



**CHARTER SCHOOLS PROGRAM
PRE-APPLICATION MEETING
REPLICATION AND EXPANSION OF
HIGH-QUALITY CHARTER SCHOOLS**



**Replication and Expansion of High-Quality
Charter Schools**

CFDA 84.282M, FY2015

*United States Department of Education
Office of Innovation and Improvement*

June 16, 2015

2:00 p.m. – 3:30 p.m.

WELCOME

ERIN PFELTZ

- OFFICE OF CHARTER SCHOOLS, OII

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MEETING LOGISTICS

WEBINAR

1. LISTEN ONLY
2. THE WEBINAR WILL BE RECORDED
3. USE CHAT FUNCTION FOR QUESTIONS OR COMMENTS;
Q&A TO FOLLOW PRESENTATION
 - a. **WHEN SUBMITTING YOUR QUESTIONS, PLEASE REPLY TO ALL PRESENTERS**
4. FOLLOW-UP WITH EMAIL



AGENDA

84.282M – CSP GRANTS FOR REPLICATION AND EXPANSION OF HIGH-QUALITY CHARTER SCHOOLS

- PURPOSE AND GOALS
- FUNDING RESTRICTIONS AND BUDGETS
- PRIORITIES AND SELECTION CRITERIA
- GRANTS.GOV (REGISTER AND SUBMIT EARLY!)
- APPLICATION COMPONENTS

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.



APPLICATIONS ARE DUE BY:

July 15, 2015, at 4:30:00 p.m. (EST)
Washington, DC time

Important Note: You are strongly encouraged to submit early! You can always resubmit your application on the closing date by 4:30 p.m. if you need to update your application.



PURPOSE OF THE CHARTER SCHOOLS PROGRAM (CSP)

To increase national understanding of the charter schools model and to expand the number of high-quality charter schools available to students across the nation by:

- a. Planning, program design, and initial implementation of public charter schools;
- b. Evaluation of the effects of charter schools; and
- c. Dissemination of information about charter schools and successful practices in charter schools.

PURPOSE OF 84.282M COMPETITION

To award grants to eligible applicants to enable them to replicate or expand high-quality charter schools with demonstrated records of success, including success in increasing student academic achievement.

Eligible applicants may use their CSP funds to:

- Expand the enrollment of one or more existing charter schools.
- Open one or more new charter schools that are based on the charter school model for which the eligible applicant has presented evidence of success.

REPLICATION AND EXPANSION ELIGIBLE APPLICANTS

CFDA No. 84.282M

Non-profit charter management organizations (CMOs) and other entities that are not for-profit entities.

A CMO is a nonprofit organization that operates or manages multiple charter schools by centralizing or sharing certain functions and resources among schools.

Eligible applicants may also apply as a group or consortium.

REPLICATION AND EXPANSION ELIGIBLE APPLICANTS

Updated information in the FY 2015 application:

- 1. Eligibility of applicants proposing to use a weighted lottery.**
- 2. Applicants that operate single-sex charter schools, or charter schools with single-sex classes.**
- 3. Use of funds for preschool.**

ELIGIBLE APPLICANTS - WEIGHTED LOTTERIES

- Weighted lotteries may be used when they are necessary to comply with 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; title II of the Americans with Disabilities Act of 1990, as applicable; the equal protection clause of the Constitution; or applicable State law.
- A charter school may weight its lottery to give a slightly better chance for admission to students seeking to change schools for the limited purpose of providing greater choice to students covered by those provisions
- A charter school may weight its lottery to give slightly better chances for admission to all or a subset of educationally disadvantaged students if State law permits the use of weighted lotteries in favor of such students.



ELIGIBLE APPLICANTS - WEIGHTED LOTTERIES CONT.

- **Weighted lotteries may not be used for the purpose of creating schools exclusively to serve a particular subset of students.**
- For information on the CSP lottery requirement, including permissible exemptions from the lottery and the circumstances under which charter schools receiving CSP funds may use weighted lotteries, see Section E of the CSP Nonregulatory Guidance, at www2.ed.gov/programs/charter/nonregulatory-guidance.html
(revised January 2014).



ELIGIBLE APPLICANTS - SINGLE SEX SCHOOLS

- Include a detailed description on how you are complying with applicable nondiscrimination laws.
- The applicant should provide a written justification for a proposed single-sex charter school that explains:
 - How the single-sex charter school is based on important governmental objectives;
 - How the single-sex nature of the charter school is substantially related to the stated objective

ELIGIBLE APPLICANTS - SINGLE SEX SCHOOLS

CONT.

