WE WILL BEGIN SHORTLY. THANKS FOR YOUR PATIENCE...
FY 2020 Pre-Application Webinar: Grants to Charter Management Organizations for the Replication and Expansion of High-Quality Charter Schools

CFDA 84.282M
CMO Grants Competition

December 05, 2019
FOR INFORMATION AND ASSISTANCE

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GRANTS.GOV

support@grants.gov, (800) 518-4726
MEETING LOGISTICS

WEBINAR

1. The webinar is listen only.
2. The webinar will be recorded.
3. Use the Chat function for questions or comments. When submitting your questions, please use “Reply to All Presenters.”
4. There will a Q&A session at the end of the presentation.
5. If you still have questions, follow-up with an email.
IMPORTANT NOTE

FEDERAL REGISTER NOTICE AND THE APPLICATION PACKAGE

• The Federal Register notice contains important information. Applicants should read the entire notice in the Federal Register. Applicants must follow the Application and Submission Instructions as described in the Federal Register notice announcing the grant competition.


• The application package (on grants.gov) is provided for convenience, but you should not use that as your only source. It does NOT contain all the information you need to submit a complete application.

• The information provided in this webinar should also not be your only source. It does NOT contain all the information you need to submit a complete application. Please read the NIA.
IMPORTANT NOTE

APPLICATION SUBMISSION INSTRUCTIONS

For information on how to submit a grant application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on February 13, 2019 (84 FR 3768) and available here: https://www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf
APPLICATIONS ARE DUE BY:

Friday, January 10, 2020, at 11:59:59 p.m. Eastern time

Important Note: The Grants.gov helpdesk is not available on weekends. You are strongly encouraged to submit early. You can always resubmit your application (prior to the closing date at 11:59:59 p.m.) if you need to update your application.

If you miss the deadline, your application will not be reviewed.
AGENDA

• OVERVIEW
  • PURPOSE
  • ELIGIBILITY
  • COMPETITION BASICS

• APPLICATION DETAIL
  • APPLICATION PACKAGE OVERVIEW
  • PRIORITIES
  • SELECTION CRITERIA
  • REQUIREMENTS
  • PERFORMANCE MEASURES

• OPEN LICENSING

• GRANTS.GOV (REGISTER AND SUBMIT EARLY!)
PURPOSE OF CHARTER SCHOOL PROGRAMS (CSP)

The major purposes of the CSP are to:

1. Expand opportunities for all students, particularly traditionally underserved students, to attend charter schools and meet challenging State academic standards;
2. Provide financial assistance for the planning, program design, and initial implementation of public charter schools;
3. Increase the number of high-quality charter schools available to students across the United States;
4. Evaluate the impact of charter schools on student achievement, families, and communities;
5. Share best practices between charter schools and other public schools;
6. Encourage States to provide facilities support to charter schools;
7. And support efforts to strengthen the charter school authorizing process.
PURPOSE OF THIS COMPETITION

Through CSP Grants to Charter Management Organizations (CMOs) for the Replication and Expansion of High-Quality Charter Schools (CFDA number 84.282M) (also referred to as CMO grants or the CMO grant program), the Department provides funds to charter management organizations on a competitive basis to enable them to replicate or expand one or more high-quality charter schools.

Grant funds may be used to expand the enrollment of one or more existing high-quality charter schools, or to replicate one or more new charter schools that are based on an existing, high-quality charter school model.
ELIGIBILITY

Eligible applicants are Charter Management Organizations. Eligible applicants may apply individually or as part of a group or consortium.

Charter management organization means a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight. (Section 4310(3) of the ESEA)

**Please be sure to review all definitions included in the NIA and ESEA.**
COMPETITION BASICS

IMPORTANT DATES

Applications Available: November 26, 2019

Date of Pre-Application Meeting: December 5, 2019
1:00pm – 3:00pm ET

Deadline for Transmittal of Applications: January 10, 2020
11:59:59pm ET

Application Review: January-March, 2020

Grant Awards Announced (anticipated): March 31, 2020
COMPETITION BASICS

AWARD INFORMATION

Type of Award: Discretionary grants

Estimated Available Funds: $65,000,000

Estimated Range of Awards: $250,000 - $15,000,000 per year

Estimated Average Size of Awards: $2,000,000 per year

Maximum Award per School: For this competition, the maximum limit of grant funds that may be awarded per new or expanded charter school is $1,500,000.

Estimated Number of Awards: 15-20

Project Period: Up to 60 months

- The Department is not bound by any estimates in the NIA. The estimated range and average size of awards are based on a single 12-month budget period.

- We may use available funds to support multiple 12-month budget periods for one or more grantees.
COMPETITION BASICS

ELECTRONIC SUBMISSION REQUIREMENT

Applications for grants under this program must be submitted electronically, unless you qualify for an exception to this requirement in accordance with the instructions in the NIA.

Applications are due no later than January 10, 2020 by 11:59:59 p.m. Eastern time.

Applications received after 11:59:59 p.m. on January 10, 2020 will not be reviewed.
AGENDA

84.282.M – CMO GRANTS

• OVERVIEW
  • PURPOSE
  • ELIGIBILITY
  • COMPETITION BASICS

• APPLICATION DETAIL
  • APPLICATION PACKAGE OVERVIEW
  • PRIORITIES
  • SELECTION CRITERIA
  • REQUIREMENTS
  • PERFORMANCE MEASURES

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APPLICATION PACKAGE OVERVIEW

The application package can be found on Grants.gov. Instructions can be found on Grants.gov website at: https://www.grants.gov/web/grants/applicants/apply-for-grants.html

A complete application consists of the following components:

1. Required Forms:
   • ED Standard Forms
   • Assurances and Certifications
2. Other Attachments (see application package)
3. Application Narrative:
   • Abstract Narrative Form
   • Budget Narrative Form
   • Project Narrative Form
APPLICATION PACKAGE OVERVIEW

REQUIRED FORMS - SEE APPLICATION PACKAGE FOR FULL INFORMATION

ED Standard Forms

• Application for Federal Assistance (SF 424)
• Department of Education Supplement for SF 424
• Department of Education Budget Summary Form (ED 524)
• Disclosure of Lobbying Activities (SF-LLL)
• Abstract, Project, and Budget Narrative Forms

Assurances and Certifications

• GEPA Section 427
• Assurances – Non-Construction Programs (SF 424B)
• Grants.gov Lobby Form (formerly ED 80-0013 form)
• Certification Regarding Lobbying
APPLICATION PACKAGE OVERVIEW

SF 424
APPLICATION PACKAGE OVERVIEW

SF 424

8c – Organizational DUNS. This must be the same DUNS number used when you registered with Grants.gov.

