

Expanding Opportunity Through Quality Charter Schools
State Facilities Incentive Grant (SFIG) Cohort 1
Request for Proposal 84.282D: 2026-2028



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Overview

Federal Program Title:	Expanding Opportunity Through Quality Charter Schools (GAN S282D250005)
Federal Agency:	U.S. Department of Education
State Agency:	Indiana Department of Education
CFDA Number:	84.282D
Award Name:	State Facilities Incentive Grant
Award Number:	S282D250005
Performance Period	09/01/2026-08/31/2028
Submission:	EUNA
Final Due Date:	Wednesday July 15, 2026 at 11:59 p.m. ET

Purpose, Background and Goals

In 2025, the Indiana Department of Education (IDOE) was awarded \$10 million through the [Expanding Opportunity through Quality Charter Schools Program – State Charter School Facilities Incentive Grant \(SFIG\)](#). This five-year federal grant supports states in establishing and enhancing per-pupil facilities aid programs for charter schools, in accordance with federal statute and program guidance.

Indiana’s SFIG investment is a critical mechanism for creating a sustainable, enrollment-based facilities funding model, advancing the work of the [Office of Educational Options and Quality](#) to strengthen high-quality school options within a parent-driven education system. Through this initiative, IDOE seeks to advance three key priorities:

- **Expanding Access:** SFIG will help schools secure and improve permanent instructional spaces while supporting school growth and expansion into high-need and historically underserved communities.
- **Increasing Quality:** SFIG will support safe, code-compliant, and instructionally aligned facilities while reducing reliance on costly short-term leases and unstable facilities arrangements.
- **Enhancing Engagement:** SFIG will support the development of stable, welcoming school environments that build trust with families and strengthen community engagement.

The overarching goal of the School Facilities Incentive Grant (SFIG) is to improve charter school facilities in ways that support enhanced learning environments and stronger student outcomes. Success of the SFIG initiative will be measured through a combination of implementation indicators, facilities outcomes, and school-level results, aligned with federal Charter Schools Program guidance and Indiana’s program priorities. Performance measures include:

- Increase the number of high-quality charter school facilities statewide.

- Support charter school grantees in creating and sustaining high-quality academic environments
- Prepare and support charter schools to serve students in high need areas and close the achievement gap.

Accordingly, charter schools applying for SFIG funds are expected to align their facility investments with the SFIG overarching goal, program objectives, and [Indiana’s state priorities](#).

Structure of the Grant

Grants will be awarded in 24-month cohorts, broken down into two 12-month budgets on the budget worksheet. The final cohort will be awarded in a 12-month timeframe, with only one budget worksheet required. Grantees will be able to use their choice of 0-18 months for planning purposes, and the remaining time may be used for implementation. The number of months used for each phase must be documented in the budget narrative and worksheet.

Important Dates

Date	Activity
February-April 2026	Promote SFIG grant opportunity
May 15, 2026	Application launches
May 26, 2026	Grantee Readiness Series #1
June 2, 2026	Grantee Readiness Series #2
June 9, 2026	Grantee Readiness Series #3
August 1 , 2026- August 31, 2026	Pre-award cost period
July 15, 2026	Application closes
July 2026	Peer & Departmental Review of Applicants
August 2026	Award Notification
August 2026	Grantee Onboarding & Training
September 1, 2026	Cohort 1 Grant period begins
June 2, 2028	Final day to amend funds (90 days before end date)
August 31, 2028	Final day to encumber funds
October 30, 2028	Final day to liquidate funds (60 days after end date)

September 1, 2026-August 31, 2028	Grant period
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Availability and Use of Funds

IDOE expects to award approximately 10-12 subgrantees each year. For Cohorts 1, 2, 3, and 4, the grant project period is 24 months for all eligible applicants; the grant project period for Cohort 5 is 12 months. All grantees will include planning and implementation timelines in their application. Grantees participating in a cohort will not be eligible to apply for a following cohort, as grantees may not receive more than one subgrant under this federal program. Applicants will submit an overall budget for the entirety of the 12-24 month cohort along with their application that includes planned expenses for the entire duration of their project period. Applicants will indicate the time needed for the planning and the implementation portions from the 12 or 24-month period within their application. The maximum amount of planning time allowed is 18 months [[ESEA § 4303 \(d\)\(1\)\(B\)](#)]. Expenses allowable for the planning time may not be allowable for the implementation time and vice versa.

