



**FY 2020 Pre-Application Webinar
State Entities Competition
CFDA 84.282A**

*United States Department of Education
Office of Elementary and Secondary Education*

Washington, D.C.

WELCOME

STATE ENTITY TEAM

ASHLEY GARDNER

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MEETING LOGISTICS

WEBINAR

1. LISTEN ONLY
2. THE WEBINAR WILL BE RECORDED
3. USE CHAT FUNCTION FOR QUESTIONS OR COMMENTS
4. WHEN SUBMITTING YOUR QUESTIONS, PLEASE REPLY TO ALL PRESENTERS
5. FOLLOW-UP WITH EMAIL – CHARTERSCHOOLS@ED.GOV



IMPORTANT NOTE

The Federal Register notice contains important information. We recommend all applicants read the entire notice in the Federal Register. Applicants must follow the Application Procedures as described in the Federal Register notice announcing the grant competition.



AGENDA

84.282A – CSP GRANTS FOR STATE ENTITIES

■ OVERVIEW

- PURPOSE
- ELIGIBILITY
- CHANGES FOR FY20
- SPECIFIC FEATURES FOR FY 2020
- THINGS TO NOTE IN ESSA
- COMPETITION BASICS

■ APPLICATION DETAIL

- APPLICATION PACKAGE OVERVIEW
- PRIORITIES
- SELECTION CRITERIA
- REQUIREMENTS
- PERFORMANCE MEASURES

■ GRANTS.GOV (REGISTER AND SUBMIT EARLY!)



APPLICATIONS ARE DUE BY:

April 13, 2020 at 11:59:59 p.m. (EDT)
Washington, DC 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.



PURPOSE OF THE CHARTER SCHOOLS PROGRAM (CSP)

The major purposes of the CSP are to:

- Support innovation in public education in public school settings that prepare students to compete and contribute to the global economy and a stronger Nation;
- Provide financial assistance for the planning, program design, and initial implementation of public charter schools;
- Increase the number of high-quality charter schools available to students across the United States;
- Evaluate the impact of charter schools on student achievement, families, and communities, and share best practices between charter schools and other public schools;
- Encourage States to provide support to charter schools for facilities financing in an amount more nearly commensurate to the amount States typically provide for traditional public schools;
- Expand opportunities for children with disabilities, English learners, and other traditionally underserved students to attend charter schools and meet the challenging state academic standards;
- Support efforts to strengthen the charter school authorizing process to improve performance management, including transparency, oversight and monitoring (including financial audits), and evaluation of such schools; and
- Support quality, accountability, and transparency in the operational performance of all authorizers, including SEAs, LEAs, and other authorizing entities.



PURPOSE OF 84.282A – GRANTS TO STATE ENTITIES

- The State Entities program is a competitive grant program that enables State entities to award subgrants to eligible applicants in their State to open and prepare for the operation of new charter schools and to replicate and expand high-quality charter schools.
- The CSP State Entities program provides financial assistance to State entities to support charter schools that serve elementary and secondary school students.
- Charter schools receiving funds under the CSP State entities program also may serve students in early childhood education programs or postsecondary students.

PURPOSE OF 84.282A – GRANTS TO STATE ENTITIES

- Grant funds are also used by the State entity to:
 - provide technical assistance to eligible applicants and authorized public chartering agencies in opening and preparing for the operation of new charter schools, or replicating or expanding high-quality charter schools; and
 - to work with authorized public chartering agencies to improve authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools.
- A State entity receiving a grant under this program shall:
 - use **not less** than 90 percent of the grant funds to award subgrants
 - reserve **not less** than seven (7) percent of funds to provide technical assistance to eligible applicants and authorized public chartering agencies
 - and reserve **not more** than three (3) percent of funds for administrative costs



ELIGIBILITY

STATE ENTITIES - ELIGIBLE APPLICANTS

- Eligible applicants are State entities in States with a State statute specifically authorizing the establishment of charter schools.

State Entity means—

- a) A State educational agency;
- b) A State charter school board;
- c) A governor of a State; or
- d) A charter school support organization



ELIGIBILITY

- Under section 4303(e)(1) of the ESEA, no State entity may receive a grant under this competition for use in a State in which a State entity is currently using a CSP State Entities grant.
 - Accordingly, State entities in States in which a State entity has a current CSP State Entities grant that is not in its final budget period (i.e., Alabama, Arizona, Arkansas, Colorado, Delaware, Idaho, Indiana, Maryland, Michigan, Minnesota, Mississippi, New Hampshire, New Mexico, New York, North Carolina, Oklahoma, Rhode Island, Washington, and Wisconsin) are ineligible to apply for a CSP State Entities grant under this competition.



ELIGIBILITY

- State entities in States in which a State entity has a current CSP State Entity grant that is in its final budget period (i.e., Texas), however, are eligible to apply for a new CSP State Entity grant under this competition.
 - Consistent with section 4303(e)(1), if a State entity is approved for a new CSP State Entities grant under this competition for use in a State in which a State entity has a current CSP State Entities grant that is in its final budget period, all funding under the current CSP State Entities grant must be obligated prior to the end of the final budget period.
- Likewise, if multiple State entities in a State submit applications that receive high enough scores to be recommended for funding under this competition, only the highest-scoring application among such State entities would be funded.