16a-b – Congressional District. Enter the district where the applicant organization is located, and the district in which activities will occur.

17a-b – Proposed Project Start and End Dates. This grant can be for up to 60 months, so the end date should reflect how many months are requested.

18– Estimated Funding. This should only reflect the first year of the project.

19– EO 12372. This program is subject to the Executive Order.
Name of Institution/Organization: **NAME OF DOE**

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

### SECTION A - BUDGET SUMMARY

<table>
<thead>
<tr>
<th>U.S. DEPARTMENT OF EDUCATION FUNDS</th>
<th>Project Year 1 (a)</th>
<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
<th>Project Year 4 (d)</th>
<th>Project Year 5 (e)</th>
<th>Total (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personnel</td>
<td>145,000</td>
<td>145,000</td>
<td>145,000</td>
<td></td>
<td></td>
<td>435,000</td>
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<tr>
<td>2. Fringe Benefits</td>
<td>36,250</td>
<td>36,250</td>
<td>36,250</td>
<td></td>
<td></td>
<td>108,750</td>
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<td>3. Travel</td>
<td>1,000</td>
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<td></td>
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<td>4. Equipment</td>
<td>0</td>
<td>0</td>
<td></td>
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<td>5. Supplies</td>
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<td>7,000</td>
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<td>6. Contractual</td>
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<td></td>
<td>90,000</td>
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<td>7. Construction</td>
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<td></td>
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<td>8. Other</td>
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<td>1,200,000</td>
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<td></td>
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<td>9. Total Direct Costs (lines 1-8)</td>
<td>1,419,250</td>
<td>1,419,250</td>
<td>1,419,250</td>
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<td></td>
<td>4,257,750</td>
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<tr>
<td>10. Indirect Costs*</td>
<td>141,925</td>
<td>141,925</td>
<td>141,925</td>
<td></td>
<td></td>
<td>425,775</td>
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<tr>
<td>11. Training Stipends</td>
<td>0</td>
<td>0</td>
<td></td>
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<td></td>
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<tr>
<td>12. Total Costs (lines 9-11)</td>
<td>1,561,175</td>
<td>1,561,175</td>
<td>1,561,175</td>
<td></td>
<td></td>
<td>4,683,325</td>
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</tbody>
</table>

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? **X** Yes ____ No

(2) If yes, please provide the following information:

   Period Covered by the Indirect Cost Rate Agreement: From: _03_/01_/2015 To: 02_/28_/2016 (mm/dd/yyyy)

   Approving Federal agency: **X** ED _____ Other (please specify): __________ The Indirect Cost Rate is __10____% 

(3) For Restricted Rate Programs (check one): -- Are you using a restricted indirect cost rate that:

   ____ Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is __________%
APPLICATION PACKAGE OVERVIEW

ED 524

• Section A is required. Complete all years for which funds are requested.

• Funds requested should match the detailed budget narrative required in another segment of the application.

• Things to note:
  • If you have an approved indirect cost rate, provide the details in the budget narrative as well as in the bottom of this form.
  • Construction is not an allowable cost.

• Section B should only be completed if you are making a matching commitment. This program does not require a match.
APPLICATION PACKAGE OVERVIEW

GEPA STATEMENT

• Section 427 of GEPA requires an applicant for Federal funds to include a description of the steps they will take to ensure equitable access to and participation in the grant project.
• To meet this requirement, applicants must include a statement that does two things:
  1. Identify at least one barrier that would prevent someone from participating in grant activities.
  2. Explain what will be done to overcome the barrier.

TIP: It must be a barrier that you would encounter related to the CSP grant proposal.
APPLICATION PACKAGE OVERVIEW

OTHER ATTACHMENTS/APPENDIX

Applicants should attach all appendices to the Other Attachments Form. For each appendix, applicants are asked to save files as a .PDF, label each file with the Appendix name (e.g., Appendix A Resumes/Curriculum Vitae) and upload the file to the Other Attachments Form.

The Other Attachments Form can support up to ten attachments; therefore, please merge appendices into one document, as necessary. Please review the application package for details on each of these.

**Please note – special characters could impact your ability to submit because Grants.gov does not properly process special characters. Therefore, please use the names on this slide – you’ll note we removed colons and backslashes.**
Appendix A: CSP Assurances
Appendix B: Resumes or Curriculum Vitae
Appendix C: Letters of Support
Appendix D: Proof of Non-Profit Status, or Not-For-Profit Status
Appendix E: Response to Absolute Priority (applicants must choose one absolute priority under which to submit their application)
Appendix F: Schools Operated by Applicant
Appendix G: Student Academic Achievement
Appendix H: Supplemental Organizational Budgets and Financial Information
Appendix I: Additional Information
Appendix F: Schools Operated by Applicant

Provide information to show that the applicant operates more than one charter school. Must include school name, grade levels, location, whether the school holds a separate charter, and authorizer for each charter school operated by the applicant. If the applicant operates multiple schools under one charter, provide documentation demonstrating that they are separate and distinct schools, including, but not limited to:

a) A copy of the charter agreement;

b) Documentation of whether the charter schools were established and are recognized as separate schools under state law (i.e., the applicable state statute or unique school identification number issued by the state);

c) A copy of the performance agreements with the authorized public chartering agency, if different from the charter agreement;

d) Physical locations of the schools;

e) Documentation of whether the schools have separate facilities, staffs, and student bodies;

f) Documentation of whether day to day operations at the separate schools are carried out by different administrators and run by separate principals.
APPLICATION PACKAGE OVERVIEW

APPLICATION NARRATIVE

The Application Narrative consists of the following components:

• Abstract
• Budget Narrative
• Project Narrative
  • Absolute Priority (must choose one)
  • Competitive Preference Priorities (optional)
  • Selection Criteria
  • Application Requirements
ABSTRACT NARRATIVE

ED Abstract

The abstract narrative must include the name and address of the organization and the name, phone number, and email address of the contact person for this project.

The abstract narrative should not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the name and address of the organization; name, email, phone number of contact person for the project; project title; goals; expected outcomes; and any contributions for research, policy, practice, etc.
APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE

Budget Narrative

Applicants must ensure that all costs included in the proposed budget are allowable, reasonable, and necessary in light of the goals and objectives of the proposed project. Any costs determined to be unallowable, unreasonable, or unnecessary will be removed from the final budget.

In the Budget Narrative Attachment, provide an itemized budget narrative, by project year, for each budget category, in addition to a justification for costs included.
APPLICATION PACKAGE OVERVIEW

BUDGET RESOURCES

• 2 CFR Part 200 (previously OMB Circular A-87 (State) and A-122 (non-profit)): https://www.ecfr.gov/cgi-bin/text-idx?SID=c117446df3b12f49f28796e817bac9ca&mc=true&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl


• CSP Nonregulatory guidance: Found under “Guidance” on the CSP Funding and Legislation page.
This is a non-construction grant.

