FY 2023 CSP CMO Pre-Application Competition Webinar

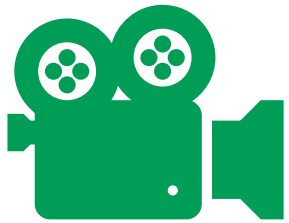
ALN 84.282M

December 6, 2022

Disclaimer: This slide deck does not contain the full text of the Notice Inviting Applications (NIA) for the FY 2023 CSP CMO Grants competition. Before applying for a CSP CMO grant, interested applicants should thoroughly review the NIA (link) published in the Federal Register. The CSP CMO NIA and other FY 2023 CSP CMO competition-related resources can be found on the CSP competition website (link).

Webinar Logistics

The webinar is listen-only.



The webinar is being recorded and will be posted on CSP's website.

Use the Zoom Q&A feature to ask questions.

New CSP CMO Competition elements are identified where possible.

Agenda

1. CSP Overview and What's New
2. CMO Grants Program Purpose and Eligibility
3. Pulling Together Your Application
4. Components of the Notice Inviting Applications
5. Submitting Your Application
6. Application Review Process
7. Final Questions and Answers

1. CSP Overview and What's New

Disclaimer Reminder:

This slide deck does not contain the full text of the NIA for the FY 2023 CSP CMO Grants competition. Before applying for a CSP CMO grant, interested applicants should thoroughly review the NIA (link) published in the Federal Register. The CSP CMO NIA and other FY 2023 CSP CMO competition-related resources can be found on the CSP competition website (link).

Meet the CSP CMO Grants Program Team

- **Anna Hinton, PhD**, CSP Director
- **Stephanie S. Jones**, CMO & Developer Supervisor
- **Patricia Kilby-Robb**, CMO Program Officer
- **Laura Montás-Brown**, CMO Program Officer

IMPORTANT – Webinar Disclaimer

- This slide deck does not contain the full text of the FY 2023 CSP CMO Grants **Notice Inviting Applications (NIA)** published in the *Federal Register* on November 10, 2022.
- Before applying for this grant, interested applicants should thoroughly review the—
  - NIA (PDF link),
  - Application package instructions (PDF link), and
  - CSP competition website (link).
- Applicants should not rely solely on this webinar for information and guidance on the NIA. Use it in conjunction with the NIA as a resource.

FEDERAL REGISTER
The Daily Journal of the United States Government

Notice

Applications for New Awards; 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)

A Notice by the Education Department on 11/10/2022

PUBLISHED DOCUMENT

AGENCY:

Office of Elementary and Secondary Education, Department of Education.

ACTION:

Notice.

SUMMARY:

The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2023 for CSP CMO Grants, Assistance Listing Number (ALN) 84.282M. This notice relates to the approved information collection under OMB control number 1810-0767.

DOCUMENT DETAILS

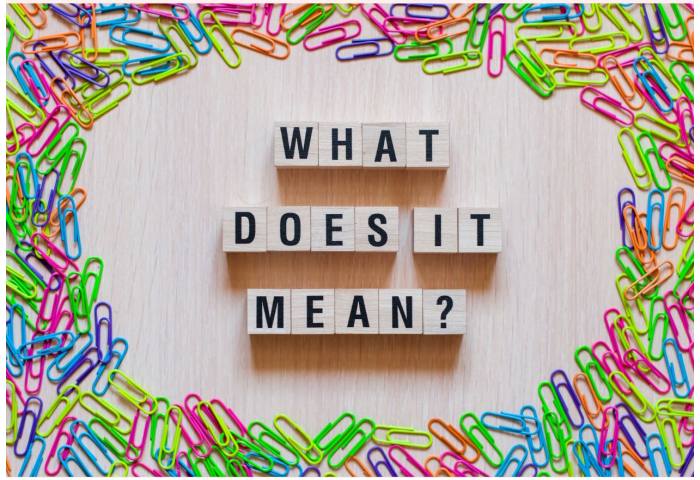
Printed version: PDF
Publication Date: 11/10/2022
Agency: Department of Education
Dates: Applications Available: November 10, 2022.
Document Type: Notice
Document Citation: 87 FR 67876

Click for the Federal Register website

Answering Your Questions

- **Today's Q&A Process:** We have budgeted time for Q&A at the end of each section. Submit your questions via the Zoom Q&A feature. Only submit questions relevant to the topics discussed.
- **Competition Email Address:** Due to time constraints and the number of participants, we may not answer all the questions submitted. If your question is not addressed or you have a follow-up question, send it to CMOCompetition2023@ed.gov.
- **Office Hours Webinar:** On December 14, 2022, at 3:30 p.m. ET, we will host another live webinar to present responses to unanswered and frequently asked competition questions. The webinar will be posted on the CSP competition website afterward. A registration link has been shared in the chat box and is available here.

Definitions



We will define terms when possible during this webinar. The terms listed are all explained in the NIA's Definitions section.

- Ambitious
- Authorized public chartering agency
- Baseline
- Charter management organization
- Charter school
- Child with a disability
- Community assets
- Developer
- Disconnected youth
- Early childhood education program
- Educationally disadvantaged student
- Educator
- English learner
- Expand
- High-quality charter school
- Institution of higher education
- Logic model
- Parent
- Performance measure
- Performance target
- Project component
- Relevant outcome
- Replicate
- Underserved student

Major Purposes of the CSP

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; and
7. Support efforts to strengthen the charter school authorizing process.

Source: Section 4301 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)

CSP Grant Programs

Charter School Replication and Expansion or CMO Grants
84.282M (link)

State Entity (SE) Grants
84.282A (link)

Developer Grants
84.282B/E (link)

National Dissemination Grants
84.282T (link)

Credit Enhancement for Charter School Facilities Grants
84.354A (link)

State Charter School Facilities Incentive Grants
84.282D (link)

Competition At a Glance

Competition Basics

- **Type of Award:** Discretionary
- **Estimated Available Funds:** $95 million
- **Estimated Range of Awards:** $250K to $15M per year
- **Estimated Average Size of Awards:** $2 million per year
- **Estimated Number of Awards:** 15-20
- **Maximum Award:** $1.5 million per school
- **Maximum Planning Period:** Up to 18 months
- **Project Period:** Up to 60 months (five years)

Application Deadline

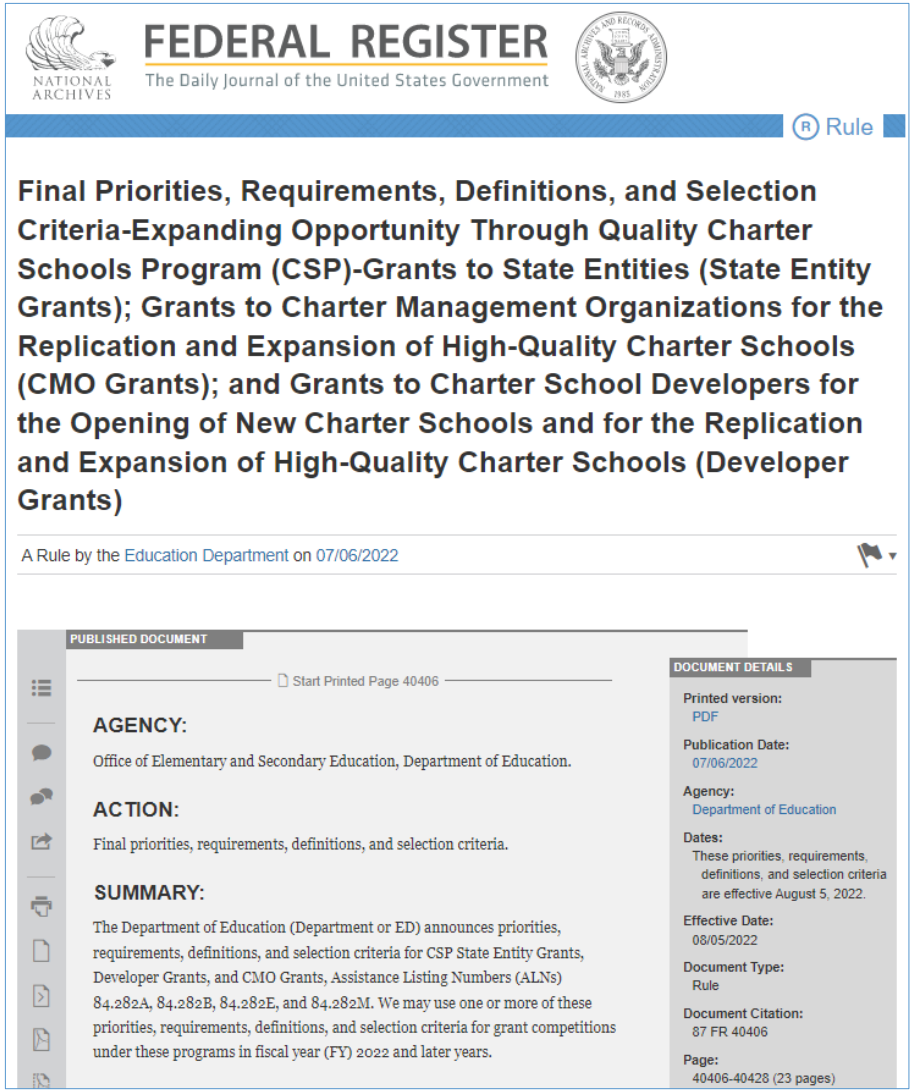
January 3, 2023, at 11:59:59 p.m. ET

Both the date and time are critical!