- An applicant proposing to operate a single-sex charter school that is part of an LEA and not a single-school LEA under State law, should also provide:
 - Information about whether there is a substantially equal single-sex school(s) for students of the excluded sex, and, if so, a detailed description of both the proposed single-sex charter school and the substantially equal single-sex school(s) based on the factors in 34 CFR 106.34(c)(3)
 - Information about whether there is a substantially equal coeducational school(s) for students of the excluded sex, and, if so, a detailed description of both the proposed single-sex charter school and the substantially equal coeducational school(s) based on the factors in 34 CFR 106.34(c)(3)



ELIGIBLE APPLICANTS - SINGLE SEX CLASSES

- Questions and Answers on Title IX and Single-Sex Elementary and Secondary Classes and Extracurricular Activities
 - <http://www2.ed.gov/about/offices/list/ocr/docs/faqs-title-ix-single-sex-201412.pdf>



ELIGIBLE APPLICANTS - PRESCHOOL

The Consolidated and Further Continuing Appropriations Act, 2015, Division G, Pub. L. 113-235, retains the authority from the Consolidated Appropriations Act, 2014 for CSP grant recipients to use funds to support preschool education in charter schools.

1. In a State in which preschool education is part of elementary education under State law, CSP funds may be used to support preschool education in charter schools (as defined in section 5210(1)) that provide elementary or secondary education beyond preschool, as well as in charter schools that provide only preschool education.
2. In a State in which preschool education is not part of elementary education under State law, CSP funds may be used to support preschool education so long as the preschool program is offered as part of a school that meets the definition of “charter school” in section 5210(1), including providing a program of elementary or secondary education, or both.



ELIGIBLE APPLICANTS – PRESCHOOL CONT.

- 2b. CSP funds may be used to support preschool education only if the school offers at least one elementary or secondary grade during the grant period. In such States, CSP funds may not be used to support preschool education in a charter school that provides only preschool education because such a charter school does not meet the ESEA definition of “charter school.”
- For additional information and guidance regarding the use of CSP funds to support preschool education in charter schools, see “Guidance on the use of Funds to support Preschool Education”, released in November 2014, available at www2.ed.gov/programs/charter/csppreschoolfaqs.doc.



CSP PERFORMANCE MEASURES

The 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 set two performance indicators to measure this goal:

- The number of charter schools in operation around the Nation
- The percentage of fourth-and-eighth-grade charter school students who are achieving at or above the proficient level on State examinations in mathematics and reading.

CSP PERFORMANCE MEASURES

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

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

All grantees will be expected to submit an annual performance report documenting their contribution in assisting the Department in meeting these performance measures, in addition to a final report at the end of the grant project.

- The ED Performance Report Form (ED 524B) is available at: www.ed.gov/fund/grant/apply/appforms/appforms.html



IMPORTANT DATES

Applications Available: June 12, 2015

Deadline for Transmittal of Applications:

July 15, 2015

(4:30:00 p.m. Washington, DC time)

Grant Performance Period Begins: October 1, 2015



AWARD INFORMATION

Type of Award: Discretionary grants.

Estimated Available Funds: The FY 2015 appropriations act for the Charter Schools Program is \$253,172,000, of which the Department plans to use up to \$40,000,000 for this competition. Contingent upon the availability of funds and the quality of the applications received, we may make additional awards in 2016 from the list of unfunded applications from this competition.

Estimated Range of Awards: \$500,000 - \$3,000,000 per year.

Estimated Average Size of Awards: \$1,600,000 per year.

Estimated Number of Awards: 20-25.

Project Period: Up to five years.

Note: The Department is not bound by any estimates in this notice.



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 **July 15, 2015 by 4:30:00 PM, Washington, DC time.**



REQUIREMENTS

Grantees under this program must use the grant funds to replicate or substantially expand an existing high-quality charter school that is based on the model or models for which the applicant has presented evidence of success.

- For purposes of this competition, the term replicate means to open one or more new charter schools that are based on the charter school model or models for which the applicant has presented evidence of success.
- The term substantially expand means to increase the student count of an existing charter school by more than 50% or to add at least two grades to an existing charter school over the course of the grant.