- CSP funds **may not be used** for construction, or to add to the permanent value of a property or appreciably prolong its life.

- Applicants should use the budget period of the grant, NOT your fiscal year budget period. We anticipate that grant performance period will start on March 29, 2020.

- Grantees under this program must use the grant funds to *replicate* or *expand* the charter school model or models for which the applicant has presented evidence of success (84.282M).
Grant funds must be used to carry out allowable activities, as described in section 4305(b)(1) of the ESEA. Additionally, grant funds must be used to carry out one or more of the activities described in section 4303(h), which include:

(a) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with:
   (i) Providing professional development; and
   (ii) Hiring and compensating, during the applicant’s planning period specified in the application for funds, one or more of the following:
      (A) Teachers.
      (B) School leaders.
      (C) Specialized instructional support personnel;

(b) Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS (cont.)

(c) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction);

(d) Providing one-time, startup costs associated with providing transportation to students to and from the charter school;

(e) Carrying out community engagement activities, which may include paying the cost of student and staff recruitment; and

(f) Providing for other appropriate, non-sustained costs related to the replication or expansion of high-quality charter schools when such costs cannot be met from other sources.
Under section 4305(b)(1) of the ESEA, CMO grant funds must be used to open and prepare for the operation of one or more replicated high-quality charter schools or to expand one or more high-quality charter schools.

Within the context of opening and preparing for the operation of one or more replicated high-quality charter schools or expanding one or more high-quality charter schools, a portion of grant funds can be used for appropriate, non-sustained costs associated with the expansion or improvement of the grantee's oversight or management of its charter schools, provided that (i) the specific charter schools being replicated or expanded under the grant are the intended beneficiaries of such expansion or improvement; (ii) such expansion or improvement is intended to improve the grantee's ability to manage or oversee the charter schools being replicated or expanded under the grant; and (iii) the costs cannot be met from other sources. In order to use grant funds for this purpose, an applicant should describe how the proposed costs are necessary to meet the objectives of the project and reasonable in light of the overall cost of the project.

We reference additional regulations outlining funding restrictions in the Applicable Regulations section of this Notice Inviting Applications.
Applicants must ensure that all costs included in the proposed budget are authorized under CSP and are reasonable and necessary in the context of the goals and objectives of the proposed project.

The budget should include only costs that are allowable, reasonable, and necessary. Any costs determined by the Secretary to be unallowable, or otherwise unreasonable or unnecessary, will be removed from the final approved budget.

In the Budget Narrative attachment, provide an itemized budget narrative, by project year, for each budget category, in addition to a justification for costs included.

Note: If a grant is awarded, it does not mean the budget has been approved.
Other CSP Grants: A charter school that has previously received CSP funds for replication or expansion under this program, or for opening or preparing to operate a new charter school, replication, or expansion under CSP Grants to State Entities (State Entities) program (CFDA number 84.282A) or CSP Grants to Developers for the Opening of New Charter Schools and for the Replication and Expansion of High-quality Charter Schools (Developers) program (CFDA numbers 84.282B and 84.282E), may not use funds under this grant to carry out the same activities.

However, such charter school may be eligible to receive funds under this competition to expand the charter school beyond the existing grade levels or student count.
For this competition, the maximum amount of grant funds that may be awarded per replicated or expanded charter school is $1,500,000.
Project Directors Meeting: Applicants approved for funding under this competition must attend a two-day meeting for project directors during each year of the project, when one is held.

Applicants are encouraged to include the cost of attending this meeting in every year of their proposed budgets.
APPLICATION PACKAGE OVERVIEW

PROJECT NARRATIVE

Project Narrative: To facilitate the review of the application, please organize your Project Narrative in the following order and include a Table of Contents.

1. Absolute Priority (must choose one)
2. Competitive Priorities (optional)
3. Selection Criteria
4. Application Requirements

We recommend that applicants limit the project narrative to 60 pages.
ABSOLUTE PRIORITIES

This notice includes two absolute priorities.

Each one of these Absolute Priorities constitutes its own funding category. Applicants must clearly indicate under which absolute priority they are applying. The Secretary intends to award grants under both absolute priorities, provided that applications of sufficiently high quality are submitted. These priorities are:

Absolute Priority 1—Rural Community.
Under this priority, applicants must propose to replicate or expand one or more high-quality charter schools in a rural community.

Absolute Priority 2—Low-Income Demographic.
Under this priority, applicants must demonstrate that at least 40 percent of the students across all of the charter schools the applicant operates or manages are individuals from low-income families, and that the applicant will maintain the same, or a substantially similar, percentage of such students across all of its charter schools during the grant period.
ABSOLUTE PRIORITIES

It is not sufficient to simply state that you meet the Absolute Priority. You MUST show how you meet the priority and provide date to support your claim. We have and will find applications ineligible for a grant award in because applicants did not provide the necessary information.
COMPETITIVE PREFERENCE PRIORITIES

We will award additional points to an application, depending on how well the application meets one or more of these priorities.

Competitive Preference Priority 1 - Spurring Investment in Qualified Opportunity Zones (up to 7 points)

Competitive Preference Priority 2 - Number of Charter Schools Operated or Managed by the Eligible Applicant (0 or 5 points)

Competitive Preference Priority 3 - High School Students (up to 2 points)

Competitive Preference Priority 4 - Replicating or Expanding High-Quality Charter Schools To Serve Native American Students (up to 4 points)

Competitive Preference Priority 5 - Reopening Academically Poor-Performing Schools as Charter Schools (up to 2 points)
COMPETITIVE PREFERENCE PRIORITIES

COMPETITIVE PREFERENCE PRIORITY 1—SPURRING INVESTMENT IN QUALIFIED OPPORTUNITY ZONES (UP TO 7 POINTS)

Under this priority, an applicant must demonstrate one or both of the following:

(a) The area in which the applicant proposes to provide services overlaps with a Qualified Opportunity Zone, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code (IRC). An applicant must--

(i) Provide the census tract number of the Qualified Opportunity Zone(s) in which it proposes to provide services; and

(ii) Describe how the applicant will provide services in the Qualified Opportunity Zone(s). (0, 1, 2, 3, or 4 points)

Please review the NIA for the full text of these priorities.
COMPETITIVE PREFERENCE PRIORITIES

COMPETITIVE PREFERENCE PRIORITY 1—SPURRING INVESTMENT IN QUALIFIED OPPORTUNITY ZONES (CONT.)

In order to meet paragraph (a) of this priority, one or more charter schools included in the application must be located in a Qualified Opportunity Zone.