For each SFIG cohort, approximately \$1,900,000 will be available. This figure is an estimate, not a final calculation, and may change based on multiple variables. To expand Indiana's existing per-pupil facilities program under [IC 20-24-13](#), the IDOE will establish eligibility and calculate annual awards by allocating total available funds across eligible schools based on each school's pupil enrollment. This approach produces a per-student award amount. Allocations will be calculated using the following formula:

$$\text{July ADM estimates} \times \text{Per-Pupil Allocation } (\$600)$$

Final allocations will be included in award notifications. For planning purposes, estimating the total request and developing the Grant Application Budget, applicants should use July ADM estimates \times \$600 per pupil. Awards will cover no more than two years, and funds will be provided on a reimbursement basis.

Allowable Use of Funds

Funding may be used on the following allowable activities for charter school facilities:

- 1) Rent
- 2) Purchase of a building or land: charter schools may not use these grant funds for purchasing land when they have no immediate plans to construct a building on that land. Immediate is defined as within 12 months.
- 3) Construction; subgrantees that use grant funds for construction activities may not be reimbursed for indirect costs for those activities.
- 4) Renovation of an existing school facility
- 5) Leasehold improvements
- 6) Debt service on a school facility; or

- 7) Administrative expenses: administrative expenses are capped at five percent (5%) of the total award; must be necessary and reasonable for the proper and efficient performance and administration of the Federal grant.

The funds must be allocated within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project, grant guidelines, and allowable costs under the grant. Any funds not considered reasonable, allocable, and necessary will need to be re-allocated within the budget or removed from the final approved budget.

Spending is done at the applicant's own risk until the budget is formally approved by IDOE. Actual award amounts are contingent upon the receipt of federal funding, availability of current funding levels, and the costs that are budgeted being reasonable, allowable, and allocable.

Build America Buy America Act (BABAA)

This program is subject to the Build America, Buy America Act (Pub. L. 117-58) domestic sourcing requirements. Accordingly, under this program, grantees and contractors may not use their grant funds for infrastructure projects or activities (e.g., construction, remodeling, and broadband infrastructure) unless—

- (a) All iron and steel used in the infrastructure project or activity are produced in the United States;
- (b) All manufactured products used in the infrastructure project or activity are produced in the United States; and
- (c) All construction materials are manufactured in the United States.

Grantees may request waivers to these requirements by submitting a Build America, Buy America Act Waiver Request Form. For more information, including a link to the Waiver Request Form, see the Department's Build America Buy America Waiver website at: <https://www2.ed.gov/policy/fund/guid/buy-america/index.html>

Eligibility Criteria

All Indiana brick-and-mortar, K-12 charter schools with a valid charter agreement are eligible to apply for SFIG funding.

Eligibility Requirements:

- Applicant is a charter school located in Indiana and operating under a valid charter agreement
- The applicant submits a BABAA-compliant construction plan outlining how all iron, steel, manufactured products, and construction materials will meet Build America, Buy America Act requirements.

Ineligible:

- Adult charter high schools (beyond K-12)
- Virtual charter schools
- Applicants receiving duplicative federal facilities support (e.g., prior SFIG awards)

Needs-Based and Quality Rating Prioritization

The SFIG grant is intended to support schools with the highest levels of student, facility, and community need, while also investing in schools that demonstrate higher quality based on stronger academic performance. Each eligible school will receive a Raw Need/Quality Score based on a simple, transparent scoring system across seven indicators, with each indicator worth 0 or 1 point. This score will help reviewers begin the selection process by prioritizing schools that reflect the greatest need and strongest quality.

1. New/replicating/expanding school

New/replicating/expanding	Points
NOT New/NOT replicating/NOT expanding a high-performing model	0
New (year 1-2)/replicating/expanding a high-performing* model	1

Checking this box is worth one point. IDOE will verify this information with your authorizer. Ensure that the letter of support from your authorizer confirms that you have a valid charter agreement showing the school’s opening year or total years in operation and, if applicable, verifies the details of your replication or expansion of a high-performing model. Here is an [Authorizer Letter of Support Template](#).

- The replicating/expanding school must meet the federal definition of high-performing, i.e. high quality [ESEA § 4310 (8)], assessed based on the required elements defined in the application, such as the vision for the charter school, the transportation plan for students, access to funding, financial capacity and sustainability [ESEA § 4303 (f)(1)(C)(i)(V)], a diversified governing board to support student success, and use of high-quality, evidence-based academic and behavioral approaches that target underserved student populations.
- The school must meet one of these definitions:
 - Replicate [ESEA § 4310 (9)] means to open a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school under an additional charter.