ELIGIBILITY

- State entities in States in which an SEA has a current CSP Grant for SEAs that was awarded under the No Child Left Behind Act of 2001 (i.e., prior to FY 2017) are eligible to apply for a CSP State Entities grant under this competition, so long as no other State entity in the State has a current CSP State Entities grant that is not in its final budget period.
- The NIA states that “Under section 4303(e)(1) of the ESEA, no State entity may receive a grant under this program for use in a State in which a State entity is currently using a grant received under this program.
 - The Department interprets the language in section 4303(e)(1) of the ESEA as applying only in cases where the active grant was awarded under the reauthorized program (the ESSA version of the ESEA).
 - Therefore, a State entity located in a State in which an SEA has an active grant awarded prior to FY 2017 (including an SEA with an active grant) **could** be eligible to apply for a new award under this competition. **Please note:** *No applicant may receive a new award to conduct the same activities that are approved under an existing active grant; newly proposed activities must be outside the scope of currently funded activities.*



ELIGIBILITY

SUBGRANTEE - ELIGIBLE APPLICANT

- *Eligible applicant* when used with respect to subgrants made by a State entity, means a developer that has—
 - (a) Applied to an authorized public chartering authority to operate a charter school; and
 - (b) Provided adequate and timely notice to that authority.

DEVELOPER

- An individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.

FEATURES FOR FY 2020

The FY 2020 CSP State Entities competition under section 4303 of the ESEA is the 4th State entities competition run under ESSA. It is relatively similar to the previous three competitions under ESSA, some highlights include:

1. Subgrants may be for up to 60 months, and the State Entity grant may be for up to 60 months.
2. If multiple state entities in a State submit applications only the highest-scoring application amongst such State entities (assuming in funding range) would be funded.
3. Subgrants can be for opening and preparing for the operation of:
 - a. New charter schools;
 - b. Replicated high-quality charter schools; or
 - c. Expanding high-quality charter schools.
4. Grant funds may be used for:
 - a. At least 90 percent subgrants;
 - b. At least 7 percent technical assistance; and
 - c. No more than 3 percent administrative costs
5. A state entity may use grant funds to carry out technical assistance activities directly or through grants, contracts, or cooperative agreements.
6. Charter schools may serve students in early childhood education programs or postsecondary students.
7. Allowable uses of funds have expanded since the implementation of ESSA.



CHANGES FOR FY 2020

The following changes were made:

- There is an additional competitive preference focused on promoting charter school growth in Opportunity Zones
- Selection criteria were rearranged to provide for more cohesive project plans
 - Ambitiousness of the objectives was moved under Quality of the Project Design
 - Parent and Community Involvement and Flexibility were moved under State Plan
 - One selection criteria factor was removed and two were added
- Application requirements are now formally mapped to specific selection criteria and should be responded to in response to the aligning criterion



Things to note in ESSA

Changes to Definition of a Charter School

Changes to Allowable Costs

DEFINITION OF A CHARTER SCHOOL

CHANGES HIGHLIGHTED

Charter school means a public school that—

(g) Complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 *et seq.*), section 444 of GEPA (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”) and part B of the IDEA;

(h) Is a school to which parents choose to send their children, and that—

1. Admits students on the basis of a lottery, consistent with section 4303(c)(3)(A) of the ESEA, if more students apply for admission than can be accommodated; or
2. In the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in paragraph (1);

(m) May serve students in early childhood educational programs or postsecondary students. (ESEA section 4310(2)).



EARLY CHILDHOOD

Early childhood education program means

- A. a Head Start program or an Early Head Start program carried out under the Head Start Act (42 U.S.C. 9831 *et seq.*), including a migrant or seasonal Head Start program, an Indian Head Start program, or a Head Start program or an Early Head Start program that also receives State funding;
- B. a State licensed or regulated child care program; or
- C. a program that
 - i. serves children from birth through age six that addresses the children's cognitive (including language, early literacy, and early mathematics), social, emotional, and physical development; and
 - ii. is
 - I. a State prekindergarten program;
 - II. a program authorized under section 619 or part C of the Individuals with Disabilities Education Act; or
 - III. (III) a program operated by a local educational agency. (ESEA section 8101(16))



ALLOWABLE COSTS

LOCAL USES OF FUNDS

4303(h) outlines the local uses of funds for subgrantees. We will go into more detail in the budget section of this presentation however it should be noted that planning costs and implementation costs are no longer delineated. Generally under these allowable costs the following must be noted:

- Planning and program design must still be tracked to ensure that it does not exceed 18 months (4303(d)(1)(B));
- all costs must be one-time costs that are not ongoing in nature for the purpose of opening, replicating, or expanding a charter school; and
- all costs must still be allowable, allocable, and reasonable.



Competition Basics

IMPORTANT DATES

Applications Available:	January 27, 2020
Date of Pre-Application Meeting:	January 30, 2020 <i>2pm – 4pm</i>
Date of Pre-Application Budget Meeting:	February 4, 2020 <i>2pm – 3:30pm</i>
Deadline for Transmittal of Applications:	April 13, 2020 (11:59:59 p.m. Washington, D.C. time)
Onsite Review:	May 11 - 15, 2020
Grant Performance Period Begins:	October 1, 2020



AWARD INFORMATION

Type of Award: Discretionary grants

Estimated Available Funds: \$82,000,000

Estimated Range of Awards: \$2 million to 25 million/year

Estimated Average Size of Awards: \$10 million/year

Estimated Number of Awards: 3 to 6

Project Period: Up to five years



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 Notice.