TECHNICAL SUPPORT: Grants.gov Applicant Support (link) is available 24/7 but not on federal holidays. 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.

What's New? Final Rules, Priorities, and Selection Criteria

- **Final Rulemaking:**
  - On July 6, 2022, the Department published a Notice of Final Priorities, Requirements, Definitions, and Selection Criteria (NFP) for the CSP in the *Federal Register* (link).
- **New Priorities:**
  - Only one of the two priorities proposed in the NFP will impact funding decisions in this year's competition:
    - Competitive Preference Priority 3 – Promoting High-Quality Educator- and Community-Centered Charter Schools to Support Underserved Students
    - Invitational Priority – Collaborations between Charter Schools and Traditional Public Schools or Districts that Benefit Students and Families across Schools
- **New Selection Criteria:**
  - The two new selection criteria in this year's competition are:
    - Quality of the Needs Analysis
    - Quality of the Management Plan



FEDERAL REGISTER
The Daily Journal of the United States Government

Rule

Final Priorities, Requirements, Definitions, and Selection Criteria-Expanding Opportunity Through Quality Charter Schools Program (CSP)-Grants to State Entities (State Entity Grants); Grants to Charter Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO Grants); and Grants to Charter School Developers for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools (Developer Grants)

A Rule by the Education Department on 07/06/2022

PUBLISHED DOCUMENT

Start Printed Page 40406

AGENCY:

Office of Elementary and Secondary Education, Department of Education.

ACTION:

Final priorities, requirements, definitions, and selection criteria.

SUMMARY:

The Department of Education (Department or ED) announces priorities, requirements, definitions, and selection criteria for CSP State Entity Grants, Developer Grants, and CMO Grants, Assistance Listing Numbers (ALNs) 84.282A, 84.282B, 84.282E, and 84.282M. We may use one or more of these priorities, requirements, definitions, and selection criteria for grant competitions under these programs in fiscal year (FY) 2022 and later years.

DOCUMENT DETAILS

Printed version: PDF

Publication Date: 07/06/2022

Agency: Department of Education

Dates: These priorities, requirements, definitions, and selection criteria are effective August 5, 2022.

Effective Date: 08/05/2022

Document Type: Rule

Document Citation: 87 FR 40406

Page: 40406-40428 (23 pages)

What's New? Application Requirements and Assurances

New Application Requirements

The three new application requirements are (excerpt/summary only):

- Application Requirement q – Provide a needs analysis and describe the need for the proposed project, including how the proposed project would serve the interests and meet the needs of students and families in the communities the charter school intends to serve…
- Application Requirement r – Provide information for any existing or proposed contract with a for-profit management organization (including a nonprofit management organization operated by or on behalf of a for-profit entity), without regard to whether the management organization or its related entities exercise full or substantial administrative control over the charter school or the CSP project…
- Application Requirement s – Provide charter authorization information and documentation…

New Assurances

The seven new assurances address (excerpt/summary only):

- Assurances D and E – Not entering into a contract with a for-profit management organization that exercises full or substantial administrative control over the charter school and CSP project, and the guarantees associated with management contracts…
- Assurance F – Posting any management contract online and reporting it to the Department on an annual basis…
- Assurance G – Disclosure of policies, requirements, and services that could impact a family's ability to enroll or remain enrolled…
- Assurance H – Holding or participating in a public hearing in the community where the proposed charter school will be located…
- Assurance I – Not using implementation funds until after charter approval and acceptable proof of a facility in which to operate…
- Assurance J – Posting requirements for within 120 days of the date of the grant award notification.

Do you have any **questions** about the information we just presented?

Use the Q&A Feature

2. CMO Grants Program Purpose and Eligibility

Disclaimer Reminder:

This slide deck does not contain the full text of the NIA for the FY 2023 CSP CMO Grants competition. Before applying for a CSP CMO grant, interested applicants should thoroughly review the NIA (link) published in the Federal Register. The CSP CMO NIA and other FY 2023 CSP CMO competition-related resources can be found on the CSP competition website (link).

CMO Grants Program Purpose

- Through CSP CMO Grants, the Department awards grants to **CMOs** on a competitive basis to enable them to **replicate** or **expand** one or more **high-quality charter schools**.
- Grant funds may be used to significantly increase the enrollment of, or add one or more grades to, an existing high-quality charter school or to open one or more new charter schools or new campuses of a high-quality charter school based on the educational model of an existing high-quality charter school.
- Charter schools that receive financial assistance through CSP CMO Grants provide programs of **elementary** or **secondary education**, or both, and may also serve students in **early childhood education programs** or **postsecondary students**, consistent with the terms of their charter.

Eligibility

- **Eligible applicants** are CMOs and may apply individually or as part of a group or consortium.
- A **CMO** is 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)*
- The NIA describes the various ways in which a nonprofit organization may **demonstrate its nonprofit status**.

Eligibility Considerations: No Double-Dipping

- A charter school may **not** receive funds to **carry out the same activities** if they have:
  - Previously received funds for replication or expansion under the **CSP CMO Grants** program;
  - Been awarded a subgrant or grant for opening or preparing to operate a new charter school, replication, or expansion under the **CSP SE Grants** program (84.282A); or
  - Been awarded a grant for opening a new charter school, replication, or expansion under the **CSP Developer Grants** program (84.282B/E).
- However, such a charter school may be eligible to receive funds through a CSP CMO grant awarded under this competition to **expand** the charter school **beyond the existing grade levels or student count**.

Defined: Replication vs. Expansion

Replicate, when used with respect to a high-quality charter school, means to **open a new charter school**, or a **new campus** of a high-quality charter school, based on the educational model of an existing high-quality charter school, under an existing charter or an additional charter, if permitted or required by State law. *(Section 4310(9) of the ESEA)*

Expand, when used with respect to a high-quality charter school, means to **significantly increase enrollment** or **add one or more grades** to the high-quality charter school. *(Section 4310(7) of the ESEA)*

Defined: High-Quality Charter School

1. Shows **evidence of strong academic results**, which may include strong student academic growth, as determined by a State;
2. Has **no significant issues** in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
3. Has **demonstrated success in significantly increasing student academic achievement**, including graduation rates where applicable, for **all students** served by the charter school; and
4. Has **demonstrated success in increasing student academic achievement**, including graduation rates where applicable, for **each of the subgroups of students**, as defined in section 1111(c)(2) of the ESEA, except that such demonstration is not 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 4310(8) of the ESEA)*

Do you have any **questions** about the information we just presented?

Use the Q&A Feature

3. Pulling Together Your Application

Disclaimer Reminder:

This slide deck does not contain the full text of the NIA for the FY 2023 CSP CMO Grants competition. Before applying for a CSP CMO grant, interested applicants should thoroughly review the NIA (link) published in the Federal Register. The CSP CMO NIA and other FY 2023 CSP CMO competition-related resources can be found on the CSP competition website (link).

Application Location and Components

- The application package can be found and submitted at **Grants.gov** (link).
- The application package instructions and other competition resources are available on the CSP competition website (link).

Required Forms	Application Narrative	Other Attachments
✓ ED Standard Forms ✓ Assurances and Certifications	✓ Abstract Narrative Form ✓ Project Narrative Form ✓ Budget Narrative Form	✓ 7 Appendices

Required Forms

ED Standard Forms

- Application for Federal Assistance (SF-424)
- ED Supplemental Information for the SF-424
- ED Budget Information Non-Construction Programs (ED 524)
- Disclosure of Lobbying Activities (SF LLL) (optional form)
- ED Grant Application Form for Project Objectives and Performance Measures Information

Assurances and Certifications

- General Education Provisions Act (GEPA) Requirements – Section 427 (ED GEPA 427 Form)
- Grants.gov Lobbying Form
- Charter Schools Program Assurances

Required Form: SF-424 Form

- **8c – Organizational UEI.** This must be the same UEI number used when you registered with Grants.gov.
- **16a-b – Congressional Districts.** 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 is April 1, 2023. You may request funding for up to 60 months (five years), so the end date should reflect the total number of years requested.
- **18 – Estimated Funding ($).** This should only reflect the amount requested for the first project year.
- **19 – Executive Order 12372.** This program is subject to the Executive Order.

