



**EXPANDING OPPORTUNITY THROUGH QUALITY
CHARTER SCHOOLS PROGRAM--CREDIT ENHANCEMENT
FOR CHARTER SCHOOL FACILITIES GRANTS PROGRAM
CFDA NUMBER: 84.354A**



FY 2017

Pre-Application Webinar

AGENDA

Program Overview
Competition Overview
Selection Criteria
Grants.gov
Question and Answer



CLOSING DATE

**May 11, 2017 at 4:30:00 P.M.
Washington, D.C. time**

FUNDING OPPORTUNITY DESCRIPTION

Program Purpose: The Grants for Credit Enhancement for Charter School Facilities (Credit Enhancement) program provides grants to eligible entities to demonstrate innovative methods of helping charter schools to address the cost of acquiring, constructing, and renovating facilities by enhancing the availability of loans and bond financing.

Selection Criteria: This competition includes four selection criteria

Priorities: This competition includes one competitive preference priority and one invitational priority.



AWARD INFORMATION

Type of Award: Discretionary Grant

Estimated Number of Awards: 3

Estimated Available Award: The Further Continuing and Security Assistance Appropriations Act, 2017, would provide, on an annualized basis, \$332,538,640 for the CSP program and the authority to use at least \$16,000,000 of CSP funds for Credit Enhancement awards. We intend to use an estimated \$16,000,000 for new awards under this competition. The actual level of funding depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in subsequent years from the list of unfunded applications from this competition.



AWARD INFORMATION (CONTINUED)

Estimated Range of Awards: \$4,000,000 to \$8,000,000.

Estimated Average Size of Awards: \$5,333,000.

Maximum Award: We will reject any application that proposes a budget exceeding \$8,000,000 for a grant project.

Project Period: From the start date indicated on the grant award document until the Federal funds and earnings on those funds have been expended for the grant purposes or until financing facilitated by the grant has been retired, whichever is later.

**The Department is not bound by any estimates in the notice.



ELIGIBILITY INFORMATION

Eligible Applicants:*

- a) A public entity, such as a State or local governmental entity;
- b) A private, nonprofit entity; or
- c) A consortium of entities described in (a) and (b).

Cost Sharing or Matching: This program does not require cost sharing or matching.

Other: The charter schools that a grantee selects to benefit from this program must meet the definition of “charter school” in section 4310 of the ESEA, as amended by the ESSA.

*For more information review the program’s Guidance and Edgar



PROGRAM OBJECTIVES

An eligible entity that receives a grant under this program must deposit grant funds in a reserve account to assist charter schools in accessing capital to accomplish at least one of the following objectives:

1. The acquisition (by purchase, lease, donation, or otherwise) of an interest (including an interest held by a third party for the benefit of a charter school) in improved or unimproved real property that is necessary to commence or continue the operation of a charter school.
2. The construction of new facilities, or the renovation, repair, or alteration of existing facilities, necessary to commence or continue the operation of a charter school.
3. **The predevelopment costs required to assess sites and to commence or continue the operation of a charter school.**

PERMISSIBLE USES OF RESERVE ACCOUNT FUNDS

Reserve accounts: An eligible entity receiving a grant shall, in accordance with State and local law, directly or indirectly, alone or in collaboration with others, deposit the funds received, other than funds used for administrative costs, in a reserve account established and maintained by the eligible entity. Amounts deposited in such account shall be used by the eligible entity for one or more of the following purposes:

- Guaranteeing, insuring, and reinsuring bonds, notes, evidences of debt, loans, and interests therein.
- Guaranteeing and insuring leases of personal and real property.



PERMISSIBLE USES OF RESERVE ACCOUNT FUNDS (CONTINUED)

- Facilitating financing by identifying potential lending sources, encouraging private lending, and other similar activities that directly promote lending to, or for the benefit of, charter schools.
- Facilitating the issuance of bonds by charter schools, or by other public entities for the benefit of charter schools, by providing technical, administrative, and other appropriate assistance (including the recruitment of bond counsel, underwriters, and potential investors and the consolidation of multiple charter school projects within a single bond issue).