Applications are due no later than **April 13, 2020 by 11:59:59 P.M., Washington, DC time.**



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APPLICATION PACKAGE OVERVIEW

The application package can be found on Grants.gov

[https://www.grants.gov/web/grants/search-](https://www.grants.gov/web/grants/search-grants.html?keywords=ED-GRANTS-012720-001)

[grants.html?keywords=ED-GRANTS-012720-001](https://www.grants.gov/web/grants/search-grants.html?keywords=ED-GRANTS-012720-001). A word version of

the application package instructions can be found on our website

[https://oese.ed.gov/offices/office-of-discretionary-grants-support-](https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/fy-2020-competition/)

[services/charter-school-programs/fy-2020-competition/](https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/fy-2020-competition/)

A complete application consists of the following components:

1. Required Forms:

- ED Standard Forms
- Assurances and Certifications

2. Application Narrative:

- Abstract Narrative Form
- Budget Narrative Form
- Project Narrative Form

3. Other Attachments (6 appendices)



APPLICATION PACKAGE OVERVIEW

REQUIRED FORMS

ED Standard Forms

- Application for Federal Assistance (SF 424)
- Department of Education Supplemental Information for SF 424
- Department of Education Budget Summary Form (ED 524)
- Disclosure of Lobbying Activities (SF-LLL)
- Grant Application Form for Project Objectives and Performance Measures Information

Assurances and Certifications

- GEPA Section 427
- Assurances – Non-Construction Programs (SF 424B)
- Grants.gov Lobby form (formerly ED 80-0013 form)

<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>



REQUIRED FORMS

SF 424

Please fill out the following form. You can save data typed into this form. Highlight Fields

[View Burden Statement](#) OMB Number: 4040-0004
Expiration Date: 03/31/2012

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/> Completed by Grants.gov upon submission.	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>	
d. Address:		
* Street 1:	<input type="text"/>	
Street 2:	<input type="text"/>	
* City:	<input type="text"/>	



REQUIRED FORMS

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 the applicant organization is located in, and the district in which activities will occur.

17a-b – Proposed Project Start and End Dates. The start date will be October 1, 2020. This grant can be for up to 5 years, so the end date should reflect how many years 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.





**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

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
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	145,000	145,000	145,000			435,000
2. Fringe Benefits	36,250	36,250	36,250			108,750
3. Travel	1,000	1,000	1,000			3,000
4. Equipment	0	0	0			0
5. Supplies	7,000	7,000	7,000			21,000
6. Contractual	30,000	30,000	30,000			90,000
7. Construction	0	0	0			0
8. Other	1,200,000	1,200,000	1,200,000			3,600,000
9. Total Direct Costs (lines 1-8)	1,419,250	1,419,250	1,419,250			4,257,750
10. Indirect Costs*	141,925	141,925	141,925			425,775
11. Training Stipends	0	0	0			0
12. Total Costs (lines 9-11)	1,561,175	1,561,175	1,561,175			4,683,525

***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 _____ %



REQUIRED FORMS

ED 524

- Section A of the 524 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.

A couple 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. Make sure to include your agreement. The indirect costs will be calculated as part of the administrative 3% maximum.
- Construction is not an allowable cost.
- Subgrants should be put in the “other” cost category.
- All costs that are not subgrants will either be part of the 7% technical assistance or 3% administrative costs.
- Section B of the ED524 should only be completed if you are making a matching commitment. **Not required!**



REQUIRED FORMS

GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION



U.S. Department of Education
 Grant Application Form for Project Objectives and Performance Measures Information
 See Instructions.

OMB Number: 1894-0017
 Expiration Date: 06/30/2020

Applicant Information

Legal Name:

1. Project Objective:

1.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
			/	



ASSURANCES AND CERTIFICATIONS

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. Identifies at least one barrier that would prevent someone from participating in grant activities.
 2. Explains what will be done to overcome the barrier.

TIP: It must be a barrier that you would encounter related to the State Entities grant proposal.



APPLICATION PACKAGE OVERVIEW

OTHER ATTACHMENTS

Other Attachments

This is where you will attach the application appendices. Applicants should not include substantive, project-related information that they wish peer reviewers to consider anywhere in the application other than in the Project Narrative Form and Budget Narrative Form sections.

There are five (6) “Other Attachments” that should be included:

- Appendix A Charter School Program Assurances
- Appendix B Resumes or Curriculum Vitae
- Appendix C Letters of Support
- Appendix D Proof of Nonprofit Status
- Appendix E Proprietary Information
- Appendix F Additional Information



APPLICATION PACKAGE OVERVIEW

APPLICATION NARRATIVE

- The Application Narrative consists of the following components:
 - Abstract Narrative
 - Budget Narrative
 - Project Narrative
 - Competitive Preference Priorities (optional)
 - Selection Criteria
 - Application Requirements



APPLICATION PACKAGE OVERVIEW

ABSTRACT NARRATIVE

ED Abstract

- The abstract narrative must include the name and address of the organization and the name, phone number, and e-mail 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 project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc.



APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE

Budget Narrative

- Provide an itemized budget breakdown narrative, by project year, for each budget category listed in Section A of the ED 524 form.

Budget Resources:

- 2 CFR Part 200 (previously OMB Circular A-87 (State) and A-122 (non-profit)) *Additional information on uniform guidance can be found at: <http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>
- Funding Restrictions outlined in the NIA
- Uses of Subgrant Funds – outlined in the NIA
- This is a non-construction grant.



APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

Grantees under this program:

1. Must award subgrants to eligible applicants to enable eligible applicants to—
 - a. Open and prepare for the operation of new charter schools;
 - b. Open and prepare for the operation of replicated high-quality charter schools; or
 - c. Expand high-quality charter schools; and
2. Provide technical assistance to eligible applicants and authorized public chartering agencies in carrying out the activities described in paragraph (1), and work with authorized public chartering agencies in the State to improve authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools.



APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

A State entity receiving a grant under this program shall use:

- **not less** than 90 percent of the grant funds to award subgrants to eligible applicants for activities related to opening and preparing for the operation of new charter school or to replicate or expand high-quality charter schools;
- reserve **not less than seven percent** of funds to provide technical assistance to eligible applicants and authorized public chartering agencies in:
 - opening and preparing for the operation of new charter schools or to replicate or expand high-quality charter schools and
 - in improving authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools; and
- reserve **not more than three percent** of funds for administrative costs, which may include technical assistance.