View Burden Statement

OMB Number: 4040-0004
Expiration Date: 12/31/2022

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
Preapplication	New	
Application	Continuation	* Other (Specify):
Changed/Corrected Application	Revision	

* 3. Date Received:	4. Applicant Identifier:

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. UEI:

d. Address:

* Street1:	
Street2:	
* City:	
County/Parish:	
* State:	
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	

Required Form: ED 524 Form (Budget Form)

- **Section A** (pictured) is required; complete all years for which funds are requested.
- Funds requested must match the detailed Budget Narrative. **Check your math!**
- If you have an approved **Indirect Cost Rate**, provide the details in the Budget Narrative and at the bottom of this form.
- **Construction** is not an allowable cost.
- The **Training Stipends** line item is not applicable. Salary stipends paid to staff for participating in PD should be reported in Personnel.
- **Section B** should only be completed if you are making a matching commitment. **This program does not require a match.**

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

OMB Control Number: 1894-0008
Expiration Date: 09/30/2023

Name of Applicant Organization

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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction	X	X	X	X	X			X
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs *Enter Rate Applied:								
11. Training Stipends	X	X	X	X	X			X
12. Total Costs (lines 9-11)								

***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? ____Yes ____No.

(2) If yes, please provide the following information and provide a copy of your Indirect Cost Rate Agreement:
Period Covered by the Indirect Cost Rate Agreement: From: ___/___/_____ To: ___/___/_____(mm/dd/yyyy)
Approving Federal agency: ____ED ____Other (please specify): _____ The Indirect Cost Rate is _____%

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ____Yes____No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ____Yes____No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) 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 _____%

(6) For Training Rate Programs (check one) -- Are you using a rate that: ____Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or ____Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4)).

Abstract and Project Narrative Forms

Abstract Narrative Form

- Include the name and address of the organization
- Include the name, phone number, and email address of the contact person for the project
- Should not exceed two double-spaced pages
- Should include the project title (if applicable) and a concise description of the following information:
  - Project objectives and activities
  - Applicable priorities
  - Proposed project outcomes
  - Number of participants to be served
  - Location of proposed site(s)

Project Narrative Form

- To facilitate the review of the application, please organize your Project Narrative in the following order and include a one-page Table of Contents:
  1. Competitive Preference Priorities (optional)
  2. Invitational Priority (optional)
  3. Selection Criteria
  4. Application Requirements
- The recommended page limit for the Project Narrative is 60 double-spaced pages. The Table of Contents and any attachments (i.e., supporting documentation) do not count for the page limit.

Budget Narrative Form and Budget

- 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. **Specifically, grant funds must be used to carry out allowable activities, as described in section 4305(b)(1) of the ESEA.**

- In accordance with 2 CFR 200.404, 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.**

- 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.

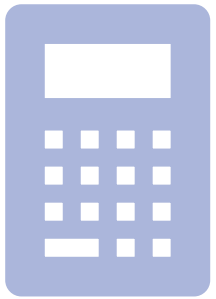
Funding Considerations (Slide 1 of 2)

Successful applicants' project **performance period will start on April 1, 2023**.

Applicants should use the budget period of the grant (i.e., April 1 to March 31), not their fiscal year budget period.

Grants awarded may be for a period of not more than **five years (60 months)**.

Grantees may use not more than **18 months for planning and program design**. *(Section 4303(d)(1)(B) of ESEA)*



For this competition, the maximum limit of grant funds that may be awarded is **$1,500,000 per replicated or expanded charter school**.

Funding Considerations Cont. (Slide 2 of 2)

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

Grantees must attend a two-day **Project Directors' Meeting** during each project year.

Applicants are encouraged to include the cost of attending this annual meeting in their proposed budgets as an administrative expense.

Read the funding restrictions in the **Applicable Regulations** section of the NIA thoroughly.

Also, we recommend that you review the **Budget Narrative Resources** provided in this slide deck.

Funding Restrictions and Use of Funds (Slide 1 of 2)

Grant funds **must** be used to carry out **allowable activities**, as described in section 4305(b)(1) of the ESEA. In addition, 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--
    1. Providing professional development; and
    2. Hiring and compensating, during the eligible applicant's planning period, one or more of the following:
        i. Teachers
        ii. School leaders
        iii. 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;

Funding Restrictions and Use of Funds Cont. (Slide 2 of 2)

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.

Further, 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 must 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.

Allowable Cost Framework

Is it necessary to complete the project?

→

Is it reasonable?

- Costs that would be incurred by any prudent person *(2 CFR 200.404)*

→

Is it allocable?

- Expended for a particular purpose or time period that benefits the grant *(2 CFR 200.405)*

→

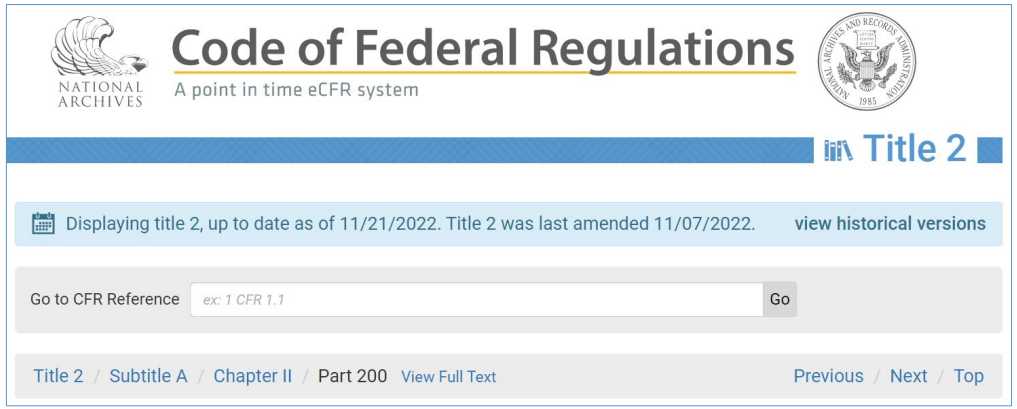
Is it allowable?

- Either permitted or not specifically prohibited and necessary for project success *(2 CFR 200.403)*

IMPORTANT: A proposed cost <u>must</u> be necessary, reasonable, allocable, <u>and</u> allowable in accordance with the Federal cost principles to be included in the budget.

Budget and Budget Narrative Resources

- **CSP's Pre-Application Webinar on developing a budget** is available on the CSP competition website (link).
- Uniform Guidance (2 CFR 200):
  - Subpart D – Post Federal Award Requirements (link)
  - Subpart E – Cost Principles (link)
  - Subpart F – Audit Requirements (link)
- Part D: Use of Grant Funds section of the Nonregulatory Guidance handbook (link)
- CSP statute (Title IV, Part C of the ESEA) (link)



Other Attachments Form

- Applicants should attach all applicable appendices to the Other Attachments Form.
- Files should be in Portable Document Format (PDF).
- Label each file with the appendix name (e.g., Appendix B Resumes) and attach it to the Other Attachments Form.
- The Other Attachments Form can support up to 10 attachments; therefore, merge appendices into one file as needed.
- Special characters (link) could impact your ability to submit because Grants.gov does not properly process special characters. Therefore, do not use colons and backslashes when naming your files.
- Applicants should not include substantive, project-related information they want peer reviewers to consider anywhere in the application other than in the Project Narrative Form and Budget Narrative Form sections.

Appendices Overview

The following seven appendices should be attached using the Other Attachments Form:

1. **Appendix A:** CSP Assurances
2. **Appendix B:** Resumes or Curriculum Vitae
3. **Appendix C:** Letters of Support (if applicable)
4. **Appendix D:** Proof of Nonprofit Status or Not-For-Profit Status
5. **Appendix E:** Schools Operated by Applicant
6. **Appendix F:** Supplemental Organizational Budgets and Financial Information (if applicable)
7. **Appendix G:** Additional Information (if applicable)

Appendix E: Schools Operated by Applicant

Provide information to show that the applicant operates more than one charter school, therefore meeting (d) of the Application Requirements. Information should 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 holds only one charter but operates multiple schools under the same 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 of whether schools are run by separate principals.

Do you have any **questions** about the information we just presented?

Use the Q&A Feature

4. Components of the Notice Inviting Applications

REMEMBER: Review the NIA (link) for a complete description of the competition priorities, selection criteria, application requirements, assurances, and definitions.