If the area in which the applicant proposes to provide services overlaps with a Qualified Opportunity Zone by—

25% or less, then the applicant will receive 1 point;
26%-50%, then the applicant will receive 2 points;
51-75%, then the applicant will receive 3 points; or
76%-100%, then the applicant will receive 4 points.
COMPETITIVE PREFERENCE PRIORITY 1—SPURRING INVESTMENT IN QUALIFIED OPPORTUNITY ZONES (CONT.)

(b) The applicant has received, or will receive by January 10, 2020, an investment, including access to real property, from a Qualified Opportunity Fund under section 1400Z-2 of the IRC Internal Revenue Code for a purpose directly related to its proposed project.

An applicant must--

(i) Identify the Qualified Opportunity Fund from which it has received or will receive an investment; and

(ii) Describe how the investment is or will be directly related to its proposed project.

(0 or 3 points)

Please review the NIA for the full text of these priorities.
COMPETITIVE PREFERENCE PRIORITY 2 — NUMBER OF CHARTER SCHOOLS OPERATED OR MANAGED BY THE ELIGIBLE APPLICANT (0 OR 5 POINTS)

Under this priority, applicants must demonstrate that they currently operate or manage two to five charter schools.

Please review the NIA for the full text of these priorities.
COMPETITIVE PREFERENCE PRIORITIES

COMPETITIVE PREFERENCE PRIORITY 3 — HIGH SCHOOL STUDENTS (UP TO 2 POINTS)

Under this priority, applicants must propose to—

(a) Replicate or expand high-quality charter schools to serve high school students, including educationally disadvantaged students;

(b) Prepare students, including educationally disadvantaged students, in those schools for enrollment in postsecondary education institutions through activities such as, but not limited to, accelerated learning programs (including Advanced Placement and International Baccalaureate courses and programs, dual or concurrent enrollment programs, and early college high schools), college counseling, career and technical education programs, career counseling, internships, work-based learning programs (such as apprenticeships), assisting students in the college admissions and financial aid application processes, and preparing students to take standardized college admissions tests;

Please review the NIA for the full text of these priorities.
(c) Provide support for students, including educationally disadvantaged students, who graduate from those schools and enroll in postsecondary education institutions in persisting in, and attaining a degree or certificate from, such institutions, through activities such as, but not limited to, mentorships, ongoing assistance with the financial aid application process, and establishing or strengthening peer support systems for such students attending the same institution; and

(d) Propose one or more project-specific performance measures, including aligned leading indicators or other interim milestones, that will provide valid and reliable information about the applicant's progress in preparing students, including educationally disadvantaged students, for enrollment in postsecondary education institutions and in supporting those students in persisting in and attaining a degree or certificate from such institutions. An applicant addressing this priority and receiving a CMO grant must provide data that are responsive to the measure(s), including performance targets, in its annual performance reports to the Department.
COMPETITIVE PREFERENCE PRIORITIES

COMPETITIVE PREFERENCE PRIORITY 3 — HIGH SCHOOL STUDENTS (CONT.)

(e) For purposes of this priority, postsecondary education institutions include institutions of higher education, as defined in section 8101(29) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, and one-year training programs that meet the requirements of section 101(b)(1) of the HEA.

Please review the NIA for the full text of these priorities.
COMPETITIVE PREFERENCE PRIORITIES

COMPETITIVE PREFERENCE PRIORITY 4 — REPLICAATING OR EXPANDING HIGH-QUALITY CHARTER SCHOOLS TO SERVE NATIVE AMERICAN STUDENTS (UP TO 4 POINTS)

Under this priority, applicants must—

(a) Propose to replicate or expand one or more high-quality charter schools that—

(i) Utilize targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;

(ii) Have a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and

(iii) Have a governing board with a substantial percentage of members who are members of Indian Tribes or Indian organizations located within the area to be served by the replicated or expanded charter school;

Please review the NIA for the full text of these priorities.
COMPETITIVE PREFERENCE PRIORITY 4 — REPLICATING OR EXPANDING HIGH-QUALITY CHARTER SCHOOLS TO SERVE NATIVE AMERICAN STUDENTS (CONT.)

(b) Submit a letter of support from at least one Indian Tribe or Indian organization located within the area to be served by the replicated or expanded charter school; and

(c) Meaningfully collaborate with the Indian Tribe(s) or Indian organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Please review the NIA for the full text of these priorities.
COMPETITIVE PREFERENCE PRIORITIES

COMPETITIVE PREFERENCE PRIORITY 5 — REOPENING ACADEMICALLY POOR-PERFORMING SCHOOLS AS CHARTER SCHOOLS (UP TO 2 POINTS)

Under this priority, applicants must—

(a) Demonstrate past success working with one or more academically poor-performing public schools or schools that previously were designated as persistently lowest-achieving schools or priority schools under the former School Improvement Grant program or in States that exercised ESEA flexibility, respectively, under the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001; and

(b) Propose to use grant funds under this program to restart one or more academically poor-performing public schools as charter schools during the project period by—

(1) Replicating one or more high-quality charter schools based on a successful charter school model for which the applicant has provided evidence of success; and

(2) Targeting a demographically similar student population in the replicated charter schools as was served by the academically poor-performing public schools.

Please review the NIA for the full text of these priorities.
## 84.282M SELECTION CRITERIA

### SCORING ALLOCATION CHART

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Point Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Quality of the Eligible Applicant and Adequacy of Resources</td>
<td>Up to 40 points</td>
</tr>
<tr>
<td>(ii) Significance of Contribution in Assisting Educationally Disadvantaged Students</td>
<td>Up to 20 points</td>
</tr>
<tr>
<td>(iii) Quality of the Project Design and Evaluation Plan for the Proposed Project</td>
<td>Up to 30 points</td>
</tr>
<tr>
<td>(iv) Quality of the Project Personnel and Management Plan</td>
<td>Up to 10 points</td>
</tr>
<tr>
<td><strong>Selection Criteria Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>
84.282M SELECTION CRITERIA
QUALITY OF THE ELIGIBLE APPLICANT AND ADEQUACY OF RESOURCES (UP TO 40 POINTS)

In determining the quality of the eligible applicant, the Secretary considers the following factors:

(1) The extent to which the academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates and, where applicable and available, student academic growth, high school graduation rates, college attendance rates, and college persistence rates) for educationally disadvantaged students served by the charter schools operated or managed by the applicant have exceeded the average academic achievement results for such students served by other public schools in the State (10 points). (2018 NFP)

(2) The extent to which one or more charter schools operated or managed by the applicant have closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; or have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation (10 points). (2018 NFP)
(3) The extent to which one or more charter schools operated or managed by the applicant have had any significant issues in the area of financial or operational management or student safety, or have otherwise experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter (10 points). (2018 NFP)