A State entity may use a grant received under this program to carry out technical assistance activities authorized under this program directly or through grants, contracts, or cooperative agreements



APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

Subgrants should support activities related to opening and preparing for the operation of new charter schools or replicating or expanding high-quality charter schools, this can include:

- a) Costs associated with preparing teachers, school leaders, and specialized instructional support personnel
 - i. professional development,
 - ii. Hiring and compensating during planning period – teachers, school leaders, and/or specialized instructional support personnel.
- b) Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
- 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.
- f) Providing for other appropriate, non-sustained costs related to the activities in opening and preparing for the operation of charter schools.



APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

A few more things to note:

- 1) The subgrantee maximum is \$1,500,000.
- 2) A subgrant can be for no more than five years, of which an eligible applicant may use not more than 18 months for planning and program design.
- 3) In your narrative you should clearly delineate not only the costs under each cost category but whether they are related to administrative costs, technical assistance, or if they are subgrants.
 - Double check your numbers and percentage maximums – you don't want to be reduced because of a calculation error.
 - The number of subgrants you are budgeting for should be clearly delineated. We recommend budgeting year by year with only the money needed for that year's subgrant award amount. Except for in year 5 in which we encourage the applicant to ensure they have enough funds to equally and fully support any subgrantees awarded. This ensures that there are not expiration of funds and that the grant funding can be responsive to pipeline changes.



APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

An eligible applicant may not receive more than one subgrant under this program for each individual charter school for a five-year period, unless the eligible applicant demonstrates to the State entity that such individual charter school has at least three years of improved educational results for students enrolled in such charter school, with respect to the elements described in the definition of a High-Quality charter school.

A charter school that previously received CSP funds for planning or initial implementation under section 5202(c)(2) of the ESEA, as amended by the NCLB (CFDA number 84.282B) , or for the replication or expansion of a high-quality charter school under one of the Department's Appropriations Acts (CFDA number 84.282M), is not eligible to receive funds from a state entity under this program for the same or a substantially similar purpose. However, a charter school may be eligible to receive funds to expand if the school is a high-quality charter school.

Likewise, a charter school that receives funds from a State entity is ineligible to receive funds for the same or a substantially similar purpose under the Developer or CMO grant programs.



BUDGET EXAMPLE

End goal: For my state, I would like to start 25 charter schools by the end of the 5 year project period. This would average to 5 school per year.

5 schools per year x \$1,500,000 max amount = \$7,500,000

\$7,500,000 per year x 5 years = \$37,500,000

\$37,500,000 subgrant must be **not less** than 90% of grant

$\$37,500,000 / .9 = \$41,666,666$ total grant amount

Example		
Subgrant \geq	\$37,500,000	Not less than 90%
Admin/TA	\$4,166,666	10%
Admin \leq	\$1,249,999	Not MORE than 3%
TA \geq	\$2,916,667	Not less than 7%
Grant Total	\$41,666,666	



APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

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

The budget should include only costs that are allowable, allocable, and reasonable. 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 NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

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. Applicants are encouraged to include the cost of attending this meeting in their proposed budgets. If included, it must be included as an administrative expense.



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. Competitive Priorities (optional)**
- 2. Selection Criteria**
- 3. Application Requirements**

Applicants should limit the project narrative to 60 pages. The Table of Contents and any attachments (supporting documentation) do not count against the page limit.



PRIORITIES

- **Competitive Priorities:** We will award additional points to an application, depending on how well the application meets one or more of these priorities. There are 7 competitive priorities.
 - Spurring Investment in Qualified Opportunity Zones (0 or 4 points)
 - One Authorized Public Chartering Agency Other than an LEA, or an Appeals Process (0 or 2 points)
 - Equitable Financing (up to 3 points)
 - Charter School Facilities (up to 4 points)
 - Best Practices to Improve Struggling Schools and LEAs (up to 2 points)
 - Serving At-Risk Students (up to 3 points)
 - Best Practices for Charter School Authorizing (up to 4 points)



COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority 1 --

Spurring Investment in Qualified Opportunity Zones (0 or 4 points) Under this priority, an applicant must demonstrate that 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--

- a) Provide the census tract number of the Qualified Opportunity Zone(s) in which it proposes to provide services; and
- b) Describe how the applicant will provide services in the Qualified Opportunity Zone(s).

Note: In responding to this priority, an applicant is encouraged to explain how it will encourage prospective subgrantees to open, replicate, or expand one or more charter schools in a Qualified Opportunity Zone and how that might align to the application requirement response for (I)(C)(i).



COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority 2 --

One Authorized Public Chartering Agency Other than a Local Educational Agency (LEA), or an Appeals Process (0 or 2 points). To meet this priority, an applicant must demonstrate that it is located in a State that—

- a) Allows at least one entity that is not a local educational agency to be an authorized public chartering agency for "developers" seeking to open a charter school in the State; or
- b) In the case of a State in which local educational agencies are the only authorized public chartering agencies, the State has an appeals process for the denial of an application for a charter school.

Note: In order to meet this priority under paragraph (b) above, the entity hearing the appeal must have the authority to approve the charter application over the objections of the LEA.



COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority 3 --

Equitable Financing (up to 3 points): To receive points under this priority, an applicant must demonstrate the extent to which the State in which it is located ensures equitable financing, as compared to traditional public schools, for charter schools and students in a prompt manner.



COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority 4 --

Charter School Facilities (up to 4 points): To receive points under this priority, an applicant must demonstrate the extent to which the State in which it is located provides charter schools one or more of the following:

- a) Funding for facilities;
- b) Assistance with facilities acquisition;
- c) Access to public facilities;
- d) The ability to share in bonds or mill levies;
- e) The right of first refusal to purchase public school buildings; or
- f) Low- or no-cost leasing privileges.



COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority 5 --

Best Practices to Improve Struggling Schools and Local Educational Agencies (up to 2 points): To receive points under this priority, an applicant must demonstrate the extent to which the State in which it is located uses best practices from charter schools to help improve struggling schools and local educational agencies.



COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority 6 --

Serving At-Risk Students (up to 3 points): To receive points under this priority, an applicant must demonstrate the extent to which it supports charter schools that serve at-risk students through activities such as dropout prevention, dropout recovery, or comprehensive career counseling services.



COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority 7 --

Best Practices for Charter School Authorizing (up to 4 points): To receive points under this priority, an applicant must demonstrate the extent to which it has taken steps to ensure that all authorized public chartering agencies implement best practices for charter school authorizing.



SELECTION CRITERIA

OVERVIEW

- a) Quality of the Project Design (up to 35 points)
- b) Quality of Eligible Subgrant Applicants (up to 15 points)
- c) State Plan (up to 35 points)
- d) Quality of Management Plan (up to 15 points)



SELECTION CRITERIA

(A) QUALITY OF THE PROJECT DESIGN (UP TO 35 POINTS)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers:

1. The extent to which the proposed project demonstrates a rationale (up to 15 points);
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 project and will produce quantitative and qualitative data to the extent possible (up to 15 points); and
3. The *ambitiousness* of the *State entity's* objectives for the quality charter school program carried out under the CSP State Entities program (up to 5 points).



DEFINITIONS RELATED TO CRITERION (A)

1. Demonstrates a rationale means a key project component included in the project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes. (34 CFR 77.1)
2. Logic model (also referred to as theory of action) means a framework that identifies key project components of the proposed project (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes. (34 CFR 77.1)
3. Project component means an activity, strategy, intervention, process, product, practice, or policy included in a project. Evidence may pertain to an individual project component or to a combination of project components (e.g., training teachers on instructional practices for English learners and follow-on coaching for these teachers). (34 CFR 77.1)



RELS

For technical assistance in developing effective performance measures, applicants are encouraged to review information provided by the Department's Regional Educational Laboratories (RELS). The RELs seek to build the capacity of States and school districts to incorporate data and research into education decision-making. Each REL provides research support and technical assistance to its region but makes learning opportunities available to educators everywhere. For example, the REL Northeast and Islands has created the following resource on logic models: [//relpacific.mcrel.org/resources/elm-app](http://relpacific.mcrel.org/resources/elm-app).



SELECTION CRITERIA

(A) QUALITY OF THE PROJECT DESIGN (UP TO 35 POINTS)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers:

1. The extent to which the proposed project demonstrates a rationale (up to 15 points);
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 project and will produce quantitative and qualitative data to the extent possible (up to 15 points); and
3. The *ambitiousness* of the *State entity's* objectives for the quality charter school program carried out under the CSP State Entities program (up to 5 points).



SELECTION CRITERIA

(B) QUALITY OF ELIGIBLE SUBGRANT APPLICANTS (UP TO 15 POINTS)

The likelihood that the eligible applicants receiving subgrants under the program will meet those objectives and improve educational results for students.

SELECTION CRITERIA

(C) STATE PLAN. (UP TO 35 POINTS)

The State entity's plan to--

1. Adequately monitor the eligible applicants receiving subgrants under the State entity's program (up to 10 points);
2. Work with the authorized public chartering agencies involved to avoid duplication of work for the charter schools and authorized public chartering agencies (up to 5 points);
3. Provide technical assistance and support for--
 - i. The eligible applicants receiving subgrants under the State entity's program; and
 - ii. Quality authorizing efforts in the State (up to 10 points).

SELECTION CRITERIA

(C) STATE PLAN. (UP TO 35 POINTS)

4. The *State entity's* plan to solicit and consider input from *parents* and other members of the community on the implementation and operation of *charter schools* in the *State* (up to 5 points); and
5. The degree of flexibility afforded by the *State's* charter school law and how the *State entity* will work to maximize the flexibility provided to *charter schools* under such law (up to 5 points).

SELECTION CRITERIA

(E) QUALITY OF THE MANAGEMENT PLAN. (UP TO 15 POINTS)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers:

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (up to 10 points);
2. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project (up to 3 points); and
3. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project (up to 2 points).



EXAMPLE POINT RANGE CHART

Shown below are **suggested** point ranges for an evaluation of fully developed, well developed, adequately developed, poorly developed, or not addressed, for each of the Selection Criteria.

Maximum Point Value	Quality of Applicant's Response				
	Not Addressed	Poorly Developed	Adequately Developed	Well-Developed	Fully Developed
2	0	1	N/A	N/A	2
3	0	1	2	N/A	3
5	0	1-2	3	4	5
10	0	1-4	5-7	8-9	10
15	0	1-5	6-10	11-14	15



APPLICATION REQUIREMENTS

Application Requirements are from section 4303(f) of the ESEA.

- 1) **Description of the Program**
- 2) **Assurances** - <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/state-entities/funding-and-legislation/>
- 3) **Request for information about waivers**

The Department will reject an application that does not meet the application requirements.

APPLICATION REQUIREMENTS

DESCRIPTION OF THE PROGRAM

A description of the State entity's objectives in running a quality charter school program and how the objectives of the program will be carried out.