IMPERMISSIBLE USES OF RESERVE ACCOUNT FUNDS

Grantees may not use reserve account funds to:

- Directly pay for a charter school's construction, renovation, repair, or acquisition; or
- Provide a down payment on facilities in order to secure loans for charter schools. A grantee may, however, use funds to guarantee a loan for the portion of the loan that would otherwise have to be funded with a down payment.



OTHER IMPORTANT INFORMATION

- A grantee must invest funds in obligations issued or guaranteed by the United States or a State, or in other similarly low-risk securities. Any earnings on funds, including fees, received under this program must be deposited in the reserve account and used in accordance with the requirements of this program.
- A grantee must ensure that all costs incurred while using funds from the reserve account are reasonable and allowable.
- A grantee may use **2.5 percent** of the grant funds for the administrative costs of the grant.
- The full faith and credit of the United States are not pledged to the payment of funds under such obligation. In the event of a default on any debt or other obligation, the United States has no liability to cover the cost of the default.



OTHER IMPORTANT INFORMATION (CONTINUED)

- Applicants that are selected to receive an award must enter into a written Performance Agreement with the Department prior to drawing down funds, unless the grantee receives written permission from the Department in the interim to draw down a specific limited amount of funds.
- The Secretary, in accordance with chapter 37 of title 31 of the United States Code, will collect all or a portion of the funds in the reserve account established with grant funds (including any earnings on those funds) if the Secretary determines that: (1) the grantee has permanently ceased to use such funds to accomplish the purposes described in the authorizing statute and the Performance Agreement; or (2) not earlier than two years after the date on which it first receives these funds, the grantee has failed to make substantial progress in undertaking the grant project.





POSSIBLE NUMBER OF POINTS

Quality of Project Design and Significance (35)

Quality of Project Services (15)

Capacity (35)

Quality of Project Personnel (10)

Competitive Preference Priority (15)

Total (115)

Project Selection Criteria

TWO IMPORTANT QUESTIONS

Project Selection Criteria that reviewers will use to rate the application address the two questions below:

1. Has the applicant proposed a grant project that will make a significant contribution toward meeting the purpose of the Credit Enhancement Program and thereby increase charter schools' access to facilities financing?
2. Does the applicant have the ability to carry out the proposed grant project?



QUALITY OF PROJECT DESIGN AND SIGNIFICANCE

Maximum 35 Points

FACTORS USED TO ASSESS QUALITY OF DESIGN AND SIGNIFICANCE

In determining the quality of project design and significance, the Secretary considers:

- (1) The extent to which the grant proposal would provide financing to charter schools at better rates and terms than they can receive absent assistance through the program;
- (2) The extent to which the project goals, objectives, and timeline are clearly specified, measurable, and appropriate for the purpose of the program;
- (3) The extent to which the project implementation plan and activities, including the partnerships established, are likely to achieve measurable objectives that further the purposes of the program;
- (4) The extent to which the project is likely to produce results that are replicable;
- (5) The extent to which the project will use appropriate criteria for selecting charter schools for assistance and for determining the type and amount of assistance to be given;
- (6) The extent to which the proposed activities will leverage private or public-sector funding and increase the number and variety of charter schools assisted in meeting their facilities needs more than would be accomplished absent the program;
- (7) The extent to which the project will serve charter schools in States with strong charter laws, consistent with the criteria for such laws in section 4303(g)(2) of the ESEA as amended by the ESSA.; and
- (8) The extent to which the requested grant amount and the project costs are reasonable in relation to the objectives, design, and potential significance of the project.



QUALITY OF PROJECT SERVICES

Maximum 15 Points

FACTORS USED TO ASSESS QUALITY OF PROJECT SERVICES

In determining the quality of project services, the Secretary considers:

- (1) The extent to which the services to be provided by the project reflect the identified needs of the charter schools to be served;
- (2) The extent to which charter schools and chartering agencies were involved in the design of, and demonstrate support for, the project;
- (3) The extent to which the technical assistance and other services to be provided by the proposed grant project involve the use of cost-effective strategies for increasing charter schools' access to facilities financing, including the reasonableness of fees and lending terms; and
- (4) The extent to which the services to be provided by the proposed grant project are focused on assisting charter schools with a likelihood of success and the greatest demonstrated need for assistance under the program.

