school, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners.

<b>Acceptable</b>
<p><b>Fully Meets—7–8 points</b> Applicant provides a narrative that fully addresses all required items.</p>
<p><b>Adequate/Meets—5–6 points</b> Applicant provides a narrative that moderately addresses all required items.</p>
<b>Not Acceptable</b>
<p><b>Limited/Approaches—3–4 points</b> Applicant provides a narrative that is limited or unclear in addressing all required items.</p>
<p><b>Inadequate—0–2 points</b> Applicant provides a narrative that does not adequately address all required items.</p>
<b>Score</b>
<b>Reviewer’s Comments</b>

**3.b. Governance & Management Plan:** The applicant must provide a narrative that addresses the following and must include all required items in the attachments. The narrative:

- describes thoroughly the project director’s responsibilities and duties in managing the subgrant to achieve the charter school’s goals; and

the attachments include:

- an organizational chart indicating the chain of command and lines of direct report, school committees, and advisory groups.
- either the qualifications and credentials for the project director position or the identified project director’s résumé.

<b>Acceptable</b>
<p><b>Fully Meets—6–7 points</b> Applicant provides a narrative that fully addresses all required items and attachments that include all required items.</p>
<p><b>Adequate/Meets—4–5 points</b> Applicant provides a narrative that moderately addresses all required items and attachments that include all required items.</p>
<b>Not Acceptable</b>
<p><b>Limited/Approaches—2–3 points</b> Applicant provides a narrative that is limited or unclear in addressing all required items and attachments that may not include all required items.</p>

<b>Inadequate—0–1 point(s)</b> Applicant provides a narrative that does not adequately address all required items and/or attachments that do not include all required items.
<b>Score</b>
<b>Reviewer's Comments</b>

**3.c. Governance & Management Plan:** The applicant must provide a narrative that addresses all of the following narrative items and must include all required items in the attachments. The narrative:

- explains how the charter school's planning initiative and the resulting charter school will be managed; and

the attachments include:

- an assurance with timeframe and lead contact that the subgrantee will provide annual information to the USED and the SCDE as required to determine if the charter school is making satisfactory progress toward achieving its goals; and
- a projected timeline/workplan of proposed major subgrant activities (e.g., community meetings, professional development activities, lottery if the school is oversubscribed, opening of charter school, election of governing board) and indicates the person(s) responsible for oversight and completion of each activity.

<b>Acceptable</b>
<b>Fully Meets—7–8 points</b> Applicant provides a narrative that fully addresses all required items and attachments that include all required attachments.
<b>Adequate/Meets—5–6 points</b> Applicant provides a narrative that moderately addresses all required items and attachments that include all required attachments.
<b>Not Acceptable</b>
<b>Limited/Approaches—3–4 points</b> Applicant provides a narrative that is limited or unclear in addressing all required items and attachments that may not include all required items.
<b>Inadequate—0–2 points</b> Applicant provides a narrative that does not adequately address all required items and/or attachments that do not include all required items.
<b>Score</b>
<b>Reviewer's Comments</b>

**3.d. Governance & Management Plan:** The applicant must provide a narrative that addresses all of the following:

- describes how the sponsor (authorizer) for the charter school will comply with Sections 613(a)(5) and 613(e)(1)(B) of the IDEA, 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, and the Americans with Disabilities Act of 1990, Section 1232g of this title (commonly referred to as the “Family Educational Rights and Privacy Act of 1974), in the operation of the charter school;
- demonstrates an understanding of and the capacity to comply with the South Carolina Charter School Act; and
- includes evidence of strong board governance and stakeholder engagement.

<b>Acceptable</b>
<b>Fully Meets—6–7 points</b> Applicant provides a narrative that fully addresses all required items.
<b>Adequate/Meets—4–5 points</b> Applicant provides a narrative that moderately addresses all required items.
<b>Not Acceptable</b>
<b>Limited/Approaches—2–3 points</b> Applicant provides a narrative that is limited or unclear in addressing all required items.
<b>Inadequate—0–1 point(s)</b> Applicant provides a narrative that does not adequately address all required items.
<b>Score</b>
<b>Reviewer’s Comments</b>

**Budget Narrative:** The applicant must provide a thorough and detailed budget narrative that:

- calculates correctly;
- includes all formulas used to calculate line-item expenses;
- provides clear evidence that the proposed expenditures are appropriate, justified, reasonable, and adequate to support the proposed allowable activities to complete the project; and
- includes legitimate and reasonable costs for achieving the goals of the charter school.