FY 2023 CSP CMO Grants Competition Elements

Competitive Preference Priorities (CPPs) and Invitational Priority (IP) [Optional]	POINTS
CPP 1 – Racially and Socioeconomically Diverse Student Bodies	7
CPP 2 – High School Students	7
CPP 3 – Promoting High-Quality Educator- and Community-Centered Charter Schools to Support Underserved Students	7
IP – Collaborations between Charter Schools and Traditional Public Schools or Districts that Benefit Students and Families across Schools	0
Subtotal	21
Selection Criteria [Required]	
A – Quality of the Eligible Applicant and Adequacy of Resources	30
B – Quality of the Needs Analysis	25
C – Quality of the Project Design and Evaluation Plan for the Proposed Project	10
D – Quality of the Management Plan	35
Subtotal	100
TOTAL	121
19 Application Requirements [Required]	
10 Assurances [Required]	

CPP 1: Racially and Socioeconomically Diverse Student Bodies (up to 7 points)

Under this priority, applicants must propose to operate or manage high-quality charter schools with racially and socioeconomically diverse student bodies. *(Section 4305(b)(5)(A) of the ESEA)*

CPP 2: High School Students (up to 7 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;

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 CSP CMO Grant must provide data that are responsive to the measure(s), including performance targets, in its annual performance reports to the Department.

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

CPP 3: Promoting High-Quality Educator- and Community-Centered Charter Schools to Support Underserved Students (up to 7 points)

NEW!

a. Under this priority, an applicant must propose to open a new charter school, or to replicate or expand a high-quality charter school, that is developed and implemented—

   1. With meaningful and ongoing engagement with current or former teachers and other educators; and

   2. Using a community-centered approach that includes an assessment of community assets, informs the development of the charter school, and includes the implementation of protocols and practices designed to ensure that the charter school will use and interact with community assets on an ongoing basis to create and maintain strong community ties.

b. In its application, an applicant **must provide a high-quality plan that demonstrates how its proposed project would meet the requirements in paragraph (a) of this priority**, accompanied by a timeline for key milestones that span the course of planning, development, and implementation of the charter school.

IP: Collaborations between Charter Schools and Traditional Public Schools or Districts that Benefit Students and Families across Schools

NEW!

a. The Secretary is particularly interested in funding applications that propose a new collaboration, or the continuation of an existing collaboration, with at least one traditional public school or traditional school district that is designed to benefit students or families served by at least one member of the collaboration, is designed to lead to increased or improved educational opportunities for students served by at least one member of the collaboration, and includes implementation of one or more of the following—

1. Co-developed or shared curricular and instructional resources or academic course offerings.

2. Professional development opportunities for teachers and other educators, which may include professional learning communities, opportunities for teachers to earn additional certifications, such as in a high-need area or national board certification, and partnerships with educator preparation programs to support teaching residencies.

3. Evidence-based (as defined in section 8101 of the ESEA) practices to improve academic performance for underserved students.

4. Policies and practices to create safe, supportive, and inclusive learning environments, such as systems of positive behavioral intervention and support.

5. Transparent enrollment and retention practices and processes that include clear and consistent disclosure to families of policies or requirements (e.g., discipline policies, purchasing and wearing specific uniforms and other fees, or family participation), and any services that are or are not provided, that could impact a family's ability to enroll or remain enrolled in the school (e.g., transportation services or participation in the National School Lunch Program).

6. A shared transportation plan and system that reduces transportation costs for at least one member of the collaboration and takes into consideration various transportation options, including public transportation and district-provided or shared transportation options, cost-sharing or free or reduced-cost fare options, and any distance considerations for prioritized bus services.

7. A shared special education collaborative designed to address a significant barrier or challenge faced by participating charter schools or traditional public schools in improving academic and developmental outcomes and services for students with disabilities (as defined in section 8101 of the ESEA).

8. A shared English learner collaborative designed to address a significant barrier or challenge faced by participating charter schools or traditional public schools in providing educational programs to improve academic outcomes for English learners.

9. Other collaborations, such as the sharing of innovative and best practices, designed to address a significant barrier or challenge faced by participating charter schools or traditional public schools in providing educational programs to improve academic outcomes for all students served by members of the collaboration.

Invitational Priority Description

NEW!

In its application, an applicant **must provide a description of the collaboration** that—

1. Describes each member of the collaboration and whether the collaboration would be a new or existing commitment;
2. States the purpose and duration of the collaboration;
3. Describes the anticipated roles and responsibilities of each member of the collaboration;
4. Describes how the collaboration will benefit one or more members of the collaboration, including how it will benefit students or families affiliated with a member and lead to increased educational opportunities for students, and meet specific and measurable, if applicable, goals;
5. Describes the resources members of the collaboration will contribute; and
6. Contains any other relevant information.
7. A shared special education collaborative designed to address a significant barrier or challenge faced by participating charter schools or traditional public schools in improving academic and developmental outcomes and services for students with disabilities (as defined in section 8101 of the ESEA).

Within 120 days of receiving a grant award or within 120 days of the date the collaboration is scheduled to begin, whichever is later, the grantee provides evidence of participation in the collaboration (which may include, but is not required to include, a memorandum of understanding).

Application Narrative Content – Required!

Selection Criteria

a. Quality of the Eligible Applicant and Adequacy of Resources (up to 30 points)

b. Quality of the Needs Analysis (up to 25 points)

c. Quality of the Project Design and Evaluation Plan for the Proposed Project (up to 10 points)

d. Quality of the Management Plan (up to 35 points)

Application Requirements

- Applicants must address all 19 application requirements, and clearly identify which application requirement they are addressing.
- An applicant must respond to application 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.

Selection Criteria A (up to 30 points)

Quality of the Eligible Applicant and Adequacy of Resources

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, 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 (up to 15 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 (up to 5 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 (up to 5 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 (up to 5 points). *(34 CFR 75.210)*

Selection Criteria B (up to 25 points)

NEW!

Quality of the Needs Analysis

In determining the quality of the needs analysis, the Secretary considers the following factors:

1. The extent to which the needs analysis demonstrates that the proposed charter school will address the needs of all students served by the charter school, including underserved students; will ensure equitable access to high-quality learning opportunities; and demonstrates sufficient demand for the charter school (up to 10 points). *(2022 NFP)*

2. The extent to which the needs analysis demonstrates that the proposed charter school has considered and mitigated, whenever possible, potential barriers to application, enrollment, and retention of underserved students and their families (up to 10 points). *(2022 NFP)*

3. The extent to which the proposed charter school is supported by families and the community, including the extent to which parents and other members of the community were engaged in determining the need and vision for the school and will continue to be engaged on an ongoing basis, including in the academic, financial, organizational, and operational performance of the charter school (up to 5 points). *(2022 NFP)*

Selection Criteria C (up to 10 points)

Quality of the Project Design and Evaluation Plan for the Proposed Project

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 (up to 2 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, and that will produce quantitative and qualitative data by the end of the grant period (up to 6 points). *(2018 NFP)*

3. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable (up to 2 points). *(34 CFR 75.210)*

Selection Criteria D (up to 35 points)

Quality of the Management Plan

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

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 6 points). *(34 CFR 75.210(g)(2)(i))*
2. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project (up to 6 points). *(34 CFR 75.210(f)(2)(iv))*
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 5 points). *(34 CFR 75.210(g)(2)(iv))*
4. The adequacy of the applicant's plan to maintain control over all CSP grant funds (up to 6 points). *(2022 NFP)* NEW!
5. The adequacy of the applicant's plan to make all programmatic decisions (up to 6 points). *(2022 NFP)* NEW!
6. The adequacy of the applicant's plan to administer or supervise the administration of the grant, including maintaining management and oversight responsibilities over the grant (up to 6 points). *(2022 NFP)* NEW!

Application Requirements (Slide 1 of 7)

Applications 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—

   1. 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)*; and

   2. 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—

   1. Student assessment results for all students and for each subgroup of students described in section 1111(c)(2) of the ESEA;

   2. Attendance and student retention rates for the most recently completed school year and, if applicable, the most recent available 4-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates; and

   3. Information on any significant compliance and management issues encountered within the last 3 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—

   1. Information on how the program will enable all students to meet the challenging State academic standards;

   2. The grade levels or ages of students who will be served; and

   3. The instructional practices that will be used *(Section 4305(b)(3)(B)(ii) of the ESEA)*;

Application Requirements (Slide 2 of 7)

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—

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

   2. 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 *(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—

   1. Closed;

   2. 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

   3. Had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation *(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 *(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 *(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 *(2018 NFP)*;

Application Requirements (Slide 3 of 7)

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 *(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 *(2018 NFP)*;

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 *(2018 NFP)*;

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

n. Provide the applicant's most recent independently audited financial statements prepared in accordance with generally accepted accounting principles *(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 *(2018 NFP)*;

p. Provide—

   1. 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

   2. A description of any State or local rules, generally applicable to public schools, that will be waived, or otherwise not apply, to such schools *(2018 NFP)*;

Application Requirements (Slide 4 of 7)

NEW!

q. Provide a needs analysis and describe the need for the proposed project, including how the proposed project would serve the interests and meet the needs of students and families in the communities the charter school intends to serve. The needs analysis, which may consist of information and documents previously submitted to an authorized public chartering agency to address need, must include, but is not necessarily limited to, the following—

1. Descriptions of the local community support, including information that demonstrates interest in, and need for, the charter school; benefits to the community; and other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections. Such information may include information on waiting lists for the proposed charter school or existing charter schools or traditional public schools, data on access to seats in high-quality public schools in the districts from which the charter school expects to draw students, or evidence of family interest in specialized instructional approaches proposed to be implemented at the charter school.