- This application requirement contains:
 - 7 elements (A-G) with supporting factors under each.
 - The first element has 13 factors.
- The application requirements outline everything that should be in your narrative.
- This year we have specified exactly where each application requirement needs to be responded to

APPLICATION REQUIREMENTS

THE FOLLOWING APPLICATION REQUIREMENTS MUST BE ADDRESSED IN IN SPECIFIC LOCATIONS OF THE PROJECT NARRATIVE

a. Quality of the Project Design

1. Demonstrates a rationale (EDGAR)

(A)(1)	Support the opening of charter schools through the startup of new charter schools and, if applicable, the replication of high-quality charter schools, and the expansion of high-quality charter schools (including the proposed number of new charter schools to be opened, high-quality charter schools to be opened as a result of the replication of a high-quality charter school, or high-quality charter schools to be expanded under the State entity's program)
(A)(7)	Support-- (a) Charter schools in LEAs with a significant number of schools identified by the State for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA; and (b) The use of charter schools to improve struggling schools, or to turn around struggling schools;
(A)(9)	Share best and promising practices between charter schools and other public schools;
(B)(2)	Is working to develop or strengthen a cohesive statewide system to support the opening of new charter schools and, if applicable, the replication of high-quality charter schools, and the expansion of high-quality charter schools;
(B)(3)	Is working to develop or strengthen a cohesive strategy to encourage collaboration between charter schools and LEAs on the sharing of best practices;



APPLICATION REQUIREMENTS

THE FOLLOWING APPLICATION REQUIREMENTS MUST BE ADDRESSED IN IN SPECIFIC LOCATIONS OF THE PROJECT NARRATIVE

b. Quality of Eligible Subgrant Applicants

(A) (2)	Inform eligible charter schools, developers, and authorized public chartering agencies of the availability of funds under the program
(A)(13)	Work with eligible applicants receiving a subgrant under the State entity's program to support the opening of new charter schools or charter school models described in application requirement (I)(A)(1) that are high schools;
(C) (2)	A description of how the State entity will review applications from eligible applicants;
(E)	A description of how the State entity will ensure that each charter school receiving funds under the State entity's program has considered and planned for the transportation needs of the school's students;
(G)	A description of how the State entity will support diverse charter school models, including models that serve rural communities



APPLICATION REQUIREMENTS

THE FOLLOWING APPLICATION REQUIREMENTS MUST BE ADDRESSED IN IN SPECIFIC LOCATIONS OF THE PROJECT NARRATIVE

b. Quality of Eligible Subgrant Applicants

(C) (1)

A description of how the State entity will award subgrants, on a competitive basis, including --

(1) A description of the application each eligible applicant desiring to receive a subgrant will be required to submit, which application shall include--

(a) A description of the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners;

(b) A description of the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the State entity and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school;

(c) A description of how the autonomy and flexibility granted to a charter school is consistent with the definition of charter school in section 4310 of the ESEA;



APPLICATION REQUIREMENTS

THE FOLLOWING APPLICATION REQUIREMENTS MUST BE ADDRESSED IN
IN SPECIFIC LOCATIONS OF THE PROJECT NARRATIVE

b. Quality of Eligible Subgrant Applicants

(C) (1)

(d) A description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under the State entity's program;

(e) A description of the eligible applicant's planned activities and expenditures of subgrant funds to support opening and preparing for the operation of new charter schools, opening and preparing for the operation of replicated high-quality charter schools, or expanding high-quality charter schools, and how the eligible applicant will maintain financial sustainability after the end of the subgrant period; and

(f) A description of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funds under the State entity's program;



APPLICATION REQUIREMENTS

THE FOLLOWING APPLICATION REQUIREMENTS MUST BE ADDRESSED IN
IN SPECIFIC LOCATIONS OF THE PROJECT NARRATIVE

c. State Plan

1. Monitor applicants receiving subgrants

(A)(6)

- (a) Ensure that each eligible applicant that receives a subgrant under the State entity's program is using funds provided under this program for one of the activities described in section 4303(b)(1) of the ESEA
- (b) Is prepared to continue to operate charter schools funded under section 4303 of the ESEA in a manner consistent with the eligible applicant's application for such subgrant once the subgrant funds under this program are no longer available;

(A)(10)

Ensure that charter schools receiving funds under the State entity's program meet the educational needs of their students, including children with disabilities and English learners



APPLICATION REQUIREMENTS

THE FOLLOWING APPLICATION REQUIREMENTS MUST BE ADDRESSED IN IN SPECIFIC LOCATIONS OF THE PROJECT NARRATIVE

c. State Plan

3. Provide technical assistance and support for eligible applicants receiving subgrants and quality authorizing efforts in the State

(A)(3)

Work with eligible applicants to ensure that the eligible applicants access all Federal funds that such applicants are eligible to receive, and help the charter schools supported by the applicants and the students attending those charter schools—

- (a) Participate in the Federal programs in which the schools and students are eligible to participate;
- (b) Receive the commensurate share of Federal funds the schools and students are eligible to receive under such programs; and
- (c) Meet the needs of students served under such programs, including students with disabilities and English learners

(A)(4)

Ensure that authorized public chartering agencies, in collaboration with surrounding LEAs where applicable, establish clear plans and procedures to assist students enrolled in a charter school that closes or loses its charter to attend other high-quality schools;



APPLICATION REQUIREMENTS

THE FOLLOWING APPLICATION REQUIREMENTS MUST BE ADDRESSED IN
IN SPECIFIC LOCATIONS OF THE PROJECT NARRATIVE

c. State Plan

3. Provide technical assistance and support for eligible applicants receiving subgrants and quality authorizing efforts in the State

(A)(8)

Work with charter schools on--

- (a) Recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth); and
- (b) Supporting all students once they are enrolled to promote retention, including by reducing the overuse of discipline practices that remove students from the classroom;

(A)(11)

Support efforts to increase charter school quality initiatives, including meeting the quality authorizing elements described in section 4303(f)(2)(E) of the ESEA;



APPLICATION REQUIREMENTS

THE FOLLOWING APPLICATION REQUIREMENTS MUST BE ADDRESSED IN
IN SPECIFIC LOCATIONS OF THE PROJECT NARRATIVE

d. Quality of the Management Plan

1. Adequacy of the management plan to achieve the objectives of the proposed project

- | | |
|------------|--|
| (D) | In the case of a State entity that partners with an outside organization to carry out the State entity's quality charter school program, in whole or in part, a description of the roles and responsibilities of the partner |
|------------|--|



APPLICATION REQUIREMENTS

THE FOLLOWING APPLICATION REQUIREMENTS MUST BE ADDRESSED IN AT THE END OF THE PROJECT NARRATIVE.