<b>Acceptable</b>
<b>Adequate/Meets—0 points</b> Applicant provides an abstract that fully addresses all required items.
<b>Not Acceptable</b>
<b>Inadequate—0 points</b> Applicant provides an abstract that does not adequately address all required items.
<b>Score</b>
<input type="checkbox"/> Adequate/Meets <span style="margin-left: 200px;"><input type="checkbox"/> Inadequate</span>
<b>Reviewer’s Comments</b>



**2026-27 Charter School Planning and Implementation Subgrant**  
Office of Education Choice and Family Engagement

**Certification Signature Page**

**Appendix C: Required SCDE Forms**

**Certification Signature Page**

*(This form must be signed by the individual from each proposed district, school, or organization who holds the title listed below.)*

**Certification**

I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant’s governing body has duly authorized this application and documentation, and the applicant will comply with the Program-Specific Assurances and the SCDE Assurances and Terms and Conditions for Federal Subawards if the subgrant is awarded. The applicant has a unique entity identifier (UEI) issued by the federal System for Award Management (SAM). I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

Charter schools must provide evidence of improved student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA. Authorizers (sponsors) must use increases in student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school’s charter. Each sponsor (authorizer) and charter school must enter a contractual agreement stating that student performance of all students described in Section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining to renew or revoke a school’s charter.

**Authorized Official Representative** (duly authorized representative of charter committee)

Name:	
Position:	Email:
Telephone:	Fax:

Signature of Authorized Official Representative:	Date:
--	-------

**Authorized Financial Official**

Name:	
Position:	Email:
Telephone:	Fax:

Signature of Authorized Financial Official:	Date:
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Please complete, print, and obtain signatures prior to submission. Include the signed, scanned form in the required attachments as indicated on page 29.



**2026-27 Charter School Planning and Implementation Subgrant**  
Office of Education Choice and Family Engagement

**Assurances and Terms and Conditions for Federal Subawards**  
Effective date: 1/2/2026

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**Assurances and Terms and Conditions for Federal Subawards**

**Assurances**

I certify that this applicant

- A. Has the legal authority to apply for federal assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
- C. Has an accounting system with sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- D. Will also comply with the Office of Management and Budget 2 CFR Part 200 Subpart E-Cost Principles related to the allowability, reasonableness, and allocability of costs consistent with the approved budget and also by maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records depending upon the amount of time spent on cost objectives.
- E. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- F. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- G. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability and comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and Titles I, II, and III of the Americans with Disabilities Act of 1990 (ADA). The grantee will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
- H. Has no policy that prevents, or otherwise denies, participation in constitutionally protected prayer in public schools as set forth in the *Guidance on Constitutionally Protected Prayer in Public Education* (20 U.S.C. § 7904).
- I. Will comply with the Family Educational Rights and Privacy Act. (20 U.S.C. § 1232g; 34 CFR Part 99).
- J. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2025)).



**2026-27 Charter School Planning and Implementation Subgrant**  
Office of Education Choice and Family Engagement

**Assurances and Terms and Conditions for Federal Subawards**  
Effective date: 1/2/2026

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- K. Will comply with the South Carolina Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2025) if the amount of this award is \$50,000 or more and the federal Drug Free Workplace Act of 1988 (41 USC 702).
- L. Will provide information to the SCDE, as requested, regarding the reporting requirements of the Federal Funding Accountability and Transparency Act (FFATA), which requires the SCDE to file a FFATA subaward report by the end of the month following the month in which it awards any subgrant equal to or greater than \$25,000.
- M. Will comply with 2 CFR Part 25 and receive a unique entity identifier (UEI), and provide the UEI anytime requested by the SCDE.
- N. Will comply with 2 CFR Part 200.112 and disclose in writing any potential conflict of interest to the SCDE.
- O. Will comply with 2 CFR Part 200.113 and disclose in writing to the SCDE whenever the applicant has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in Title 18 of the United States Code or a violation of the civil False Claims Act (31 U.S.C. 3729-3733) that potentially affect the federal award.
- P. Will comply with conditions under Executive Order 13513 “Federal Leadership on Reducing Text Messaging While Driving” (October 1, 2009) by refraining from text messaging while driving during official grant business. Relatedly, the applicant will refrain from emailing while driving during official grant business.
- Q. Will comply with the “Key Federal Definitions & Directives” portion of the SCDE’s March 14, 2025, [Guidance Regarding Terminology and Data Collection Practices](#).