CAPACITY

Maximum 35 Points

FACTORS USED TO ASSESS CAPACITY

In determining the capacity, the Secretary considers:

- (1) The amount and quality of experience of the applicant in carrying out the activities it proposes to undertake in its application, such as enhancing the credit on debt issuances, guaranteeing leases, and facilitating financing;
- (2) The applicant's financial stability;
- (3) The ability of the applicant to protect against unwarranted risk in its loan underwriting, portfolio monitoring, and financial management;
- (4) The applicant's expertise in education to evaluate the likelihood of success of a charter school;
- (5) The ability of the applicant to prevent conflicts of interest, including conflicts of interest by employees and members of the board of directors in a decision-making role;
- (6) If the applicant has co-applicants (consortium members), partners, or other grant project participants, the specific resources to be contributed by each co-applicant (consortium member), partner, or other grant project participant to the implementation and success of the grant project;
- (7) For State governmental entities, the extent to which steps have been or will be taken to ensure that charter schools within the State receive the funding needed to obtain adequate facilities; and
- (8) For previous grantees under the charter school facilities programs, their performance in implementing these grants.



QUALITY OF PROJECT PERSONNEL

Maximum 15 Points

FACTORS USED TO ASSESS QUALITY OF PROJECT PERSONNEL

In determining the quality of project personnel, the Secretary considers:

- (1) The qualifications of project personnel, including relevant training and experience, of the project manager and other members of the project team, including consultants or subcontractors; and
- (2) The staffing plan for the grant project.



COMPETITIVE PREFERENCE PRIORITY

Maximum 15 Points

COMPETITIVE PREFERENCE PRIORITY

We award up to an additional 15 points to an application, depending on how well the application meets this priority.

The capacity of charter schools to offer public school choice in those communities with the greatest need for this choice based on--

1. The extent to which the applicant would target services to geographic areas in which a large proportion or number of public schools have been identified for improvement, corrective action, or restructuring under Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB).
2. The extent to which the applicant would target services to geographic areas in which a large proportion of students perform below proficient on State academic assessments; and
3. The extent to which the applicant would target services to communities with large proportions of students from low-income families.

Note: With regard to paragraph (1), consistent with the transition authority in section 4(b) of the ESSA, through the 2017-2018 school year, the Department will allow applicants to target services to geographic areas in which a large proportion of public schools are, at the time of submission of an application under this competition: (i) elementary and secondary schools identified as in need of improvement, corrective action, or restructuring under the ESEA, as amended by NCLB; or (ii) elementary and secondary schools identified as a priority or focus school by the State prior to August 1, 2016 under ESEA flexibility.

After school year 2017-2018, the Department will require an applicant that receives points under this priority and receives a grant under this competition to amend its approved application, as needed, to describe how it will target services to geographic areas in which a large proportion of public schools are elementary and secondary schools identified for comprehensive or targeted support and improvement under the ESEA, as amended by the ESSA.



INVITATIONAL PRIORITY

No Additional Points

INVITATIONAL PRIORITY

We do not give an application that meets this priority a competitive or absolute preference over other applications.

Projects proposing the development of one or more partnerships that will enable the applicant to leverage newly created or previously untapped sources of capital or other assistance, which may include non-Federal programs, in financing charter school facilities.

CONTENT AND FORM OF APPLICATION SUBMISSION

Each Credit Enhancement program application must include the following specific elements:

- (A) a statement identifying the activities that the eligible entity proposes to carry out with funds received, including how the eligible entity will determine which charter schools will receive assistance, and how much and what types of assistance charter schools will receive;
- (B) a description of the involvement of charter schools in the application's development and the design of the proposed activities;
- (C) a description of the eligible entity's expertise in capital market financing;



CONTENT AND FORM OF APPLICATION SUBMISSION (CONTINUED)

(D) a description of how the proposed activities will leverage the maximum amount of private-sector financing capital relative to the amount of government funding used and otherwise enhance credit available to charter schools, including how the eligible entity will offer a combination of rates and terms more favorable than the rates and terms that a charter school could receive without assistance from the eligible entity under this section;

(E) a description of how the eligible entity possesses sufficient expertise in education to evaluate the likelihood of success of a charter school program for which facilities financing is sought; and



CONTENT AND FORM OF APPLICATION SUBMISSION (CONTINUED)

(F) in the case of an application submitted by a State governmental entity, a description of the actions that the eligible entity has taken, or will take, to ensure that charter schools within the State receive the funding that charter schools need to have adequate facilities.