- Expand [ESEA§4310(7)] means the applying school has experienced a significant increase in enrollment (20% or more student population growth) or has added one or more grades to a high-quality charter school beyond the original charter in the previous school year. The school must also continue to experience student population growth during each year of the grant. Anticipated or planned growth does not qualify as an expansion application. The 20% significant increase in enrollment must have taken place in the previous academic year.

2. Economic Need (Free and Reduced Lunch) compared to the statewide average (45.24%).

FRL %	Points
< 45.24%	0
≥ 45.24%	1

Checking this box is worth one point. The IDOE will verify your data internally using documents showing the percentage of students eligible for Free and Reduced Lunch, such as a National School Lunch Program eligibility report.

3. English Learners (EL) compared to the statewide average (9.45%%).

EL %	Points
< 9.45%	0
≥ 9.45%	1

Checking this box is worth one point. The IDOE will verify your data internally using documents that show the percentage of students identified as English Language Learners, such as a school demographic or profile report or a home language/multilingual learner enrollment summary.

4. Students with Disabilities (IEP) compared to the statewide average (17.27%).

IEP %	Points
< 17.27%	0

≥ 17.27%	1
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Checking this box is worth one point. The IDOE will verify your data internally using documentation that shows the percentage of students with disabilities, such as a special education enrollment report.

5. Facility Deficit Index: assesses the presence and severity of facility challenges.

Facility Conditions	Points
No major facility issues	0
One or more major issue (e.g., cost burden or maintenance need, high rent/debt, HVAC/roof/safety, overcrowding, deferred maintenance)	1

Evidence to attach can include:

- Lease agreement/rent schedule
- Mortgage statement/amortization schedule/debt service schedule
- Facility Condition Assessment (FCA)
- Building Assessment Report
- Capital Improvement Plan (CIP)
- Photos of facility challenges
- Self-Assessment of facilities based on [Pre- and Post-Facilities Condition Assessment & Rubric](#)
- Enrollment versus Capacity
- Lack of program space
- Waitlist
- Floor plans/schedules

6. Community Distress: Assesses the broader conditions surrounding the school.

Community Indicators	Points
Low/No distress	0
High Distress (e.g., CSI/TSI saturation, high-poverty census tracts, high unemployment)	1

Checking this box is worth one point. The IDOE will verify your data internally using documentation showing community distress indicators (e.g., CSI/TSI saturation, census tract poverty rate, unemployment rate), including:

- Indiana GPS data (CSI/TSI designation nearby)
- Census data (poverty, unemployment)
- Local district/community reports
- Maps showing school proximity to high-need areas

7. Quality: Current-year academic criteria (no projections allowed):

Quality Indicator	Points
Does not meet/approaches expectations	0
<p>“Meets Expectations” or “Exceeds Expectations” defined by one of the following:</p> <ol style="list-style-type: none"> 1. Federal ESSA Accountability rating = “Meets Expectations” or “Exceeds Expectations” 2. Indiana State Accountability A/B letter grade (this information is not currently available, but may become available in future cohorts). 3. Current Achievement Data: The school meets or exceeds current statewide academic averages for its level: <ol style="list-style-type: none"> a. Elementary/Middle (K–8) <ol style="list-style-type: none"> i. ILEARN ELA \geq 40.59% ii. ILEARN Math \geq 42.08% iii. IREAD \geq 87.33% b. High School <ol style="list-style-type: none"> i. SAT mean score \geq 945.98 ii. Graduation Rate \geq 91.83% 	1

Evidence to attach can include:

- [Federal ESSA Accountability rating](#)
- Indiana State Accountability rating (not yet available)
- ILEARN, IREAD, SAT data
- Graduation rates

Budget

Total Budget will be based on ADM (Average Daily Membership) × Per-Pupil Allotment (\$600), for example:

Per Pupil Allotment	ADM	Total budget
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\$600	200	\$120,000
\$600	400	\$240,000
\$600	600	\$360,000

Programmatic Peer Review

External reviewers will assess the strength of applications based on the extent to which the facility improvement plans incorporate the following elements:

- Alignment with evidence-based strategies to improve academic outcomes, especially foundational skills in literacy and mathematics (ESSA Tier I–III)
- Intentional efforts to reduce chronic absenteeism through improved facilities access (e.g., location near public transit, ADA accessibility)
- Programming to close achievement gaps between student subgroups
- Strategies to offer innovative learning models that personalize education

Evidence to attach can include:

- School Facilities Plans
- ESSA Tier I–III academic strategies (literacy/math)
- Chronic absenteeism reduction plans
- Public Transit map in relation to school location
- ADA accessibility plans
- Curriculum indicating strategies to close achievement gap
- Proof of innovative models that personalize learning

Peer Review Process

All eligible applications are prioritized and reviewed by external peer reviewers to minimize bias and ensure adherence to federal standards for transparency, fairness, and confidentiality. Each application receives two independent evaluations, with a third blind review conducted when there are significant discrepancies in scoring. Reviewers are selected based on the following criteria:

- Expertise in charter operations, facilities financing, school improvement, or equitable access
- Experience serving educationally disadvantaged populations
- Knowledge of federal grant evaluation or proposal review
- Geographic representation (urban, suburban, rural)
- Diverse stakeholder backgrounds (school leaders, finance officers, facilities experts)

Authorizer History

The authorizer must have no significant outstanding issues and a history of supporting successful and timely openings of charter schools [[ESEA § 4310 \(6\)](#)] as well as timely submission of required annual reports as defined by [Indiana Code \(IC\) 20-24-9](#).

High Quality

The high quality [[ESEA § 4310 \(8\)](#)] status will be assessed based on the required elements defined in the application, such as the vision for the charter school, the transportation plan for students, access to funding, financial capacity and sustainability [[ESEA § 4303 \(f\)\(1\)\(C\)\(i\)\(V\)](#)], a diversified governing board to support student success, and use of high-quality, evidence-based academic and behavioral approaches that target underserved student populations.

Unique Entity Identifier (UEI)

Beginning on April 4, 2022, the federal government replaced the Dun and Bradstreet Data Universal Numbering System (DUNS) number with a new non-proprietary identifier, a UEI (generated by [SAM.gov](#)). For applicants who have already registered at [SAM.gov](#), you can find their UEI by following [these steps](#). New entities can obtain their UEI at [SAM.gov](#) and, if required, complete an entity registration. Additional information regarding the transition to UEI can be found [here](#).

Grantee Expectations and Monitoring

Based on IDOE direction, subgrantees will be expected to participate in technical assistance, monitoring, and reporting elements as a condition of receiving the funds.

IDOE will conduct ongoing subgrantee monitoring through a desktop and on-site visit within 18 months of award, with additional on-site, desktop, and/or fiscal monitoring determined through a risk assessment. Toward the end of the grant lifecycle, grantees will submit a final expenditure report (FER).

Participating charter schools shall agree to comply with the same federal and state audit requirements as other elementary and secondary schools in the state. Schools shall meet all applicable federal, state, and local health and safety requirements while operating in accordance with Indiana state law.

Each charter school grant manager and board president shall sign further assurances stipulated within the grant in order to participate in the SFIG project.

Open Licensing Requirements

Unless an exception applies, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant funds. When the deliverable consists of modifications to pre-existing works, the license extends only to those modifications that can be separately identified and only to the extent that open

licensing is permitted under the terms of any licenses or other legal restrictions on the use of pre-existing works.

Grant Application

Submission of the full application, including budget and attachments, is due Saturday, July 15, 2026 at 11:59 p.m. ET. Each submitted application is reviewed by two to three separate external reviewers specially selected to avoid bias or conflict of interest.

Charter School Information (will complete in EUNA)	
Corporation Number and Name	
Charter School Address	
Charter School Bidder Number	
Current Grade Configuration	
Current Student Enrollment	
Charter School Point of Contact	
Name	
Phone Number	
Email Address	
Charter School Fiscal Contact	
Name	
Phone Number	
Email Address	
Charter School Board Information	
Board President Name	
Email Address	
Management Organization Information	
Management Organization Name	
Authorizer Contact Information	
Authorizing Agency	
Authorizing Agency Point of Contact Name	
Phone Number	
Email Address	
<p>20 U.S.C. § 5203(d)(3) requires all Keys to Quality: Charter School Facilities Incentive Grant applications must be provided to the charter school authorizer and the authorizer must verify that the Charter School Program (CSP) applicant has notified them of application submission. Signature by the designated authorizer official indicates that the CSP grant application is supported by the proposed charter school authorizer.</p> <p>If the applicant is currently in the process for authorizer approval, the signature below does not indicate that the prospective charter school’s application to the authorizer will be granted.</p>	

Charter school applicants without an approved charter at the time of submission will not be able to access funds until the IDOE receives authorizer notification of an approved charter. Deviation from the timeline or the activities in the approved grant is grounds for forfeiture of the CSP funds.