2. Information on the proposed charter school's projected student enrollment, and evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used.

3. An analysis of the proposed charter school's projected student demographics and a description of the demographics of students attending public schools in the local community in which the proposed charter school would be located and the school districts from which students are, or would be, drawn to attend the charter school; a description of how the applicant plans to establish and maintain a racially and socioeconomically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body. An applicant that is unlikely to establish and maintain a racially and socioeconomically diverse student body at the proposed charter school because the charter school would be located in a racially or socioeconomically segregated or isolated community, or due to the charter school's specific educational mission, must describe—

   i. Why it is unlikely to establish and maintain a racially and socioeconomically diverse student body at the proposed charter school;

   ii. How the anticipated racial and socioeconomic makeup of the student body would promote the purposes of the CSP, including to provide high-quality educational opportunities to underserved students, which may include a specialized educational program or mission; and *[continued]*

Application Requirements (Slide 5 of 7)

NEW!

iii. The anticipated impact of the proposed charter school on the racial and socioeconomic diversity of the public schools and school districts from which students would be drawn to attend the charter school.

4. A robust family and community engagement plan designed to ensure the active participation of families and the community that includes the following—

   i. How families and the community were, are, or will be engaged in determining the vision and design for the charter school, including specific examples of how families' and the community's input was, is, or is expected to be incorporated into the vision and design for the charter school.

   ii. How the charter school will meaningfully engage with both families and the community to create strong and ongoing partnerships.

   iii. How the charter school will foster a collaborative culture that involves the families of all students, including underserved students, in ensuring their ongoing input in school decision-making.

5. How the charter school's recruitment, admissions, enrollment, and retention policies and practices will engage and accommodate students and families from diverse backgrounds, including English learners, students with disabilities, and students of color, including holding enrollment and recruitment events on weekends or during nonstandard work hours, making interpreters available, and providing enrollment and recruitment information in widely accessible formats (e.g., hard copy and online in multiple languages; as appropriate, large print or braille for visually impaired individuals) through widely available and transparent means (e.g., online and at community locations).

6. How the charter school has engaged or will engage families and the community to develop an instructional model to best serve the targeted student population and their families, including students with disabilities and English learners.

7. How the plans for the operation of the charter school will support and reflect the needs of students and families in the community, including consideration of district or community assets and how the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population (e.g., access to public transportation or other transportation options, the demographics of neighborhoods within walking distance of the school, and transportation plans and costs for students who are not able to walk or use public transportation to access the school). *[continued]*

Application Requirements (Slide 6 of 7)

NEW!

8. A description of the steps the applicant has taken or will take to ensure that the proposed charter school (1) would not hamper, delay, or negatively affect any desegregation efforts in the local community in which the charter school would be located or in the public school districts from which students are, or would be, drawn to attend the charter school, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools; and (2) to ensure that the proposed charter school would not otherwise increase racial or socioeconomic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school *(2022 NFP)*;

r. For any existing or proposed contract with a for-profit management organization (including a nonprofit management organization operated by or on behalf of a for-profit entity), without regard to whether the management organization or its related entities exercise full or substantial administrative control over the charter school or the CSP project, provide the following information or equivalent information that the applicant has submitted to the authorized public chartering agency—

1. A copy of the existing contract with the for-profit management organization or a description of the terms of the contract, including the name and contact information of the management organization; *[continued]*

the cost (i.e., fixed costs and estimates of any ongoing costs), including the amount of CSP funds proposed to be used toward such cost, and the percentage such cost represents of the school's total funding; the duration; roles and responsibilities of the management organization; and steps the applicant will take to ensure that it pays fair market value for any services or other items purchased or leased from the management organization, makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701;

2. A description of any business or financial relationship between the charter school developer and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities that will be used by the charter school;

3. The name and contact information for each member of the governing board of the charter school and list of the management organization's officers, chief administrator, and other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant resolved or will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c); *[continued]*

Application Requirements (Slide 7 of 7)

NEW!

4. A description of how the applicant will ensure that members of the governing board of the charter school are not selected, removed, controlled, or employed by the management organization and that the charter school's legal, accounting, and auditing services will be procured independently from the management organization;

5. An explanation of how the applicant will ensure that the management contract is severable, severing the management contract will not cause the proposed charter school to close, the duration of the management contract will not extend beyond the expiration date of the school's charter, and renewal of the management contract will not occur without approval and affirmative action by the governing board of the charter school; and

6. A description of the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school, in accordance with section 4308 of the ESEA *(2022 NFP)*; and

s. Provide—

1. The name and address of the authorized public chartering agency that issued the applicant's approved charter or, in the case of an applicant that has not yet received an approved charter, the authorized public chartering agency to which the applicant has applied;

2. A copy of the approved charter or, in the case of an applicant that has not yet received an approved charter, a copy of the charter application that was submitted to the authorized public chartering agency, including the date the application was submitted, and an estimated date by which the authorized public chartering agency will issue its final decision on the charter application;

3. Documentation that the applicant has provided notice to the authorized public chartering agency that it has applied for a CSP grant; and

4. A proposed budget, including a detailed description of any post-award planning costs and, for an applicant that does not yet have an approved charter, any planning costs expected to be incurred prior to the date the authorized public chartering agency issues a decision on the charter application. *(2022 NFP)*

Assurances (Slide 1 of 5)

Applicants for funds under this program <u>must</u> provide assurances that—

a. 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)*

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—

   1. Information on the educational program;

   2. Student support services;

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

   4. Enrollment criteria (as applicable); and

   5. 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)*

Assurances (Slide 2 of 5)

NEW!

d. Each charter school it funds has not and will not enter into a contract with a for-profit management organization, including a nonprofit management organization operated by or on behalf of a for-profit entity, under which the management organization or its related entities exercises full or substantial administrative control over the charter school and, thereby, the CSP project. *(2022 NFP)*

e. Any management contract between a charter school that the applicant funds and a for-profit management organization, including a nonprofit CMO operated by or on behalf of a for-profit entity, guarantees or will guarantee that—

   1. The charter school maintains control over all CSP funds, makes all programmatic decisions, and directly administers or supervises the administration of the grant;

   2. The management organization does not exercise full or substantial administrative control over the charter school (and, thereby, the CSP project), except that this does not limit the ability of a charter school to enter into a contract with a management organization for the provision of services that do not constitute full or substantial control of the charter school project funded under the CSP (e.g., food or payroll services) and that otherwise comply with statutory and regulatory requirements;

   3. The charter school's governing board has access to financial and other data pertaining to the charter school, the management organization, and any related entities; and

   4. The charter school is in compliance with applicable Federal and State laws and regulations governing conflicts of interest, and there are no actual or perceived conflicts of interest between the charter school and the management organization. *(2022 NFP)*

Assurances (Slide 3 of 5)

NEW!

f. Each charter school that the applicant funds will post on its website, on an annual basis, a copy of any management contract between the charter school and a for-profit management organization, including a nonprofit management organization operated by or on behalf of a for-profit entity, and report information on such contract to the Department, including—

   1. A copy of the existing contract with the for-profit management organization or description of the terms of the contract, including the name and contact information of the management organization, the cost (i.e., fixed costs and estimates of any ongoing costs), including the amount of CSP funds proposed to be used toward such costs, and the percentage such cost represents of the charter school's total funding, the duration, roles and responsibilities of the management organization, the steps the charter will take to ensure that it pays fair market value for any services or other items purchased or leased from the management organization, and the steps the charter school is taking to ensure that it makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701;

   2. A description of any business or financial relationship between the charter school developer or CMO and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities to be used by the charter school;

   3. The names and contact information for each member of the governing boards of the charter school and a list of management organization's officers, chief administrator, and other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant resolved or will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c); and

   4. A description of how the charter school ensured that such contract is severable and that a change in management companies will not cause the proposed charter school to close. *(2022 NFP)*

Assurances (Slide 4 of 5)

NEW!