FUNDING RESTRICTIONS AND BUDGETS

An eligible applicant receiving a grant under this program may use the grant funds for—

a) **Post-award planning and design of the educational program, which may include:**

1. Refinement of the desired educational results and of the methods for measuring progress toward achieving those results; and
2. Professional development of teachers and other staff who will work in the charter school.



FUNDING RESTRICTIONS AND BUDGETS

b) Initial implementation or expansion of the charter school, which may include:

1. Informing the community about the school;
2. Acquiring necessary equipment and educational material and supplies;
3. Acquiring or developing curriculum materials; and
4. Other initial operational costs that cannot be met from State or local sources.

FUNDING RESTRICTIONS AND BUDGETS

Note: Use of up to 20 percent of grant funds for initial operational costs associated with the expansion or improvement of the eligible entity's oversight or management of its schools is permitted provided that:

1. The specific schools being created or expanded under this grant are beneficiaries of such expansion or improvement; and
2. Such expansion or improvement is intended to improve the grantee's ability to manage or oversee the charter schools created or expanded under this grant.

FUNDING RESTRICTIONS AND BUDGETS

- A charter school that receives funds under this competition is ineligible to receive funds for the same purpose under section 5202(c)(2) of the ESEA, including for planning and program design or initial implementation of a charter school.
- A charter school that has received CSP funds for replication previously, or that has received funds for planning or initial implementation of a charter school, may not use funds under this grant for the same purpose. However, such charter schools may be eligible to receive funds under this competition to substantially expand the charter school beyond the existing grade levels or student count



FUNDING RESTRICTIONS AND BUDGETS

The Secretary may elect to impose maximum limits on the amount of grant funds that may be awarded per charter school replicated or expanded.

For this competition, the maximum limits are:

Per new school seat - \$3,000

Total per new school - \$800,000

Per expanded school seat - \$1,500

Total per expanded school - \$800,000



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, reasonable, and necessary. 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.



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.



PRIORITIES

- **Absolute Priority**: We consider only applications that meet both of the absolute priorities.
- **Competitive Priority**: We will award additional points to an application, depending on how well the application meets one or more of these priorities. There are 3 competitive priorities, with one competitive preference priority containing 3 elements, from which the applicant will choose 1 to respond to.
- **Invitational Priority**: We are particularly interested in applications that meet this priority; however, we do not give an application that meets this priority a competitive or absolute preference over other applications



ABSOLUTE PRIORITY 1 - EXPERIENCE OPERATING OR MANAGING HIGH-QUALITY CHARTER SCHOOLS (76 FR 40898)

This priority is for projects that will provide for the replication or expansion of high-quality charter schools by applicants that currently operate or manage more than one high-quality charter school (as defined in the notice).



ABSOLUTE PRIORITY 2 - LOW-INCOME DEMOGRAPHIC (76 FR 40898)

To meet this priority, an applicant must demonstrate that at least 60 percent of all students in the charter schools it currently operates or manages are individuals from low-income families (as defined in the notice).



ABSOLUTE PRIORITY 2 - LOW-INCOME **DEMOGRAPHIC (76 FR 40898) CONT.**

Note 1: The Secretary encourages applicants to describe the extent to which the charter schools they currently operate or manage serve individuals from low-income families at rates that are comparable to the rates at which these individuals are served by public schools in the surrounding area.

Note 2: For charter schools that serve students younger than five years old or older than 17 years old in accordance with their State's definition of "elementary education" or "secondary education," at least 60 percent of all students in the schools who are between the ages of five and 17 must be individuals from low-income families to meet this priority.



COMPETITIVE PREFERENCE PRIORITY 1- SERVING HIGH-NEED STUDENTS (0, 1, 4, OR 5 POINTS)

Under 34 CFR 75.105(c)(2)(i), we will award an additional five points to an application that addresses element (a) of this priority; an additional four points to an application that addresses element (b) of this priority; or an additional one point to an application that addresses element (c) of of this priority. An applicant may receive points under of this priority for only one of the three elements.



COMPETITIVE PREFERENCE PRIORITY 1- SERVING HIGH-NEED STUDENTS (0, 1, 4, OR 5 POINTS) CONT.

An applicant should address only one element of this priority and must specify which element (i.e., (a), (b) or (c)) it is addressing. If an applicant addresses more than one element of Competitive Preference Priority 1 and does not specify whether it is addressing element (a), (b), or (c), the application will be awarded priority points only for the element addressed in the application that has the highest maximum point value, regardless of the number of priority points the application is awarded for that particular element.