### **Terms and Conditions**

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Non-awards/Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a hearing, as provided by 2 CFR Part 200.342 and 34 CFR Part 76.401, if it alleges the SCDE’s actions violate a state or federal statute or regulation by (1) disapproving of or failing to approve the application or project, in whole or in part, or (2) failing to provide funds in amounts in accordance with the requirements of statutes and regulations.

After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for allowable expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal. Federal grants will be terminated in accordance with 2 CFR Part 200.339, § 200.340 and § 200.341.

In the event that this grant is terminated, the grantee shall have a right to a hearing as set forth in 34 CFR Part 76.783. The grantee must notify the SCDE of its request for a hearing within 30 days of receiving written notice of the termination. If a hearing is requested, the SCDE will conduct the hearing in accordance with the procedures outlined in 34 CFR Part 76.401(d)(2)–(7).

- C. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with applicants. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and



**2026-27 Charter School Planning and Implementation Subgrant**  
Office of Education Choice and Family Engagement

**Assurances and Terms and Conditions for Federal Subawards**  
Effective date: 1/2/2026

---

may negotiate a lower budget with the applicant. The applicant may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

- D. **Amendments to Grants.** Amendments are permitted generally for budgets, grant end date, and management upon the mutual agreement of the parties involved and will become effective when specified in writing and signed by both parties. However, amendments to scope of work that significantly alter the original application proposal may trigger partial or full termination consistent with 2 CFR Part 200.339 and § 200.340.
- E. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the approved project plan and approved budget and budget narrative.
- F. **Submission of Expenditure Reports.** Claims for reimbursement must be made at least quarterly and consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 31 must be filed by April 31).
- G. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than ninety (90) days after the end of the grant period unless the scope of work for the grant states a shorter reporting period.
- H. **Deobligation of Funds.** After a final expenditure report claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
- I. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "[Guidelines for Retaining Documentation to Support Expenditure Claims.](#)"
- J. **Travel Costs.** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States [General Services Administration \(GSA\) per diem rates](#) for lodging, except in the case of conference lodging required for program-required training. In the case that conference-related lodging exceeds the GSA per diem rate, the grantee shall follow their entity's written procedure for obtaining prior approval to exceed a GSA rate for a conference hotel. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$35 per day for in-state travel and \$50 for out-of-state travel (see page 81 of the [State of South Carolina Statewide Disbursement Regulations](#)). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
- K. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.
- L. **Reports.** The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.
- M. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.



**2026-27 Charter School Planning and Implementation Subgrant**  
Office of Education Choice and Family Engagement

**Assurances and Terms and Conditions for Federal Subawards**  
Effective date: 1/2/2026

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N. **Certification Regarding Lobbying, Suspension, and Debarment.** By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the

- Applicant and/or any of its principals, subgrantees, or subcontractors
  - Have not paid or will not pay to any person any federally appropriated funds for the purpose of influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or any employee of a Member of Congress in connection with making any federal grant and the extension continuation, renewal, amendment, or modification of any federal grant, as defined at 34 CFR Part 82.105 and 82.110. If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or any employee of a Member of Congress in connection with this federal grant, the undersigned shall complete and submit Standard Form LLL, “Disclosure of Lobbying Activities,” in accordance with its instructions.
  - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency as stated at 2 CFR Part 180 or 2 CFR Part 3485.
  - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violated federal or state antitrust statutes relating to the submission of offers; or committed embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property.
  - Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

O. **Audits.**

- Entities expending \$1,000,000 or more in federal awards:  
Entities that expend \$1,000,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, *et seq.* Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward. Audits must be conducted in accordance with Government Auditing Standards (Yellow Book).
- Entities expending less than \$1,000,000 in federal awards:  
Entities that expend less than \$1,000,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity’s records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO). Audits must be conducted in accordance with Government Auditing Standards (Yellow Book).