(4) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support (10 points). (34 CFR 75.210)
84.282M SELECTION CRITERIA

SIGNIFICANCE OF CONTRIBUTION IN ASSISTING EDUCATIONALLY DISADVANTAGED STUDENTS (UP TO 20 POINTS)

In determining the significance of the contribution the proposed project will make in expanding educational opportunities for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the following factors:

(1) The extent to which charter schools currently operated or managed by the applicant serve educationally disadvantaged students, particularly students with disabilities and English learners, at rates comparable to surrounding public schools or, in the case of virtual charter schools, at rates comparable to public schools in the State (10 points). (2018 NFP)

(2) The quality of the plan to ensure that the charter schools the applicant proposes to replicate or expand will recruit, enroll, and effectively serve educationally disadvantaged students, particularly students with disabilities and English learners (10 points). (2018 NFP)
84.282M SELECTION CRITERIA

QUALITY OF THE PROJECT DESIGN AND EVALUATION PLAN FOR THE PROPOSED PROJECT (UP TO 30 POINTS)

In determining the quality of the evaluation plan for the proposed project, the Secretary considers the following factors:

(1) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework (5 points). (34 CFR 75.210)

(2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the proposed project, as described in the applicant's logic model (as defined in 34 CFR 77.1), and that will produce quantitative and qualitative data by the end of the grant period (10 points). (2018 NFP)
84.282M SELECTION CRITERIA

QUALITY OF THE PROJECT DESIGN AND EVALUATION PLAN FOR THE PROPOSED PROJECT (CONT.)

(3) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable (5 points). (34 CFR 75.210)

(4) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project (10 points). (34 CFR 75.210)
84.282M SELECTION CRITERIA

QUALITY OF THE PROJECT PERSONNEL AND MANAGEMENT PLAN (UP TO 10 POINTS)

In determining the quality of the applicant’s management plan, the Secretary considers the following factors:

(1) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(2) In addition, in determining the quality of project personnel and management plan, the Secretary considers:

(i) The qualifications, including relevant training and experience, of key project personnel (5 points). (34 CFR 75.210)

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project (5 points). (34 CFR 75.210)
SUGGESTED POINT RANGES FOR RATING RESPONSES TO SELECTION CRITERIA

CSP has developed a competition rubric to outline *suggested* point ranges for an evaluation of exemplary, adequate, poor, or not addressed for each of the Selection Criteria.

The entire rubric can be found in the Application Package Instructions on pages 39-53.

The applicant’s ability to demonstrate they have had no charter schools closed, or charters revoked. (November 30, 3018 NFP) (10 points)

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Indicators of Quality of Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>8-10</td>
<td>Applicant clearly states that no charter school has closed or been revoked by an authorizer for academic, financial mismanagement or noncompliance reasons. Clear data with a narrative that show the number of schools the CMO has had approved and opened.</td>
</tr>
<tr>
<td>Adequate</td>
<td>4-7</td>
<td>Applicant discloses that a singular charter school has closed but includes a rationale as to why and lessons learned.</td>
</tr>
<tr>
<td>Poor</td>
<td>1-3</td>
<td>Applicant does not show clear evidence that no charter schools have been closed or revoked for academic, financial mismanagement, or noncompliance reasons. Narrative provided does not allow the reader to definitively conclude that no schools have closed. Or, applicant discloses that a singular school has closed but does not include a rationale as to why and lessons learned. Or, applicant discloses that multiple charter schools have closed or had their charter revoked and no adequate explanation is provided.</td>
</tr>
<tr>
<td>Not Addressed</td>
<td>0</td>
<td>Applicant did not address the question.</td>
</tr>
</tbody>
</table>
Applications for CSP CMO grant funds must address application requirements from the November 30, 2018 NFP and sections 4303(f)(1) and 4305(b)(3) of the ESEA.

The source of each requirement is provided in parentheses following each requirement.

An applicant must respond to requirement (a) in a stand-alone section of the application or in an appendix. For all other application requirements, an applicant may choose to respond to each requirement separately or in the context of the applicant’s responses to the selection criteria.

Please review the NIA for the full text of the application requirements.
APPLICATION REQUIREMENTS

84.282M REQUIREMENTS (CONT.)

Applicants for funds under this program must—

(a) Describe the applicant's objectives in running a quality charter school program and how the program will be carried out, including—

(i) A description of how the applicant will ensure that charter schools receiving funds under this program meet the educational needs of their students, including children with disabilities and English learners. (Section 4303(f)(1)(A)(x) of the ESEA)

(ii) A description of how the applicant will ensure that each charter school receiving funds under this program has considered and planned for the transportation needs of the school's students. (Section 4303(f)(1)(E) of the ESEA)
(b) For each charter school currently operated or managed by the applicant, provide—

(i) Student assessment results for all students and for each subgroup of students described in section 1111(c)(2);

(ii) Attendance and student retention rates for the most recently completed school year and, if applicable, the most recent available four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates; and

(iii) Information on any significant compliance and management issues encountered within the last three school years by any school operated or managed by the eligible entity, including in the areas of student safety and finance. (Section 4305(b)(3)(A) of the ESEA)
(c) Describe the educational program that the applicant will implement in each charter school receiving funding under this program, including—

(i) Information on how the program will enable all students to meet the challenging State academic standards;

(ii) The grade levels or ages of students who will be served; and

(iii) The instructional practices that will be used. (Section 4305(b)(3)(B)(ii) of the ESEA)
APPLICATION REQUIREMENTS

84.282M REQUIREMENTS (CONT.)

(d) Demonstrate that the applicant currently operates or manages more than one charter school. For purposes of this program, multiple charter schools are considered to be separate schools if each school—

(i) Meets each element of the definition of charter school under section 4310(2) of the ESEA; and

(ii) Is treated as a separate school by its authorized public chartering agency and the State in which the charter school is located, including for purposes of accountability and reporting under title I, part A of the ESEA. (November 30, 2018 NFP)
(e) Provide information regarding any compliance issues, and how they were resolved, for any charter schools operated or managed by the applicant that have—

(i) Closed;

(ii) Had their charter(s) revoked due to problems with statutory or regulatory compliance, including compliance with sections 4310(2)(G) and (J) of the ESEA; or

(iii) Had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation. (November 30, 2018 NFP)
(f) Provide a complete logic model for the grant project. The logic model must include the applicant's objectives for replicating or expanding one or more high-quality charter schools with funding under this program, including the number of high-quality charter schools the applicant proposes to replicate or expand. (November 30, 2018 NFP)

(g) If the applicant currently operates, or is proposing to replicate or expand a single-sex charter school or coeducational charter school that provides a single-sex class or extracurricular activity (collectively referred to as a “single-sex educational program”), demonstrate that the existing or proposed single-sex educational program is in compliance with title IX of the Education Amendments of 1972 (20 U.S.C. 1681, et seq.) and its implementing regulations, including 34 CFR 106.34. (November 30, 2018 NFP)
(h) Describe how the applicant currently operates or manages the high-quality charter schools for which it has presented evidence of success and how the proposed replicated or expanded charter schools will be operated or managed, including the legal relationship between the applicant and its schools.