**(A) SUPPORTING STUDENTS WHO ARE MEMBERS OF
FEDERALLY-RECOGNIZED INDIAN TRIBES (79 FR 73451)
(0 OR 5 POINTS)**

To meet this priority, an application must demonstrate that the proposed project is designed to improve academic outcomes or learning environments, or both, for students who are members of federally recognized Indian tribes.



(A) SUPPORTING STUDENTS WHO ARE MEMBERS OF FEDERALLY-RECOGNIZED INDIAN TRIBES (79 FR 73451) (0 OR 5 POINTS) CONT.

Note: Applicants are encouraged to demonstrate how the proposed project is designed to serve students who are members of federally recognized Indian tribes through a variety of means, such as creating or expanding charter schools in geographic areas with large numbers of students who are members of federally recognized Indian tribes, conducting targeted outreach and recruitment, or including in the charters or performance contracts for the charter schools funded under the project specific performance goals for students who are members of federally recognized Indian tribes.



(B) SCHOOL IMPROVEMENT (76 FR 40900) (0 OR 4 POINTS)

To meet this priority, an applicant must demonstrate that its proposed replication or expansion of one or more high-quality charter schools (as defined in this notice) will occur in partnership with, and will be designed to assist, one or more LEAs in implementing academic or structural interventions to serve students attending schools that have been identified for improvement, corrective action, closure, or restructuring under section 1116 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), and as described in the notice of final requirements for School Improvement Grants, published in the Federal Register on October 28, 2010 (75 FR 66363).

In March 2015, the Department issued nonregulatory guidance on School Improvement Grants (SIGs), entitled “Guidance on School Improvement Grants under Section 1003(g) of the Elementary and Secondary Education Act of 1965, at www2.ed.gov/programs/sif/sigguidance032015.doc.



(B) SCHOOL IMPROVEMENT (76 FR 40900) (0 OR 4 POINTS) CONT.

Note: Applicants in States operating under ESEA Flexibility that have opted to waive the requirement in ESEA section 1116(b) for LEAs to identify for improvement, corrective action, or restructuring, as appropriate, their Title I schools that fail to make adequate yearly progress (AYP) for two or more consecutive years may partner with LEAs to serve students attending priority or focus schools (see the Department's June 7, 2012 guidance entitled, "ESEA Flexibility," at www.ed.gov/esea/flexibility). The Secretary encourages such applicants to describe how their proposed projects would complement efforts to serve students attending priority or focus schools described in the State's approved request for waivers under ESEA Flexibility.



(C) PROMISE ZONES (79 FR 17035) (0 OR 1 POINT)

This priority is for projects that are designed to serve and coordinate with a federally designated Promise Zone.

Note: To view the list of designated Promise Zones and lead organizations please go to www.hud.gov/promisezones. The link to HUD Form 50153 (Certification of Consistency with Promise Zone Goals and Implementation), which has been cleared by the Office of Management and Budget under the Paperwork Reduction Act, is

http://portal.hud.gov/hudportal/documents/huddoc?id=HUD_Form_50153.pdf.

For additional information on Promise Zones, see www.whitehouse.gov/the-press-office/2014/01/08/fact-sheet-president-obama-s-promise-zones-initiative.



COMPETITIVE PREFERENCE PRIORITY 2 - PROMOTING DIVERSITY (76 FR 40900) (0 OR 3 POINTS)

This priority is for applicants that demonstrate a record of (in the schools they currently operate or manage), as well as an intent to continue (in schools that they will be creating or substantially expanding under this grant), taking active measures to--

- (a) Promote student diversity, including racial and ethnic diversity, or avoid racial isolation;
- (b) Serve students with disabilities at a rate that is at least comparable to the rate at which these students are served in public schools in the surrounding area; and
- (c) Serve English learners at a rate that is at least comparable to the rate at which these students are served in public schools in the surrounding area.

In support of this priority, applicants must provide enrollment data as well as descriptions of existing policies and activities undertaken or planned to be undertaken.



COMPETITIVE PREFERENCE PRIORITY 2 - PROMOTING DIVERSITY (76 FR 40900) (0 OR 3 POINTS) CONT.

Note 1: An applicant addressing Competitive Preference Priority 2--Promoting Diversity is invited to discuss how the proposed design of its project will encourage approaches by charter schools that help bring together students of different backgrounds, including students from different racial and ethnic backgrounds, to attain the benefits that flow from a diverse student body. The applicant should discuss in its application how it would ensure that those approaches are permissible under current law.