(G) In the case of applicants applying as a consortium, applicants must also submit consortium agreements as part of their application package. These applicants must either designate one member of the group to apply for the grant or establish a separate legal entity to apply for the grant. All members of the consortium must then enter into an agreement that details the activities that each member of the group plans to perform and that binds each member to the application statements and assurances. This consortium agreement must be submitted as part of the consortium's application. The Department's administrative regulations at 34 CFR sections 75.127--129 provide more details about the requirements that govern group/consortium applications.



REPORTING

A. Program Performance Measures:

- The amount of funding grantees leverage for charter schools to acquire, construct, and renovate school facilities.
- The number of charter schools served. Grantees must provide this information as part of their annual performance reports.

B. Project-Specific Performance Measures. Applicants must propose project-specific performance measures and performance targets consistent with the objectives of the project and program:

- How each proposed project-specific performance measure would accurately measure the performance of the project.
- How the proposed project-specific performance measure would be consistent with the performance measures established for the program funding the competition.

REPORTING (CONTINUED)

- **Project Performance Targets.** Why each proposed performance target is ambitious yet achievable compared to the baseline for the performance measure and when, during the project period, the applicant would meet the performance target(s).

Note: The Secretary encourages applicants to consider measures and targets tied to their grant activities (for instance, if an applicant is using eligibility for free and reduced-price lunch to measure the number of low-income families served by the project, the applicant could provide a percentage for students qualifying for free and reduced-price lunch), during the grant period. The measures should be sufficient to gauge the progress throughout the grant period, and show results by the end of the grant period.

- **Data Collection and Reporting.** (i) The data collection and reporting methods the applicant would use and why those methods are likely to yield reliable, valid, and meaningful performance data; and (ii) The applicant's capacity to collect and report reliable, valid, and meaningful performance data, as evidenced by high-quality data collection, analysis, and reporting in other projects or research.

Note: If applicants do not have experience with collection and reporting of performance data through other projects or research, they should provide other evidence of their capacity to successfully carry out data collection and reporting for their proposed project.



DEFINITIONS

Definitions in the Act: The following term is defined in section 4310 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015:

Charter school

Definitions in EDGAR: The following terms used in this part are defined in 34 CFR 77.1:

Acquisition , Applicant, Application, Award, Department, EDGAR, Facilities, Grant, Grantee, Nonprofit, Private, Project , Public and Secretary

APPLICATION REVIEW INFORMATION

Submit applications via Grants.gov (**May 11, 2017 at 4:30:00 PM Washington, D.C. time**)

ED staff will screen for eligibility.

Panels of 3 non-federal reviewers will read and evaluate all eligible applications.

- 2 reviewers with finance expertise
- 1 reviewer with charter school expertise



APPLICATION REVIEW PROCESS

- Reviewers will read and evaluate the selection criteria, the competitive preference priority, the invitational priority, and the content elements.
- ED staff will review all reviewer comments.
- Reviewers will come to Washington, D.C. and discuss each application and assign points.
- Final scores are placed on a funding slate with scores in rank order from highest to lowest.
- Applications are awarded down the funding slate until all funds are used. However, other factors besides the rank order may be considered in making funding decisions, such as the applicant's past performances and compliance under previous Department awards.



AWARD ADMINISTRATION INFORMATION

- If your application is successful, we will notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). If your application is not evaluated or not selected for funding, we will notify you.
- If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should you receive funding under the competition. This does not apply if you have an exception under 2 CFR 170.110(b).
- Grantees must cooperate and assist the Department with any periodic financial and compliance audits of the grantee, as determined necessary by the Department.
- At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c).