**2026-27 Charter School Planning and Implementation Subgrant**  
Office of Education Choice and Family Engagement

**Assurances and Terms and Conditions for Federal Subawards**  
Effective date: 1/2/2026

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- P. **Records.** The grantee shall retain federal grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in the case of litigation.
- Q. **Electronic Signature Agreement.** I agree that my electronic signature is the legally binding equivalent to my handwritten signature.



**2026-27 Charter School Planning and Implementation Subgrant**  
Office of Education Choice and Family Engagement

**Program-Specific Assurances**

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**Program-Specific Assurances**

*For informational purposes only.*

*The applicant agrees to abide by the SCDE Program-Specific Assurances by signing and submitting the Certification Signature Page*

The applicant certifies that it will:

- A. Use the Planning and Implementation subgrant to plan and implement a charter school that aligns with the intent of the SC Charter School Act.
- B. Comply with the non-regulatory guidance provided by the US Department of Education (USED), regarding expenditures being allocable, allowable, and reasonable as determined by the USED.
- C. Comply with 2 CFR § 200.439 when purchasing equipment or disposing of equipment purchased with Planning and Implementation funds.
- D. Comply with all guidelines for meeting stated benchmarks in a time-sensitive manner.
- E. Comply with South Carolina's open meeting and record laws in Title 30 Public Reports, chapter 4, known and cited as the "Freedom of Information Act."
- F. Comply with the federal requirement that as a recipient of the Planning and Implementation subgrant, they cannot hold, compete for, or accept another federally funded charter school subgrant award.
- G. Comply with the federal definition of a charter school being flexible and autonomous as described in ESSA Section 4310.
- H. Comply that applicants are nonsectarian in their programs, admission policies, employment practices, and operations.
- I. Comply with CSP lottery and enrollment requirements.



**2026-27 Charter School Planning and Implementation Subgrant**  
Office of Education Choice and Family Engagement

**Instructions for GEPA Statement of Compliance**

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**Instructions for GEPA Statement of Compliance**

**NOTICE TO ALL APPLICANTS:  
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES**  
OMB Control Number 1894-0005

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for subgrant awards under this program.

**ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

Please prepare a narrative that responds to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?
4. What is your timeline, including targeted milestones, for addressing these identified barriers?

**Notes:**

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their project plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or project plans that includes the information responsive to that question in this narrative or may restate that information in this narrative.



2026-27 Charter School Planning & Implementation Subgrant
Office of Education Choice and Family Engagement

Request for Taxpayer Identification Number and Certification

Request for Taxpayer Identification Number and Certification

Go to the IRS Web site for an easy-to-complete version of this form.
(To be completed by fiscal agent)

Form W-9 Request for Taxpayer Identification Number and Certification. Includes sections for Part I Taxpayer Identification Number (TIN) and Part II Certification, with various input fields and checkboxes.



**2026–27 Charter School Planning and Implementation Subgrant**  
Office of Education Choice and Family Engagement

**Timeline of Activities/Workplan Chart**

**Timeline of Activities/Workplan Chart**

**Project Goal: To open and operate a high-quality charter school**

**Planning vs. Implementation:** Subgrantees have, at a minimum, 6 months for Planning with a maximum up to 18 months. Implementation Phase 1 charter schools will have 12 months and Implementation Phase 2 charter schools may have from 3 to 12 months depending on the remaining time; 24 months is the maximum period of time for the Implementation phases. Subgrant awards may range from 33 months to a maximum total of 36 months. Please indicate the Planning and Implementation periods below:

Planning: \_\_\_\_ Implementation Phase 1: \_\_\_\_ Implementation Phase 2: \_\_\_\_\_

**Anticipated Date of Charter School Opening:** \_\_\_\_\_

<u>Activity</u>	<u>Budget Item</u>	<u>Amount of Funds</u> (must align to Object Codes)	<u>Timeline</u>	<u>Budget Justification</u>