- (A)(5) In the Case of a State entity that is not a State educational agency (SEA), a description of how the State entity will --
 - (a) Work with the SEA and charter schools in the State to maximize charter school participation in Federal and State programs for which charter schools are eligible; and
 - (b) Work with the SEA to operate the State entity's program under section 4303 of the ESEA, if applicable.



APPLICATION REQUIREMENTS

THE FOLLOWING APPLICATION REQUIREMENTS MUST BE ADDRESSED IN AT THE END OF THE PROJECT NARRATIVE.

- (A)(12) Please answer a or b depending on the type of State entity applying:
 - (a) In the case of a State entity that is not a charter school support organization, a description of how the State entity will provide oversight of authorizing activity, including how the State will help ensure better authorizing, such as by establishing authorizing standards that may include approving, monitoring, and re-approving or revoking the authority of an authorized public chartering agency based on the performance of the charter schools authorized by such agency in the areas of student achievement, student safety, financial and operational management, and compliance with all applicable statutes and regulations; and



APPLICATION REQUIREMENTS

THE FOLLOWING APPLICATION REQUIREMENTS MUST BE ADDRESSED IN AT THE END OF THE PROJECT NARRATIVE.

- (A)(12) Please answer a or b depending on the type of State entity applying:
 - (b) In the case of a State entity that is a charter school support organization, a description of how the State entity will work with the State to support the State's system of technical assistance and oversight, as described a) above, of the authorizing activity of authorized public chartering agencies.
- (B)(1) A description of the extent to which the State entity is able to meet and carry out competitive preference priorities 2 through 7.
- (F) A description of how the State in which the State entity is located addresses charter schools in the State's open meetings and open records laws.



DEFINITIONS

OVERVIEW

1. Ambitious
2. Authorized Public Chartering Agency
3. Baseline
4. Charter School
5. Charter Management Organization
6. Charter School Support Organization
7. Child with a disability
8. Demonstrates a rationale
9. Developer
10. Early childhood education program
11. Eligible applicant (subgrants)
12. English learner
13. Expand
14. High-quality charter school
15. Logic model
16. Parent
17. Performance measure
18. Performance target
19. Project Component
20. Replicate
21. Relevant Outcome
22. State
23. State educational agency
24. State entity



CSP PERFORMANCE MEASURES

PROGRAM PERFORMANCE MEASURES (GPRA)

The primary goal of the CSP is to support the creation and development of a large number of high-quality charter schools that are free from State or local rules that inhibit flexible operation, are held accountable for enabling students to reach challenging State performance standards, and are open to all students. The Secretary has established two performance indicators to measure progress towards this goal:

- 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.

Additionally, the Secretary has established the following measure to examine the efficiency of the CSP:

- 3) Federal cost per student in implementing a successful school (defined as a school in operation for three or more consecutive years).

All grantees will be expected to submit an annual performance report documenting their contribution in assisting the Department in meeting these performance measures.



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.

Note: All grantees must submit an annual performance report with information that is responsive to these performance measures. ***If you will be unable to report on a measure annually it should not be identified as a project-specific performance measure.***

Note: For technical assistance in developing effective performance measures, applicants are encouraged to review information provided by the Department's Regional Educational Laboratories (RELs).



PROJECT SPECIFIC PERFORMANCE MEASURE EXAMPLE

Example: I would like to create new charter schools

Revised: By the end of the project period, the state of “Ashley” will have created 25 new charter schools that received CSP funding.

Targets by Year	
Year 1	5 total
Year 2	10 total
Year 3	15 total
Year 4	20 total
Year 5	25 total

SMART - specific, measurable, achievable, relevant, and time bound.



OPEN LICENSING

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 State entity grants and subgrants.

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;
- to 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
- to 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.

Note: Grantees may use any open licenses that comply with the rule (see additional conditions in the actual rule), including a license that limits use to noncommercial purposes.



WHAT IS A “DELIVERABLE” COVERED BY THE OPEN LICENSING RULE?

- Copyrightable grant deliverables, or deliverables, are final versions of a work developed to carry out the purpose of the grant, as specified in the grant announcement (i.e., notice inviting applications or application package).
- The [open licensing] requirement will apply both to the deliverables themselves and to any final version of program support materials necessary to the use of the deliverables.

MORE ABOUT THE OPEN LICENSING RULE

- The rule does not apply to pre-existing works,
- 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. However, such exceptions will not be considered until after grant awards are made, and applicants must not assume that an exception would be granted.



APPLICABLE REGULATIONS AND STATUTE

- i. The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99.
- ii. 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
- iii. 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.
- iv. Title IV, Part C of the ESEA (20 U.S.C. 7221-7221j)



AWARD NOTICES

If your application is successful, we will notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may also notify you informally, as well.

If your application is not evaluated or not selected for funding, we will notify you.

AGENDA

84.282A – CSP GRANTS FOR STATE ENTITIES

■ OVERVIEW

- PURPOSE
- ELIGIBILITY
- CHANGES FOR FY20
- SPECIFIC FEATURES FOR FY 2020
- THINGS TO NOTE IN ESSA
- COMPETITION BASICS

■ APPLICATION DETAIL

- APPLICATION PACKAGE OVERVIEW
- PRIORITIES
- SELECTION CRITERIA
- REQUIREMENTS
- PERFORMANCE MEASURES

■ **GRANTS.GOV (REGISTER AND SUBMIT EARLY!)**



APPLICATIONS ARE DUE BY:

April 13, 2020, 11:59:59 P.M. (EST)

Washington, DC 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 (before the closing date and time) if you need to update your application.