SUBMISSION OF APPLICATION

www.grants.gov

A one stop shop to **FIND** and **APPLY** for federal grants.

ELECTRONIC SUBMISSION

1. Submit all FY 2017 Credit Enhancement applications electronically via Grants.gov on or before **May 11, 2017** at 4:30:00 PM, Washington, D.C. time.
2. Submit ALL applications via Grants.gov, unless you received a waiver.
3. PLEASE submit your applications **EARLY!**



ELECTRONIC SUBMISSION WAIVER

You may qualify for an electronic submission waiver if:

- You do not have Internet access; or
- You do not have the capacity to upload large documents to the Grants.gov system.

If you are submitting a waiver, you must:

- Mail or fax a written statement to Clifton Jones explaining your need for a waiver.
- If mailing, your letter must be postmarked no later than two weeks (14 calendar days) before the application deadline.

Submit all Electronic Submission Waivers to:

Clifton Jones

US Department of Education

400 Maryland Ave., SW, Room 4W244

Washington, DC 20202-5960

202-401-4123 fax (This is corrected from the fax number listed in the Notice in the Application Package.)



GRANTS.GOV REGISTRATION

1. The Grants.gov registration process involves five (5) basic steps.
 - a. Obtain a DUNS number
 - b. Register with SAM
 - c. Username & Password
 - d. AOR Authorization
 - e. Track AOR status
2. Registration takes, approximately, 3-5 business days; but, allow 4 weeks to complete all steps.
3. You do not have to register with Grants.gov if you only want to find grant opportunities or to download application packages.
4. All 5 registration steps can be found on the Grants.gov website.
<http://www.grants.gov/web/grants/applicants/organization-registration.html>



REGISTRATION STEPS 1-5

STEP 1: Obtain DUNS Number

Same day. If requested by phone (1-866-705-5711), DUNS is provided immediately. If your organization does not have one, you will need to go to the Dun & Bradstreet website at <http://fedgov.dnb.com/webform> to obtain the number. **Information for Foreign Registrants. *Webform requests take 1-2 business days.*

STEP 2: Register with SAM

Three to five business days or up to two weeks. If you already have a TIN, your SAM registration will take 3-5 business days to process. If you are applying for an EIN please allow up to 2 weeks. Ensure that your organization is registered with the System for Award Management (SAM) at [System for Award Management \(SAM\)](#). If your organization is not, an authorizing official of your organization must register.



REGISTRATION STEPS 1-5

STEP 3: Username & Password

Same day. Complete your AOR (Authorized Organization Representative) profile on Grants.gov and create your username and password. You will need to use your organization's DUNS Number to complete this step. [Create a Username and Password](#).

STEP 4: AOR Authorization

***Same day.** The E-Business Point of Contact (E-Biz POC) at your organization must login to Grants.gov to confirm you as an Authorized Organization Representative (AOR). Please note that there can be more than one AOR for your organization. In some cases the E-Biz POC is also the AOR for an organization. **Time depends on responsiveness of your E-Biz POC.*

REGISTRATION STEPS 1-5

STEP 5: TRACK AOR STATUS

At any time, you can track your AOR status by logging in with your username and password. [Login as an Applicant](#) (enter your username & password you obtained in Step 3).

Once all registration steps are **COMPLETE**, you are **GOOD TO GO!**

All 5 registration steps can be found on the Grants.gov website.

<http://www.grants.gov/web/grants/applicants/organization-registration.html>



ADOBE READER

Before you can view and complete an application package, you **MUST** have Adobe Reader installed. Application packages are posted in Adobe Reader format. You may receive a validation error using incompatible versions of Adobe Reader. To prevent a validation error, it is now recommended you uninstall any earlier versions of Adobe Reader and install the latest compatible version of Adobe Reader. If more than one person is working on the application package, **ALL** applicants must be using the same software version.