If a legal entity other than the applicant has entered or will enter into a performance contract with an authorized public chartering agency to operate or manage one or more of the applicant's schools, the applicant must also describe its relationship with that entity. (November 30, 2018 NFP)
(i) Describe how the applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each replicated or expanded charter school, including in the area of school governance. (November 30, 2018 NFP)

(j) Describe the lottery and enrollment procedures that will be used for each replicated or expanded charter school if more students apply for admission than can be accommodated, including how any proposed weighted lottery complies with section 4303(c)(3)(A) of the ESEA. (November 30, 2018 NFP)
APPLICATION REQUIREMENTS
84.282M REQUIREMENTS (CONT.)

(k) Describe how the applicant will ensure that all eligible children with disabilities receive a free appropriate public education in accordance with Part B of the Individuals with Disabilities Education Act (IDEA). (November 30, 2018 NFP)

(l) Describe how the proposed project will assist educationally disadvantaged students in mastering challenging State academic standards. (November 30, 2018 NFP)

(m) Provide a budget narrative, aligned with the activities, target grant project outputs, and outcomes described in the logic model, that outlines how grant funds will be expended to carry out planned activities. (November 30, 2018 NFP)

(n) Provide the applicant's most recent independently audited financial statements prepared in accordance with generally accepted accounting principles. (November 30, 2018 NFP)
(o) Describe the applicant's policies and procedures to assist students enrolled in a charter school that closes or loses its charter to attend other high-quality schools. (November 30, 2018 NFP)

(p) Provide—

(i) A request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter schools to be replicated or expanded; and

(ii) A description of any State or local rules, generally applicable to public schools, that will be waived, or otherwise not apply, to such schools. (November 30, 2018 NFP)
ASSURANCES

Applications for CSP CMO grant funds must provide assurances from sections 4303 and 4305 of the ESEA. The source of each assurance is provided in parentheses following each assurance.

(a) Applicants for funds under this program must provide assurances that—
The grantee will support charter schools in meeting the educational needs of their students, as described in section 4303(f)(1)(A)(x) of the ESEA. (Section 4303(f)(2)(B) of the ESEA)
ASSURANCES (cont.)

(b) The grantee will ensure that each charter school receiving funds under this program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including—

(i) Information on the educational program;

(ii) Student support services;

(iii) Parent contract requirements (as applicable), including any financial obligations or fees;

(iv) Enrollment criteria (as applicable); and
ASSURANCES (cont.)

(v) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. (Section 4303(f)(2)(G) of the ESEA)

(c) The eligible entity has sufficient procedures in effect to ensure timely closure of low-performing or financially mismanaged charter schools and clear plans and procedures in effect for the students in such schools to attend other high-quality schools. (Section 4305(b)(3)(C) of the ESEA)
DEFINITIONS

The NIA includes a list of definitions for key terms in the text. Please be sure you have a complete understanding of the terms used and how they apply to your organization and your application. CSP will use these definitions in reviewing your application and monitoring the awarded grants.
CSP PERFORMANCE MEASURES

GPRA

The Government Performance and Results Act (GPRA) ties Federal funding to results and sets up requirements for the Department of Education to measure and report results of grant programs. The Department depends on grantees to report accurate information in order for the Department to publicly report on its strategic goals.

The Department and CSP measures to report are:

1. The number of charter schools in operation around the Nation.
2. The percentage of fourth- and eighth-grade charter school students who are achieving at or above the proficient level on State assessments in mathematics and reading/language arts.
3. Federal cost per student in implementing a successful school (defined as a school in operation for three or more consecutive years).
CSP PERFORMANCE MEASURES

PROJECT-SPECIFIC PERFORMANCE MEASURES

Applicants must propose project-specific performance measures and performance targets consistent with the objectives of the proposed project.

Applications must provide the following information as directed under 34 CFR 75.110(b) and (c):

(1) Performance measures.
(2) Baseline data.
(3) Performance targets.
(4) Data collection and reporting.

All grantees must submit an annual performance report with information that is responsive to these performance measures.

Please review the NIA for additional performance measure information.
APPLICABLE STATUTE AND REGULATIONS

• Title IV, Part C of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA),  

• The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99.

• The OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and

• The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended in 2 CFR part 3474.
If your application is successful, we will notify your U.S. Representative and U.S. Senators and will send you a Grant Award Notification (GAN). We may also notify you informally, as well. The GAN is a very important document and you should be sure to maintain a copy of your GAN.

If your application is not evaluated because you did not meet the application requirements or if you are not selected for funding, we will notify you.
AGENDA

84.282.M – CMO GRANTS

• OVERVIEW
  • PURPOSE
  • ELIGIBILITY
  • COMPETITION BASICS

• APPLICATION DETAIL
  • APPLICATION PACKAGE OVERVIEW
  • PRIORITIES
  • SELECTION CRITERIA
  • REQUIREMENTS
  • PERFORMANCE MEASURES

• OPEN LICENSING

• GRANTS.GOV (REGISTER AND SUBMIT EARLY!)
OPEN LICENSING

NEW DEPARTMENT OF EDUCATION REGULATION COVERING CSP GRANTEES

All Department of Education grantees awarded competitive grant funds, unless an exception applies, must openly license to the public all copyrightable grant deliverables that are created with Department grant funds, including such deliverable as educational software, curriculum materials, professional development training materials, assessment systems, etc.

This requirement applies to CSP grants.

Purposes:

- Promotes efficient dissemination of grant-funded works.
- Promotes innovation through creative re-use of grant funded works.

The Rule:

https://www.federalregister.gov/documents/2017/01/19/2017-00910/open-licensing-requirement-for-competitive-grant-programs
WHAT DOES OPEN LICENSING MEAN?

Under an open license, the public is given permission to:

- access, reproduce, publicly perform, publicly display, and distribute the copyrightable work;

- prepare derivative works, as defined in the Copyright Act, 17 U.S.C. 101, and to reproduce, publicly perform, publicly display and distribute those derivative works; and

- otherwise use the copyrightable work, created in whole or in part with competitive grant funds provided by the Department, provided that in all such instances attribution is given to the copyright holder.
MORE ABOUT THE OPEN LICENSING RULE

- The rule does not apply to pre-existing works, or to those that are created without use of grant funds.