COMPETITIVE PREFERENCE PRIORITY 2 - PROMOTING DIVERSITY (76 FR 40900) (0 OR 3 POINTS) CONT.

Note 2: For information on permissible ways to meet this priority, please refer to the joint guidance issued by the Department's Office for Civil Rights and the U.S. Department of Justice entitled:

“Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools”

(www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf)

and;

"Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents”

(www2.ed.gov/about/offices/list/ocr/ellresources.html).



COMPETITIVE PREFERENCE PRIORITY 3 - NOVICE APPLICANT (34 CFR 75.225(C)(2)) (0 OR 2 POINTS)

This priority is for applicants that qualify as novice applicants. For purposes of this competition, “novice applicant” means an applicant for a grant from the Department that (i) has never received a Replication and Expansion grant; (ii) has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a Replication and Expansion grant; and (iii) has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications for new awards under this Replication and Expansion grant competition.

For purposes of clause (iii) in the preceding paragraph, a grant is active until the end of the grant’s project or funding period, including any extensions of those periods that extend the grantee’s authority to obligate funds (34 CFR 75.225(b)).



INVITATIONAL PRIORITY - RIGOROUS EVALUATION

The Secretary is particularly interested in funding applications that demonstrate that the applicant is currently conducting, or will conduct, a rigorous independent evaluation of the applicant's charter schools, or specific practices within those charter schools, such as professional development practices (e.g., teacher coaching or leadership training) through a quasi-experimental design study or randomized controlled trial that will, if well implemented, meet What Works Clearinghouse Evidence Standards.



INVITATIONAL PRIORITY - RIGOROUS EVALUATION CONT.

Note 1: In accordance with 34 CFR 75.590, Replication and Expansion grant funds may be used to cover post-award costs associated with an evaluation under this invitational priority or an evaluation under selection criterion (e) in section V.2 of this notice, provided that such costs are reasonable and necessary to meet the objectives of the approved project.



INVITATIONAL PRIORITY - RIGOROUS EVALUATION CONT.

Note 2: We encourage applicants to review the following technical assistance resources on evaluation:

- (1) WWC Procedures and Standards Handbook:
<http://ies.ed.gov/ncee/wwc/references/idocviewer/doc.aspx?docid=19&tocid=1>; and
- (2) IES/NCEE Technical Methods papers:
http://ies.ed.gov/ncee/tech_methods/.



INVITATIONAL PRIORITY - RIGOROUS EVALUATION CONT.

In addition, we invite applicants to view two optional Webinar recordings that were hosted by the Institute of Education Sciences. The first Webinar discussed strategies for designing and executing well-designed quasi-experimental design studies. Applicants interested in viewing this Webinar may find more information at the following Web site:

[http://ies.ed.gov/ncee/wwc/news.aspx?sid=23.](http://ies.ed.gov/ncee/wwc/news.aspx?sid=23)



INVITATIONAL PRIORITY - RIGOROUS EVALUATION CONT.

We also encourage applicants to review a second Webinar recorded by the IES that focused on more rigorous evaluation designs. This Webinar discusses strategies for designing and executing studies that meet WWC standards without reservations.

Applicants interested in reviewing this Webinar may find more information at the following Web site:

<http://ies.ed.gov/ncee/wwc/News.aspx?sid=18>.



SELECTION CRITERION

The maximum possible score for addressing all of the criteria in this section is 100 points. The maximum possible score for addressing each criterion is indicated in parentheses following the criterion.

In evaluating an application, the Secretary considers the following criteria:

1. Quality of the eligible applicant (50 points)
2. Contribution in assisting educationally disadvantaged students (10 points)
3. Quality of the project design (10 points)
4. Quality of the management plan and personnel (20 points)
5. Quality of the evaluation plan (10 points)



SELECTION CRITERIA 1 - QUALITY OF THE ELIGIBLE APPLICANT (76 FR 40898) (50 POINTS)

In determining the quality of the applicant, the Secretary considers the following factors--

(1) The degree, including the consistency over the past three years, to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including, as applicable, educationally disadvantaged students served by the charter schools operated or managed by the applicant (20 points).



SELECTION CRITERIA 1 - QUALITY OF THE ELIGIBLE APPLICANT (76 FR 40898) (50 POINTS) CONT.