APPLICATION LOCATION

Use the following steps to find the application:

- Go to www.Grants.gov
- Find the Search field (top right corner) or Search Grants
- Search by using the following information:
 - EXPANDING OPPORTUNITY THROUGH QUALITY CHARTER SCHOOLS PROGRAM--CREDIT ENHANCEMENT FOR CHARTER SCHOOL FACILITIES GRANTS PROGRAM
 - CFDA Number: 84.354A



APPLICATION DOWNLOAD

1. At the bottom of the page, you will find the Application Instructions and the Application Package. These are two separate packages and you should download both.
2. The Application Instructions is a complete file of the entire package. The Application Package contains all the mandatory forms you will need to submit and the forms you will use to upload your application narrative.
3. You may download both folders to your desktop or some place on your computer. You may then work offline and save and submit the application when you are finished.

IMPORTANT INFORMATION

1. Once you download the application, multiple people can work on it and you can work offline.
2. Save often.
3. Once the application is complete, the “save and submit” button becomes active.
4. **Submit documents in PDF files.**

ED-524

- This part of the application contains information about the Federal funding you are requesting.
- You must fill in the ED 524 budget form. For the ED 524, applicants will only need to fill out Row 8 (titled "Other") in Project Year 1. The amount listed in row 12. Total Costs should reflect the total amount of grant funds requested.
- The ED-524 will be uploaded to the Budget Form (Listed as U.S. Department of Education Budget Information for Non-Construction Programs ED-524).



PROJECT NARRATIVE FILE

- The Project Narrative addresses the Project Selection Criteria and the Application Content Requirements.
- Before preparing the Project Narrative, applicants should review the Federal Register notice, the Dear Applicant Letter, and the program statute for specific guidance and requirements. Note that applications will be evaluated according to the specific selection criteria specified in the Federal Register notice.
- We recommend applicants limit the Project Narrative to 40 pages, double-spaced, and number the pages consecutively.
- We strongly recommend that the information be organized around and appear in the same sequence as the Priorities and Project Selection Criteria.
- Please upload the program narrative as one document.



BUDGET NARRATIVE FILE

- Applicants are required to fill out Table 3 and provide explanations and comments necessary to interpret the information you provide on this form.
- Applicants should upload Table 3 and other budget information to the Budget Narrative Attachment Form.



OTHER ATTACHMENT FILE

Please organize your attachments in the following order:

1. **ED Abstract Form (Updated to reflect Grants.gov)**
2. Table 1 - Non-Grant Funds Projected to be Generated
3. Table 2 - Applicant Activity Table for the Most Recently Completed Fiscal Year
4. Table 4 - Risk Level of Charter Schools Served (required of past grantees only)
5. Consortium agreements
6. Resumes/Curriculum Vitae
7. Appendices (including the logic model)



OTHER ATTACHMENT FILES (CONTINUED)

Attach your Abstract Narrative to the “Other Attachment File(s).” The “ED Abstract Attachment Form” was not included on Grants.gov as stated in the in the application package.

The Abstract Narrative should:

- a. Include the name and address of your organization
- b. Include the name, phone number, and e-mail address of the contact person for this project
- c. Limit to one page
- d. Use language understood by a range of audiences
- e. Include the project title (if applicable)
- f. State the goals, expected outcomes and contributions for research, policy, and practice
- g. Address how your application meets the purpose of the program as stated in the Notice Inviting Applications for New Awards



SUBMISSION OF APPLICATION

Successful Submission

- Applicants should receive a confirmation email with a time and date stamp and an assigned tracking number from Grants.gov
- Applicants should receive a validation email from Grants.gov. This means the application is ready for Department pickup
- Applicant should receive an email with their assigned PR Award # (U354A14....)