- When pre-existing works are modified under grant funding, the rule only applies to the modifications.

- A grantee or subgrantee that is awarded competitive grant funds must have a plan to disseminate the openly licensed copyrightable works.

- In some limited cases, exceptions to the rule may be granted by the Department.
AGENDA

84.282.M – CMO GRANTS

• OVERVIEW
  • PURPOSE
  • ELIGIBILITY
  • COMPETITION BASICS

• APPLICATION DETAIL
  • APPLICATION PACKAGE OVERVIEW
  • PRIORITIES
  • SELECTION CRITERIA
  • REQUIREMENTS
  • PERFORMANCE MEASURES

• OPEN LICENSING

• GRANTS.GOV (REGISTER AND SUBMIT EARLY!)
WHAT IS GRANTS.GOV?

• An external application system used throughout the Federal government

• Available at www.grants.gov
IMPORTANT REMINDER

Please be sure to check the CFDA number (84.282M), Opportunity Number (ED-GRANTS-112619-001), and Title (Expanding Opportunity Through Quality Charter Schools Program (CSP)—Grants to Charter Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants)) before you download the application package.

While you are able to view the application on the CSP webpage and Grants.gov, you **MUST** register in Grants.gov to submit your application.

Please review the NIA for the full text regarding application submission.
The Grants.gov registration process involves five (5) basic steps:

1. Obtain an organizational Data Universal Numbering System (DUNS) number.
2. Register in the System for Award Management (SAM). You must register in SAM annually!
3. Set up your Authorized Organization Representative (AOR) profile.
4. Get authorized as an AOR by your organization’s e-Biz point of contact (POC).
5. Track your AOR status.
GRANTS.GOV REGISTRATION PROCESS

1. The complete Grants.gov registration process takes up to 4 weeks to complete.

2. You do not have to register with Grants.gov if you only want to find grant opportunities or to download application packages – but you MUST register to SUBMIT!
GRANTS.GOV REGISTRATION PROCESS

Step 1: Register Your Organization
• To register, your organization will need to obtain a DUNS number. If your organization does not have a DUNS number, you can call 1-866-705-5711. Check with your organization’s grants office before obtaining a DUNS number. Use the same DUNS number used on the SF 424 form.

Step 2: SAM Registration
• Register both your DUNS number and TIN with SAM. Your organization must have a DUNS number to register with SAM. SAM registration takes approximately 7 business days, but may take up to several weeks, to complete. Once your SAM registration is active, you will need to allow 24 to 48 hours for the information to be available in Grants.gov and before you can submit an application. SAM requires an annual registration – you will be unable to submit if this has not been updated. Annual registration may take three or more business days.
GRANTS.GOV REGISTRATION PROCESS

**Step 3: AOR Registration**
- Create your Authorized Organization Representative (AOR) registration to obtain your username and password. You will need your organization DUNS number to complete the profile.

**Step 4: Confirm AOR Registration**
- The E-Business Point of Contact at your organization will receive your registration from Grants.gov. The E-Biz POC will then authorize you as an AOR. The E-Biz POC is usually someone in your grants office. Only an AOR may submit an application.
Step 5: Track your AOR status

- The length of time is contingent upon how long it takes your E-Biz POC to authorize you as an AOR. There may be more than one AOR at the organization.

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

• Applicant must download the correct version of Adobe in order to read any Grants.gov application packages.
• In Adobe, applicants must move all mandatory forms from left to right, in order to open each form.
• Once the form is on the right side, applicant can complete and SAVE each form; while in process, the application package is saved offline.
• Press the final SAVE & SUBMIT button before the final submission of the application.
GRANTS.GOV APPLICATION PACKAGE

- Once you download the application, multiple people can work on it, and you can work offline.
- Save often.
- Includes both forms and attachments.
- Submit all documents as PDF files.
- Once the application is complete, the “save and submit” button becomes active.
GRANTS.GOV APPLICATION SUBMISSION

SUCCESSFUL SUBMISSION

1. Applicant will receive a confirmation email with a time and date stamp and an assigned tracking number from Grants.gov.
2. Applicant will receive a validation email from Grants.gov. This means the application is ready for Department pickup.
3. Applicant will receive an email with their assigned PR Award Number (U282M20XXXX).

UNSUCCESSFUL SUBMISSION

1. Applicant will not receive a confirmation email with a time and date stamp or an assigned tracking number.
2. If the application is received after 11:59:59 pm Eastern time or validation is not successful, applicant should receive an error message.
3. Email may list the error, or applicant can use their tracking number to find the submission error.
GRANTS.GOV
APPLICATION PACKAGE – SUCCESSFUL SUBMISSION

- Verify submission is on time and validated successfully.
- To check, login to Grants.gov and click on the Track My Application link.
- Date/time received should be earlier than 11:59:59 p.m. on January 10, 2020.
- Application status should be “Validated.”
- Do not rely solely on email to confirm whether your application has been received on time and validated successfully.
GRANTS.GOV SUBMISSION

- Save a copy of your application.
- We may request original signatures on forms at a later date.
- Applications cannot be “unsubmitted.”
- Users may resubmit their application at any point up until the closing date and time; we review the most recent submission before the due date and time.

- Closing Date: January 10, 2020, 11:59:59 PM
  Eastern time
GRANTS.GOV AVAILABILITY

• If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk at 800-518-4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

• If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 11:59:59 p.m. Eastern time the following day to enable you to transmit your application electronically, by hand delivery, or through the mail, following the instructions in the Notice.
GRANTS.GOV AVAILABILITY

• If you submit an application after 11:59:59 p.m. Eastern time on January 10, 2020, contact the person listed in the Notice and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your explanation if we can confirm that a technical problem occurred with the Grants.gov system and that the Grants.gov system problem affected your ability to submit your application by the deadline.

• The Department will contact you after a determination is made on whether your application will be accepted.
This extension applies only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your application on Grants.gov before the application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.
FOR INFORMATION AND ASSISTANCE

CSP STAFF

Melanie Byrd, Group Leader  Melanie.Byrd@ed.gov
Katherine Cox, Program Specialist  Katherine.Cox@ed.gov
Patricia Kilby-Robb, Program Specialist  Patricia.Kilby-Robb@ed.gov
Kandice Kostic, Program Specialist  Kandice.Kostic@ed.gov
Charter Schools Program email  charterschools@ed.gov

GRANTS.GOV
support@grants.gov or (800) 518-4726
QUESTIONS?