g. Each charter school that the applicant funds will disclose, as part of the enrollment process, any policies and requirements (e.g., purchasing and wearing specific uniforms and other fees, or requirements for family participation), and any services that are or are not provided, that could impact a family's ability to enroll or remain enrolled in the school (e.g., transportation services or participation in the National School Lunch Program). *(2022 NFP)*

h. Each charter school that the applicant funds will hold or participate in a public hearing in the local community in which the proposed charter school would be located to obtain information and feedback regarding the potential benefit of the charter school, which shall at least include how the proposed charter school will increase the availability of high-quality public school options for underserved students, promote racial and socioeconomic diversity in such community or have an educational mission to serve primarily underserved students, and not increase racial or socioeconomic segregation or isolation in the school districts from which students would be drawn to attend the charter school (consistent with applicable laws). Applicants must ensure that the hearing (and notice thereof) is accessible to individuals with disabilities and limited English proficient individuals as required by law . . . *[continued]*

actively solicit participation in the hearing (i.e., provide widespread and timely notice of the hearing), make good faith efforts to accommodate as many people as possible (e.g., hold the hearing at a convenient time for families or provide virtual participation options), and submit a summary of the comments received as part of the application. The hearing may be conducted as part of the charter authorizing process, provided it meets the requirements above. *(2022 NFP)*

i. Each charter school that the applicant funds will not use any implementation funds for a charter school until after the charter school has received a charter from an authorized public chartering agency and has a contract, lease, mortgage, or other documentation indicating that it has a facility in which to operate. Consistent with sections 4303(b)(1), 4303(h)(1)(B), and 4310(6) of the ESEA, an eligible applicant may use CSP planning funds for post-award planning and design of the educational program of a proposed new or replicated high-quality charter school that has not yet opened, which may include hiring and compensating teachers, school leaders, and specialized instructional support personnel; providing training and professional development to staff; and other critical planning activities that need to occur prior to the charter school opening when such costs cannot be met from other sources. *(2022 NFP)*

Assurances (Slide 5 of 5)

NEW!

j. Each applicant must provide an assurance that, within 120 days of the date of the grant award notification (GAN), the grantee will post on its website:

   1. A list of the charter schools slated to receive CSP funds, including the following for each school:

      i. The name, address, and grades served.

      ii. A description of the educational model.

      iii. If the charter school has contracted with a for-profit management organization, the name of the management organization, the amount of CSP funding the management organization will receive from the school, and a description of the services to be provided

      iv. The award amount, including any funding that has been approved for the current year and any additional years of the CSP grant for which the school will receive support.

      v. The grant (redacted as necessary).

   2. As applicable for CMO grants, such a list must be updated at least annually and provide the anticipated number of charter schools that will receive CSP planning funds before securing a facility.

GPRA Performance Measures

- GPRA: Government Results and Performance Act
- For the purposes of the Department reporting under 34 CFR 75.110: (a) The Secretary has established two performance indicators to **measure annual progress toward achieving the purposes of the program**, which are discussed in the NIA. The performance indicators are:
  1. The number of charter schools in operation around the Nation; and
  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**: The Federal cost per student in implementing a successful school (defined as a school in operation for three or more consecutive years).

Project-Specific Performance Measures

- **Applicants must propose project-specific performance measures and performance targets consistent with the proposed project's objectives.** Applications must provide the following information as directed under 34 CFR 75.110(b) and (c):
  - Performance measures
  - Baseline data
  - Performance targets
- If funded, **as grantees**, you must submit an **annual performance report** with information that is responsive to the performance measures. The Department will use this information to help make **substantial progress and continuation award determinations**.
- If a grantee cannot report on a measure annually, it should not be identified as a project-specific performance measure.
- **TECHNICAL ASSISTANCE:** For help in developing effective performance measures, applicants are encouraged to review information provided by the Department's Regional Educational Laboratory (REL) (link) and **CSP's Pre-Application Webinar: Logic Models and SMART Performance Measures (link)**.

Open Licensing

- All Department 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 deliverables as educational software, curriculum materials, professional development training materials, assessment systems, etc.
- This requirement applies to CSP CMO Grants.
- Open licensing—
  - Promotes efficient dissemination of grant-funded works; and
  - Promotes innovation through creative re-use of grant-funded works.

NATIONAL ARCHIVES

FEDERAL REGISTER

The Daily Journal of the United States Government

Rule

Open Licensing Requirement for Competitive Grant Programs

A Rule by the Education Department on 01/19/2017

PUBLISHED DOCUMENT

Start Printed Page 7376

AGENCY:

Office of the Secretary, Department of Education.

ACTION:

Final regulations.

SUMMARY:

The Secretary amends the regulations of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in order to require, subject to certain categorical exceptions and case-by-case exceptions, that Department grantees awarded competitive grant funds openly license to the public copyrightable grant deliverables created with Department grant funds.

DOCUMENT DETAILS

Printed version: PDF

Publication Date: 01/19/2017

Agency: Department of Education

Dates: These regulations are effective March 20, 2017.

Effective Date: 03/20/2017

Document Type: Rule

Document Citation: 82 FR 7376

Page: 7376-7397 (22 pages)

Click for the Federal Register website

Applicable Regulations and CSP Statute

a. The Education Department General Administrative Regulations in 34 CFR parts 75, 76, 77, 79, 81, 82, 84, 97, 98, and 99 (link).

b. The Office of Management and Budget 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 (link).

c. The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474 (link).

d. The 2018 Notice of Final Priorities, Requirements, Definitions, and Selection for CSP CMO Grants (link).

e. The 2022 Notice Final Priorities, Requirements, Definitions, and Selection Criteria for CSP State Entity Grants, CMO Grants, and Developer Grants (link).

f. Title IV, Part C of the ESEA (20 U.S.C. 7221-7221j) (link).

Award Notification

- If your application is successful, we will notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN).
- If your application is deemed ineligible or not selected for funding, you will be notified via email and USPS mail.
- Awards will be made by March 31, 2023.

Do you have any **questions** about the information we just presented?

Use the Q&A Feature

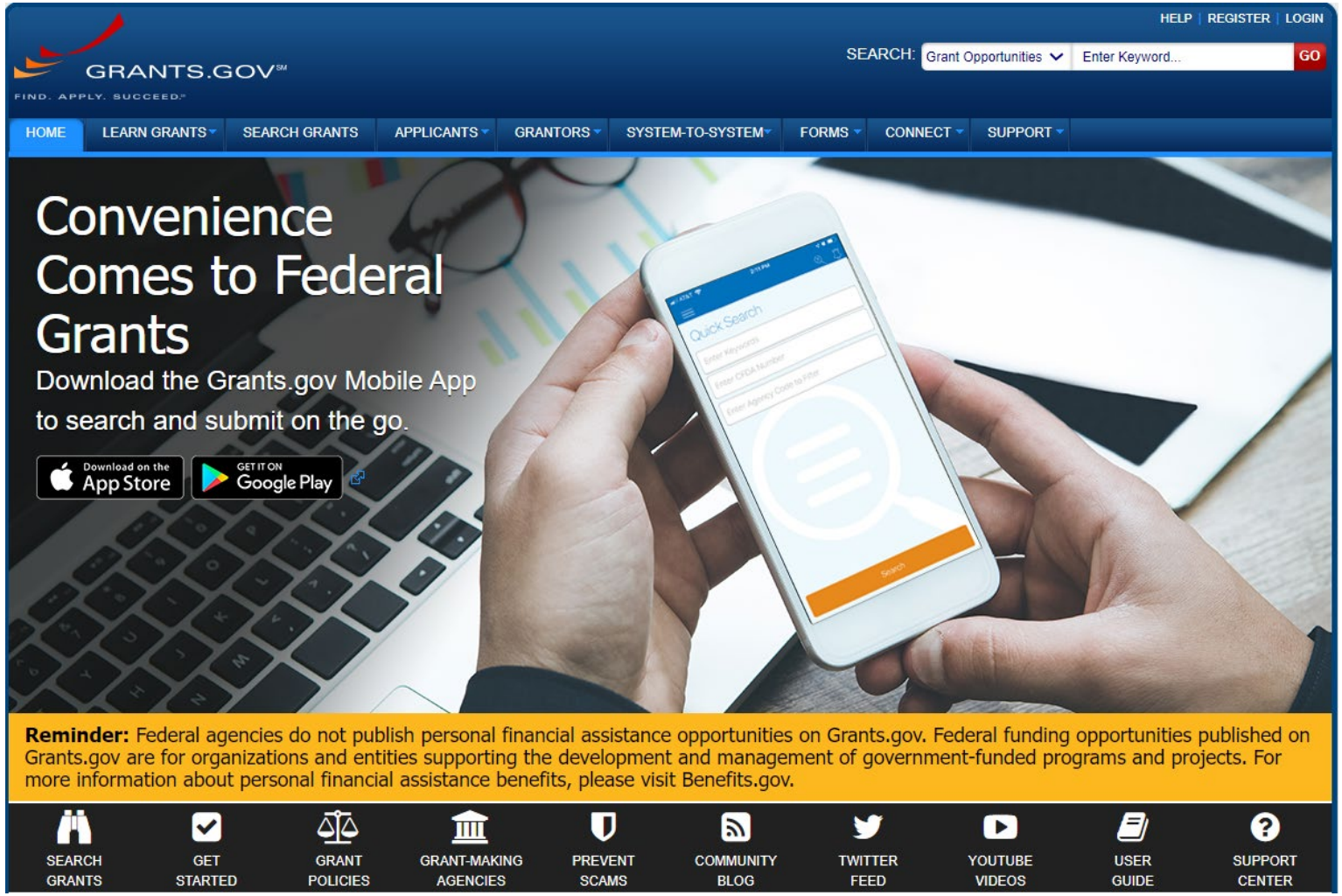
5. Submitting Your Application

Disclaimer Reminder:

This slide deck does not contain the full text of the NIA for the FY 2023 CSP CMO Grants competition. Before applying for a CSP CMO grant, interested applicants should thoroughly review the NIA (link) published in the Federal Register. The CSP CMO NIA and other FY 2023 CSP CMO competition-related resources can be found on the CSP competition website (link).