Authorizer Official Printed Name

Title

Signature Date

Instructions: In order to streamline the application process and to ensure the application does not duplicate efforts from the charter application to the charter school authorizer, applicants may use adapted or direct content from their charter application submitted to an Indiana authorizer. However, all answer content must be included in the answer to the question. Applicants may not reference pages in their charter application or other appendices as a substitute for answers. Appendices may be referred to for additional context as appropriate.

Thirty-page limit for required element responses. Page limit does not include appendices or budget. Clearly label your responses by section and question number for scoring purposes.

Required Elements

- Proof of Eligibility:**
 - **BABAA-compliant Facilities Plan:** Provide an overview of the school’s processes for facility maintenance prevention, repair, and emergency maintenance.
- BABAA Construction Plan:** Provide a plan for building/renovating and proving materials are U.S.-made.
 - Project scope and timeline
 - A materials and products list
 - Procurement/contract language you’ll put into bids and contracts requiring BABAA compliance by contractors and subcontractors
 - A documentation package you will collect and keep, such as, manufacturer/supplier certifications, country-of-origin documentation, invoices/purchase orders linked to the compliant items installed.
 - A tracking and reporting system

- A waiver plan (only if needed): how you'd document and request a waiver for nonavailability, unreasonable cost, or public interest, and the info you'd provide (item, cost, origin, good-faith effort, etc.).
- Needs Assessment:** Provide an overview of the community need for the school's facilities funding or improvement.
- Project Overview:** Provide an overview of the project, including the vision, intended use of funds, plans to monitor and report on the project details and planned developments. (Note: Subgrantees may not use these grant funds for purchasing land when they have no immediate plans to construct a building on that land.)
- Fiscal Management Plan:** Provide an overview of the fiscal management plan, including internal controls over expenditures and process for managing this particular grant.
- Facilities Quality Overview:** Facilities quality is evaluated across the seven components below. For each component, describe either (a) how the school currently ensures high quality, or (b) how SFIG funds will be used to improve quality in that area. These components align directly to the [Pre- and Post-Facility Condition Assessment](#), which establishes baseline conditions at the start of the grant period and measures end-of-grant improvements attributable to the investment.
 - Acoustics and Noise
 - Ventilation and Air Quality
 - Lighting
 - Proper Temperature and Temperature Control
 - Space and Size of Classrooms
 - 21st Century Learning Environment and Technology Access
 - Environment Consciousness (see details below)
- Environment Consciousness Overview:** Provide an overview of how the school is practicing environmental consciousness through facilities management: i.e., reducing or eliminating greenhouse gas emissions, reducing or eliminating energy use, improvement of water quality, water conservation, reduced production of waste, most environmentally friendly use of land/space, etc.
- Budget Narrative:** Provide a budget narrative to address the grant's anticipated spending plan and provide an explanation for how the grant activities will provide a positive impact on student academic achievement.
- Evidence of Raw Need/Quality Rating:** Attachments detailing needs-based prioritization and quality rating information must not exceed one page per area.
 - Documents showing a **facility deficit index** (facility costs, quality, overcrowding, deferred maintenance), which can include:
 - Lease agreement/rent schedule

- Mortgage statement/amortization schedule/debt service schedule
- Facility Condition Assessment (FCA)
- Building Assessment Report
- Capital Improvement Plan (CIP)
- Photos of facility challenges
- Self-Assessment of facilities based on [Pre- and Post-Facilities Condition Assessment & Rubric](#)
- Enrollment versus Capacity
- Lack of program space
- Waitlist
- Floor plans/schedules
- Documents showing **quality rating**, which can include:
 - [Federal ESSA Accountability rating](#)
 - Indiana State Accountability rating (not yet available)
 - ILEARN, IREAD, SAT data
 - Graduation rates