Closing Date:
Friday, January 10, 2020, at 11:59:59 p.m.
Eastern time

Important Note: You are strongly encouraged to submit early! You can always resubmit your application on the closing date by 11:59:59 p.m. if you need to update your application.
THANK YOU
CMO PRE-APPLICATION WEBINAR
U.S. DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
CHARTER SCHOOLS PROGRAM

STEPS TO CREATING SMART OBJECTIVES
STEPS TO CREATE SMART OBJECTIVES

1. Align your logic model with CSP goals.
2. Identify your objectives.
3. Identify metrics.
4. Provide a baseline measure.
5. Identify performance targets.
6. Put it all together.
7. Incorporate goals and objectives into a narrative about activities.
STEP 1 - ALIGN YOUR LOGIC MODEL WITH CSP GOALS

The CSP defines goals for each grant program.

The logic model should clearly demonstrate what critical grant components will lead to the desired project goals.

These key grant components will be articulated as objectives.
BASIC LOGIC MODEL (OESE)

**INPUT**
- Resources and/or barriers, which enables or limit program effectiveness

**PROCESS**
- The activities, technologies, tools, events, technology, and actions of the planned program.

**OUTPUT**
- Usually describes the size and/or scope of the services and products delivered or produced.

**OUTCOMES**
- The changes expected to result (in 1-2 years) and often expressed at an individual level.

**RESULTS**
- The changes expected to result (in 1-5 years) and often expressed at the organization level.

**IMPACT**
- The changes expected at the system level (in 5+ years).

---

Source: Department of Education: Office of Elementary and Secondary Education
## STEP 2 - IDENTIFY YOUR OBJECTIVES

<table>
<thead>
<tr>
<th></th>
<th>Specific</th>
<th>Measurable</th>
<th>Achievable</th>
<th>Relevant</th>
<th>Timebound</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Objectives are clearly and concisely stated, reducing the potential for misunderstanding or misinterpretation.</td>
<td>Objectives are measurable using valid and reliable data that are readily available and can be tracked at least annually.</td>
<td>Objectives are achievable and ambitious, reflecting an understanding of organizational capabilities and environments.</td>
<td>Objectives align with project goals and performance measures and reflect the mission and values of the CSP and grantee.</td>
<td>Objectives occur within a time frame or by a target date for achieving the outcomes for long-term goals and short-term objectives.</td>
</tr>
</tbody>
</table>
IDENTIFY YOUR OBJECTIVES - MEASURABLE

Sound objectives have quantifiable performance measures that are used to assess and demonstrate progress. For each measure, identify the data source, baseline data, and annual performance targets that will be used to demonstrate progress. Avoid measures that cannot be reported until the project is completed because there will be no way to document yearly progress.

Baseline:
Measures taken prior to project initiation that serve as a reference for tracking progress toward achieving objectives.

Performance Measure
A quantitative indicator, statistic, or metric used to gauge program or project performance.

Performance Target
A level of performance that an applicant would seek to meet during the course of a project as a result of the project. (34 CFR 77.1)
Identify the measures that will be used to demonstrate progress toward achieving the objectives.

Performance measures should be readily available to the project on at least an annual basis.

Performance measures that have been included in previous CSP applications include:
- The at-risk student graduation rate.
- The number of subgrants awarded.
- The percentage of highly effective teachers retained.
STEP 4 – PROVIDE A BASELINE MEASURE

Present a baseline measure that will serve as the project’s starting point to measure success.

If no baseline data exist, provide an explanation of why it was not included.

It may be possible to use the first year of data collected during a grant period as baseline data in some circumstances.
STEP 5 – IDENTIFY PERFORMANCE TARGETS

Present performance targets for each year of the project that will be used to track progress.

Given that it takes time to ramp up an initiative, projects may want to set lower performance targets and benchmarks in the first year and build toward higher targets subsequently.
Trying to incorporate all five SMART criteria into an objective can easily result in long sentences that fail to effectively convey what will be accomplished.

A strategy for presenting precise, clear, and concise objectives is to incorporate an objective statement into a table that combines the information from Steps 1 through 5.
**Objective:** Increase the number of high-quality charter schools from 5 to 9 by the end of the project.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Baseline</th>
<th>Performance Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of high-quality charter schools</td>
<td>5 schools</td>
<td>2020-21 = 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2021-22 = 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2022-23 = 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2023-24 = 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2024-25 = 9</td>
</tr>
</tbody>
</table>

**Objective:** Increase the number of students enrolled in high-quality charter schools by a total of 1,000 students by the end of year five.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Baseline</th>
<th>Performance Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students enrolled in high-quality charter schools</td>
<td>1,000 students</td>
<td>2020-21 = 1,200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2021-22 = 1,400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2022-23 = 1,600</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2023-24 = 1,800</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2024-25 = 2,000</td>
</tr>
</tbody>
</table>
STEP 7 – INCORPORATE GOALS AND OBJECTIVES INTO A NARRATIVE

A narrative helps the writer and reader better understand the goals and objectives. Use clear, precise language that anyone can understand.

Example:
Goal 1 is to increase the availability of high-quality charters schools in the state by:
• Increasing the number of high-quality charter schools from 5 in 2019-20 to 9 in 2024-25.
• Increasing the number of students enrolled in high-quality charter schools from 1,000 students in 2019-20 to 2,000 in 2024-25.
ADDITIONAL RESOURCES

Creating Objectives
https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/create-objectives/main
Center for Community Health and Development, Chapter 8, Section 3, Community Tool Box, University of Kansas
This section of the Community Tool Box provides information on developing SMART objectives.

Develop SMART Objectives
https://www.cdc.gov/phcommunity/resourcekit/evaluate/smart_objectives.html
Communities of Practice Resource Kit, Public Health Professionals Gateway, Centers for Disease Control and Prevention, U.S. Department of Health & Human services.
The Communities of Practice Resource Kit section on developing SMART objectives includes the following templates: SWOT Analysis Tool, SMART Objectives Template, Evaluation Interview Template, Innovation Tracking Tool

https://www.smartsheet.com/blog/essential-guide-writing-smart-goals
Kate Eby, Smartsheet
This article provides tips and examples on developing SMART objectives and includes a downloadable template.

National Charter School Resource Center
https://charterschoolcenter.ed.gov/
The NCSRC is dedicated to helping charter schools reach their aspirations and furthering understanding of charter schools. To meet those goals, the NCSRC offers a diverse selection of objective resources on every aspect of the charter school sector.
ADDITIONAL RESOURCES

U.S. Department of Education Charter School Programs Awarded Grant Applications & Reviewer Comments
Access applications and reviewer comments of CSP funded projects.

Writing Goals and Objectives: A Guide for Grantees of the Smaller Learning Communities Program (June 2010)
This guide includes tools to facilitate the development of program objectives in the context of ED’s Small Learning Communities program.

Writing SMART Objectives (August 2018)
This brief provides an overview of how to write objectives relevant to adolescent and school health that meet the SMART criteria and includes a SMART objective examples and a checklist.
THANK YOU