Electronic Submission Requirement

- **Applications <u>must</u> be submitted electronically via Grants.gov** unless you qualify for an exception to this requirement in accordance with the instructions in the NIA.
- Grants.gov is an external application system used throughout the Federal government.
  - Grants.gov website link
  - Funding Opportunity direct link



Grants.gov Registration Process

- The complete Grants.gov registration process (link) can take multiple weeks to complete.
- You do not have to register with Grants.gov if you only want to find grant opportunities or download application packages; however, **you MUST register to SUBMIT an application!**

1. Register on SAM.gov

Register with SAM (link) to obtain your UEI (Unique Entity Identifier).

2. Set Up AOR Profile

Register with Grants.gov (link) and set up your Authorized Organization Representative (AOR) profile. *Learn more about roles and privileges here.*

3. Get Authorized as AOR

Get authorized as an AOR by your organization's E-Business Point of Contact (EBiz POC). *Learn more about EBiz POC here.*

4. Track AOR Status

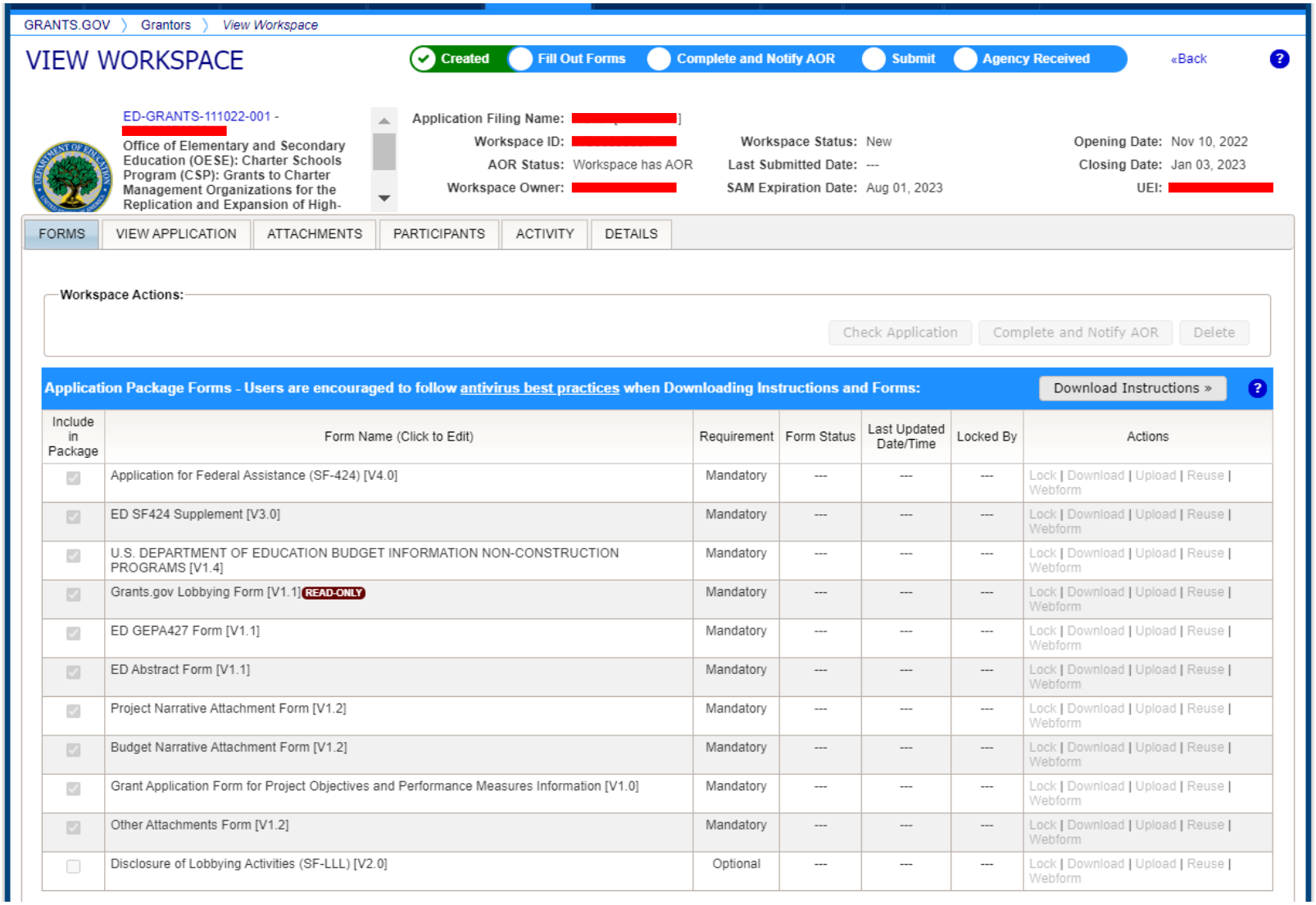
Track your AOR status. *Learn more about tracking your status here.*

Grants.gov Submission Tips (Slide 1 of 2)

- Review the "Grants.gov Submission Procedures and Tips for Applicants" section in the application package instructions (link).
- Review the Grants.gov "Applicant FAQs" (link).
- Applicants must download the correct version of Adobe (link) in order to read any Grants.gov application packages.
- In Adobe, applicants must move all forms from left to right in order to open each form. Once the form is on the right side, applicants can complete and save each form.
- Save frequently.
- Submit all documents as PDF files.
- Once the application is complete, the "Save and Submit" button becomes active. Press the button before the final submission of the application.
- Users may resubmit an application at any point until the closing date and time. ED will review the most recent submission.
- Download and save a copy of your application.

Grants.gov Submission Tips (Slide 2 of 2)

- Workspace allows a grant team to simultaneously access and edit different forms within an application. The forms can be filled out online or offline — it is the applicants' choice.
- The Workspace Overview website (link) contains resources, such as:
  - *Get Started on Your Workspace Application*
  - *Resources to Help You Set Up Your Workspace*
  - Video: *How to Create a Workspace*