FEDERAL REGISTER NOTICE – APPLICATION INFORMATION

- Due Date and Time
- Program Contact Information
- Page Limits and Formatting
- Allowable File Types
- Mandatory or Optional Electronic Submission
- Exemptions to mandatory electronic submission
- System for Submitting



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# (84.282A), Competition ID and title before you download the application package.

The screenshot shows the Grants.gov search results page. At the top, there is a navigation bar with the Grants.gov logo and the tagline "FIND. APPLY. SUCCEED." On the right, there are links for "HELP", "REGISTER", and "LOGIN". Below the navigation bar is a search bar with a dropdown menu set to "Grant Opportunities" and a "GO" button. A secondary navigation bar contains links for "HOME", "LEARN GRANTS", "SEARCH GRANTS", "APPLICANTS", "GRANTORS", "SYSTEM-TO-SYSTEM", "FORMS", "CONNECT", and "SUPPORT". The main content area is titled "SEARCH GRANTS" and includes a breadcrumb "GRANTS.GOV > Search Grants". Under "BASIC SEARCH CRITERIA:", there are input fields for "Keyword(s)" (containing "ED-GRANTS-012720-001"), "Opportunity Number", and "CFDA:". A "SEARCH" button is located below these fields. To the right of the search criteria are links for "Search Tips", "Export Detailed Data", and a "Save Search" button. Below the search criteria, there are "SORT BY:" and "DATE RANGE:" dropdown menus. The "SORT BY:" dropdown is set to "Relevance (Descending)" and the "DATE RANGE:" dropdown is set to "All Available". Below these are "Update Sort" and "Update Date Range" buttons. A blue banner indicates "1 - 1 OF 1 MATCHING RESULTS:". Below this is a table with the following data:

Opportunity Number	Opportunity Title	Agency	Opportunity Status	Posted Date ↓	Close Date
ED-GRANTS-012720-001	Office of Elementary and Secondary Education (OESE): Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A	ED	Posted	01/27/2020	04/13/2020

Under "OPPORTUNITY STATUS:", there are checkboxes for "Forecasted (0)", "Posted (1)", "Closed (0)", and "Archived (0)".



GRANTS.GOV REGISTRATION PROCESS

The Grants.gov registration process involves five (5) basic steps:

1. Obtain a DUNS number
2. Register with SAM
3. Set up your Authorized Organization Representative (AOR) profile
4. Get authorized as an AOR by your organization's e-Biz 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 the System for Award Management (SAM) (formerly the Central Contractor Registry (CCR)). 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 through Grants.gov. SAM requires an annual registration – you will be unable to submit if this has not been updated. This 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.



GRANTS.GOV REGISTRATION PROCESS

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.

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



GRANTS.GOV APPLICATION PACKAGE

- Review “Grants.gov Submission Procedures and Tips for Applicants” in application package.
- 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 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. Applicants should receive a confirmation email with a time and date stamp and an assigned tracking number from Grants.gov
2. Applicants should receive a validation email from Grants.gov. This means the application is ready for Department pickup
3. Applicant should receive an email with their assigned PR Award # (S282A20XXXX)

UNSUCCESSFUL SUBMISSION

1. Applicants should receive a confirmation email with a time and date stamp and an assigned tracking number from Grants.gov
2. If the application is received after 11:59:59 p.m. on, April 13, 2020 or validation is not successful, applicant should receive an error email
3. Email may list the error, or applicant can use their tracking number to find the submission error



GRANTS.GOV

APPLICATION PACKAGE – UNSUCCESSFUL 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 April 13, 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.



The screenshot shows the Grants.gov homepage. The navigation bar includes links for HOME, ABOUT, SEARCH GRANTS, APPLICANTS, GRANTORS, SYSTEM-TO-SYSTEM, FORMS, and OUTREACH. The APPLICANTS dropdown menu is open, highlighting the 'Track My Application' link. A green arrow points to this link. Below the navigation bar, there is a section for 'Find Open Grant Opportunities' with tabs for 'NEWEST OPPORTUNITIES', 'BROWSE CATEGORIES', 'BROWSE AGENCIES', and 'BROWSE ELIGIBILITIES'. A table of grant opportunities is displayed below these tabs.

Funding Opportunity Number	Opportunity Title	Agency
SCAKAB-14-AW-001-SCA-05202014	Access to Justice Small Grants Program	U.S. Mission to Afghanistan
EPA-R4-WPD-2014-SFL	Special Studies- South Florida Geographic Initiative, Water Quality Protection Program for the Florida Keys National Marine Sanctuary, and the Southeast Florida Coral Reef Initiative/Land-Based Sources of Pollution	Environmental Protection Agency
R14SS00006	Grand Canyon Adaptive Management Program Tribal Participation	Bureau of Reclamation
F14AS00193	DOI Project #SA067; Hurricane Sandy; Beach Resiliency Studies; Fire Island;	Fish and Wildlife Service



GRANTS.GOV APPLICATION SUBMISSION

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: April 13, 2020, 11:59:59 P.M. Washington, DC 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. (Washington, DC 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. (Washington, DC time) on April 13, 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 a 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.



GRANTS.GOV AVAILABILITY

These extensions apply 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 SEA/SE STAFF

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

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QUESTIONS?

Closing Date:

April 13, 2020, at 11:59:59 p.m. (EST)

Washington, DC time

Important Note: The competition closes on a Friday and the Grants.gov helpdesk is not available the weekend prior to the closing date. 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



U.S. DEPARTMENT
OF EDUCATION