Unsuccessful Submission

- Applicants should receive a confirmation email with a time and date stamp and an assigned tracking number from Grants.gov
- If the application is received after **4:30:00** pm on **May 11, 2017** or validation is not successful, applicant should receive an error email
- Email may list the error, or applicant can use their tracking number to find the submission error



GRANTS.GOV EMAILS

- Applicants may register to receive Grants.gov emails to assist in the submission procession
- Emails are not guaranteed to arrive
- Emails may arrive late

ADDITIONAL REQUIREMENTS

- Limit applications to no more than 40 double-spaced pages (not including the required forms and tables)
- Use 8.5" x 11" white paper
- Front side only
- 1" margins at the top, bottom, and both sides
- Double space
- 12 point font or larger
- Times New Roman, Courier, Courier New, or Arial
- Include a table of contents that specifies where each required part of the application is located
- **Submit as PDF files**



SUBMISSION OF PROPRIETARY INFORMATION

- Identify any propriety information, confidential commercial information, and financial information.
- This will assist the Department in making any future determination regarding public release of the application.
- List the page numbers on which this information can be found in the appropriate Appendix section.

PROBLEMS WITH GRANTS.GOV

- If you have technical difficulties that are the fault of Grant.gov, please contact the Grants.gov Help Desk
- Please keep all tracking numbers, emails, and complaints filed with Grants.gov
- If the problem is really a Grants.gov problem, your application may be accepted, but you must provide proof

On-line support is available at: support@grants.gov

Phone assistance is available at: 1-800-518-4726



IMPORTANT INFORMATION

We will not review applications if:

1. The application is not on time and date stamped by Grants.gov on or before **4:30:00 PM on May 11, 2017, Washington, D.C. time (EDT).**
2. Applicant submits a paper copy of an application without obtaining a waiver.

IMPORTANT INFORMATION (CONINUTED)

Credit Enhancement for Charter School Facilities' Website

<https://innovation.ed.gov/what-we-do/charter-schools/credit-enhancement-for-charter-school-facilities-program/>

Federal Register Notice

<https://www.federalregister.gov/documents/2017/03/27/2017-06016/applications-for-new-awards-expanding-opportunity-through-quality-charter-schools-program-grants-for>

Grants.gov

<http://www.grants.gov/>

Email questions to:

Clifton Jones,

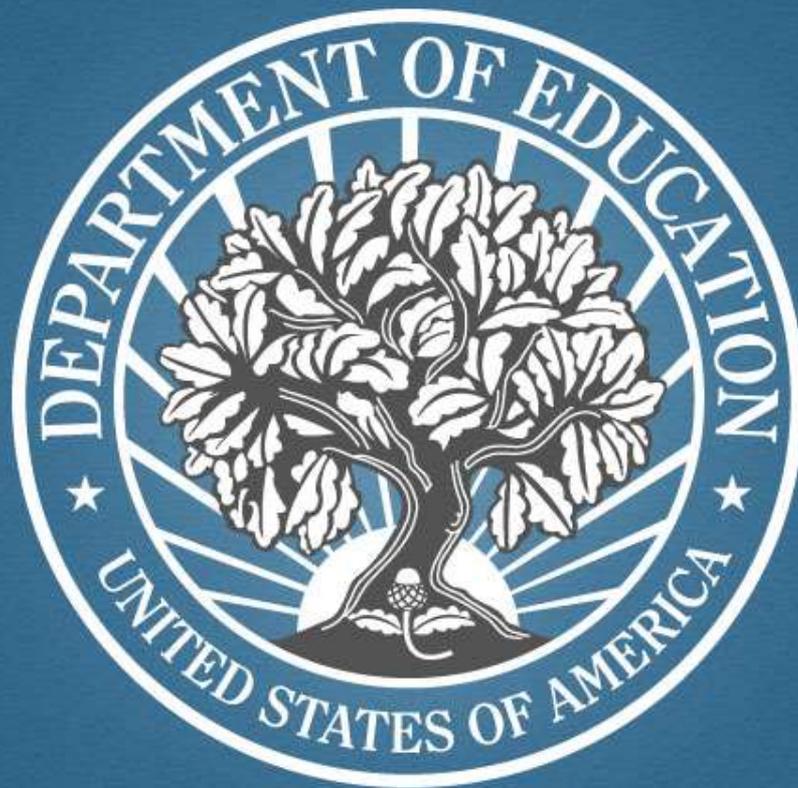
400 Maryland Avenue, SW., room 4W244, Washington, DC 20202–5970

Clifton.Jones@ed.gov

Phone: (202) 205-2204







THANK YOU



U.S. DEPARTMENT
OF EDUCATION