Required Appendices	
Appendix A	Evidence of property insurance coverage
Appendix B	Certification of E occupancy from the Fire Prevention and Building Safety Commission
Appendix C	Written procedures of accommodations and ADA compliance
Appendix D	Budget Sheet

Post-Award Requirements for Awarded Grantees

In accordance with IDOE guidance, following receipt of award notification the subgrantee will receive steps on registering for their state vendor bidder profile and work to fully approve their budget. With budget approval and established bidder profile complete, the assigned charter school specialist will enter the approved budget and application into IDOE's contract management system (CMS). Once the contract has been fully executed, subgrantees will receive their amendment and reimbursement forms and are able to reimburse for expenses occurring during the program period. IDOE will announce Project Year 2 budget due dates after the award of the cohort. It is critical to emphasize, access to Program Year 2 funds are contingent upon the submission of an approvable budget to IDOE on or prior to the established due date. During the cohort, grantees are expected to complete three onboarding webinar sessions as well as attend IDOE's monthly Charter Coffee Chats and technical assistance sessions as suggested by IDOE.

Reporting Expectations

At the conclusion of the grant period, the subgrantee shall submit all required documentation, including the annual performance report and financial expenditure report. Satisfactory progress toward meeting the goals and objectives stipulated within the grant will be required in order to remain in good standing and compliance with grant guidelines and requirements.

Monitoring

IDOE will utilize a risk assessment tool to determine the depth and breadth of monitoring required for SFIG recipients. Recipients are expected to participate in all technical assistance, monitoring, and reporting elements as a condition of receiving the funds. All awarded applicants will be monitored with a desktop and/or onsite monitoring visit within 18 months of award notification. Subgrantees that do not receive satisfactory reports and fail to address corrective actions shall be considered for non-renewal of further awards and may be subject to further sanctions including re-payment SFIG funds. IDOE may use a third-party vendor to support program evaluation; all grantees must provide any requested data promptly.

Desktop Monitoring

Subgrantees shall submit documentation of progress toward meeting specific goals and objectives listed within the grant through the annual performance report. Additionally, personnel reports of staff funded through the grant and an annual financial expenditure report shall be submitted.

Onsite Monitoring

IDOE staff shall conduct an onsite visit to identify progress toward meeting specific goals and objectives listed within the grant and the annual performance report. IDOE staff will review all developments related to facilities. Additionally, IDOE staff shall audit financial records to ensure appropriate evidence of expenditures and record keeping.

Technical Assistance

IDOE's Charter School Moodle: course offers information for SFIG and can provide guidance to frequently asked questions.

Charter Weekly Newsletter: The Charter Weekly Newsletter is a publication posted on the last day of each business week summarizing important dates, updates, and announcements that can be further explored on Moodle.

Onboarding: A Grantee Readiness Series will be offered for onboarding training to SFIG. This will be an opportunity to meet with IDOE’s Charter Team to ask questions, clarify information, share ideas, and communicate expectations.

Charter Coffee Chats: IDOE’s Charter Team will host monthly coffee chats for charter schools that cover a specific topic each month. All SFIG recipients are encouraged to attend.

Technical Assistance Support: Grantees will participate in targeted, high-impact technical assistance focused on facilities planning (acquisition/renovation), budgeting and compliance, equitable enrollment, and facilities-driven academic improvement. The contractor will deliver support through a three-tier model: universal assistance for all subgrantees, targeted support for moderate-risk grantees, and intensive support for schools with fiscal or academic concerns.

Application Checklist (submission through EUNA)

Components of the Application	
<input type="checkbox"/>	Application Information page
<input type="checkbox"/>	Eligibility
<input type="checkbox"/>	Facilities Plan
<input type="checkbox"/>	Construction Plan
<input type="checkbox"/>	Needs Assessment
<input type="checkbox"/>	Project Overview
<input type="checkbox"/>	Fiscal Management Plan
<input type="checkbox"/>	Facilities Quality Overview
<input type="checkbox"/>	Environment Consciousness Overview
<input type="checkbox"/>	Budget Narrative
<input type="checkbox"/>	Evidence of Raw Need/Quality Rating
<input type="checkbox"/>	Evidence of property insurance coverage
<input type="checkbox"/>	Certification of E occupancy from the Fire Prevention and Building Safety Commission

<input type="checkbox"/>	Written procedures of accommodations and ADA compliance
<input type="checkbox"/>	Budget Sheet
<input type="checkbox"/>	Final EUNA Submission