Application Submission

Successful Submission

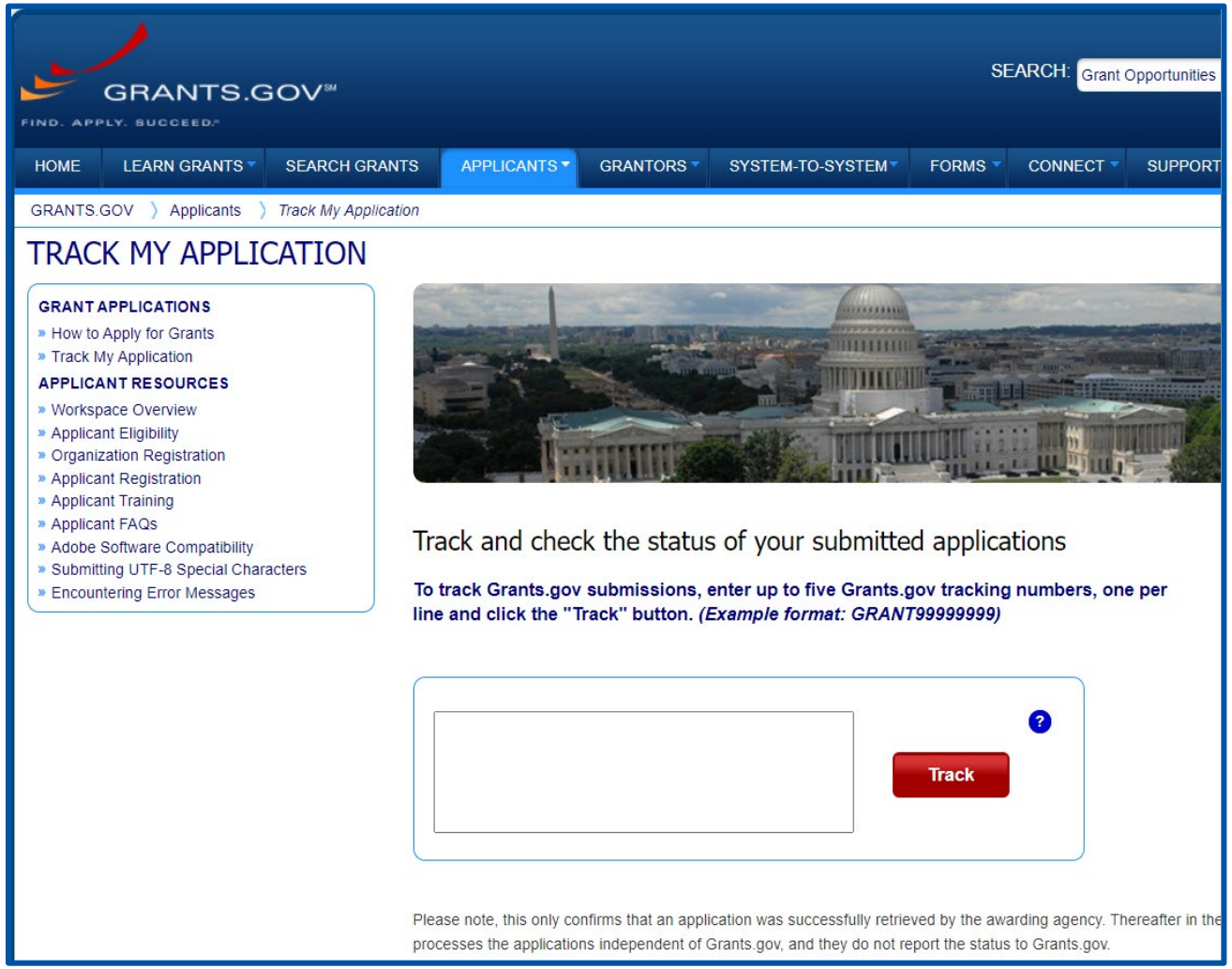
1. Applicants should receive a **confirmation email** with a time and date stamp and an assigned tracking number from Grants.gov.
2. Applicants should receive a **validation email** from Grants.gov. This means the application is ready for Department pick-up.
3. Applicant should receive an **email with their assigned PR Award Number** (i.e., S282M23XXXX).

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. ET on January 3, 2023, or validation is not successful, the **applicant should receive an error email**.
3. The error email may list the error, or the applicant can use their tracking number to find the submission error.
4. Go here to learn more about error messages.

Verifying and Tracking Your Submission

1. Verify the submission is on time and validated successfully.
2. **To check, log in to Grants.gov (link) and click on the Track My Application in the Applicants dropdown menu.**
3. The Date/Time received should be earlier than 11:59:59 p.m. on January 3, 2023.
4. The application status should be "Validated."
5. Do not rely solely on email to confirm whether your application has been received on time and validated successfully. Check!!



Grants.gov Technical Problems and Extensions

- If you are experiencing problems submitting your application through Grants.gov, contact the Grants.gov Support Desk (link) at 1-800-518-4726. **You must obtain a Grants.gov Support Desk Case Number and 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. ET the following day to enable you to transmit your application electronically, by hand delivery, or through the mail following the instructions in the NIA.

- If you submit an application after 11:59:59 p.m. ET on January 3, 2023, contact CMOCompetition2023@ed.gov and **explain the technical problem you experienced with Grants.gov and provide 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.

- **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 closing date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Do you have any **questions** about the information we just presented?

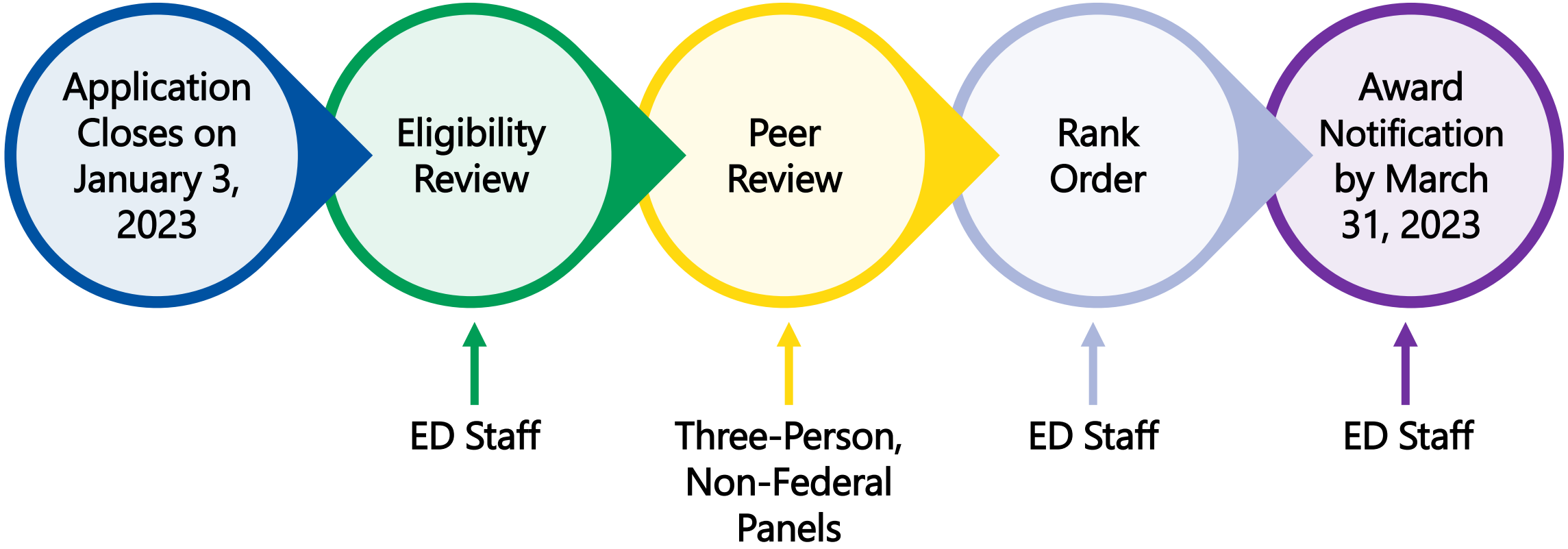
Use the Q&A Feature

6. Application Review Process

Disclaimer Reminder:

This slide deck does not contain the full text of the NIA for the FY 2023 CSP CMO Grants competition. Before applying for a CSP CMO grant, interested applicants should thoroughly review the NIA (link) published in the Federal Register. The CSP CMO NIA and other FY 2023 CSP CMO competition-related resources can be found on the CSP competition website (link).

Application Review Process



Suggested Point Ranges for Rating Responses

This **table will be provided to peer reviewers** to assist in the reviewing and scoring of an eligible applicant's response to the selection criteria. The maximum point values align with the selection criteria and sub-criteria.

Quality of Applicant's Response					
Maximum Point Value	Not Addressed	Poorly Developed	Adequately Developed	Well Developed	Fully Developed
2	0	-	1	-	2
5	0	1-2	3	4	5
6	0	1-2	3-4	5	6
7	0	1-2	3-4	5-6	7
10	0	1-5	6-7	8-9	10
15	0	1-8	9-11	12-14	15
25	0	1-12	13-18	19-24	25
30	0	1-15	16-23	24-29	30
35	0	1-18	19-28	29-34	35

Important Reminders for Applicants

- ✓ Review the NIA (PDF link), application package instructions (link), and CSP competition website (link).
- ✓ **Notice of Intent to Apply (optional):** We strongly encourage potential applicants to notify us of their intent to apply. Email CMOCompetition2023@ed.gov with the subject line "Intent to Apply," and include the applicant's name, a contact person's name and email address, and identify this competition as 84.282M.
- ✓ **Registrations:** Register on SAM.gov (link) and Grants.gov (link) immediately to ensure you can submit an application by the closing date.
- ✓ **Other Webinars:**
  - View CSP's two pre-recorded webinars, "Budgets" and "Logic Models and SMART Performance Measures," available on the CSP competition website (link).
  - Attend CSP's Office Hours webinar on December 14, 2022, at 3:30 p.m. ET. Click here to register.
- ✓ **DEADLINE!!! The deadline for the transmittal of applications is January 3, 2023, at 11:59:59 p.m. ET.**

LAST CALL: Any final questions?

Use the Q&A Feature

Survey Responses Requested:

Tell Us How We Did!