(2) Either--

(i) The degree, including the consistency over the past three years, to which the applicant has demonstrated success in closing historic achievement gaps for the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA at the charter schools operated or managed by the applicant, or

(ii) The degree, including the consistency over the past three years, to which there have not been significant achievement gaps between any of the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA at the charter schools operated or managed by the applicant and to which significant gains in student academic achievement have been made with all populations of students served by the charter schools operated or managed by the applicant (15 points).



SELECTION CRITERIA 1 - QUALITY OF THE ELIGIBLE APPLICANT (76 FR 40898) (50 POINTS) CONT.

(3) The degree, including the consistency over the past three years, to which the applicant has achieved results (including performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college attendance rates, and college persistence rates where applicable and available) for low-income and other educationally disadvantaged students served by the charter schools operated or managed by the applicant that are significantly above the average academic achievement results for such students in the State (15 points).



SELECTION CRITERIA 2 - CONTRIBUTION IN ASSISTING EDUCATIONALLY DISADVANTAGED STUDENTS (76 FR 40898) (10 POINTS)

The contribution the proposed project will make in assisting educationally disadvantaged students served by the applicant to meet or exceed State academic content standards and State student academic achievement standards, and to graduate college- and career-ready. When responding to this selection criterion, applicants must discuss the proposed locations of schools to be created or substantially expanded and the student populations to be served.



SELECTION CRITERIA 2 - CONTRIBUTION IN ASSISTING EDUCATIONALLY DISADVANTAGED STUDENTS (76 FR 40898) (10 POINTS) CONT.

Note: The Secretary encourages applicants to describe their prior success in improving educational achievement and outcomes for educationally disadvantaged students, including students with disabilities and English learners. In addition, the Secretary encourages applicants to address how they will ensure that all eligible students with disabilities receive a free appropriate public education and how the proposed project will assist educationally disadvantaged students, including students with disabilities and English learners, in mastering State academic content standards and State student academic achievement standards.



SELECTION CRITERIA 3 - QUALITY OF THE PROJECT DESIGN (76 FR 40898 AND 34 CFR 75.210(C)(2)(XXVIII)) (10 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 the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and attainable. Applicants proposing to open schools serving substantially different populations than those currently served by the model for which they have demonstrated evidence of success must address the attainability of outcomes given this difference.



SELECTION CRITERIA 4 - QUALITY OF THE MANAGEMENT PLAN AND PERSONNEL (76 FR 40898) (20 POINTS)

The Secretary considers the quality of the management plan and personnel to replicate and substantially expand high-quality charter schools (as defined in this notice). In determining the quality of the management plan and personnel for the proposed project, the Secretary considers--



SELECTION CRITERIA 4 - QUALITY OF THE MANAGEMENT PLAN AND PERSONNEL (76 FR 40898) (20 POINTS) CONT.

(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 (4 points).

(2) The business plan for improving, sustaining, and ensuring the quality and performance of charter schools created or substantially expanded under these grants beyond the initial period of Federal funding in areas including, but not limited to, facilities, financial management, central office, student academic achievement, governance, oversight, and human resources of the charter schools (4 points).



SELECTION CRITERIA 4 - QUALITY OF THE MANAGEMENT PLAN AND PERSONNEL (76 FR 40898) (20 POINTS) CONT.

(3) A multi-year financial and operating model for the organization, a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project's long-term success (4 points).

(4) The plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality (2 points).

(5) The qualifications, including relevant training and experience, of the project director, chief executive officer or organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project (6 points).



SELECTION CRITERIA 5 - QUALITY OF THE EVALUATION PLAN (34 CFR 75.210(H)(2)(IV)) (10 POINTS)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers 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.



APPLICATION REQUIREMENTS

Application Requirements: Applicants applying for CSP grant funds must address the following application requirements and the selection criteria described in this notice.

An applicant may choose to respond to the application requirements in the context of its responses to the selection criteria.



APPLICATION REQUIREMENT (A)

(a) Describe the objectives of the project for replicating or substantially expanding high-quality charter schools (as defined in this notice) and the methods by which the applicant will determine its progress toward achieving those objectives.



APPLICATION REQUIREMENT (B)

(b) Describe how the applicant currently operates or manages the charter schools for which it has presented evidence of success, and how the proposed new or substantially expanded charter schools will be operated or managed. Include a description of central office functions, governance, daily operations, financial management, human resources management, and instructional management. If applying as a group or consortium, describe the roles and responsibilities of each member of the group or consortium and how each member will contribute to this project.



APPLICATION REQUIREMENT (C)

(c) Describe how the applicant will ensure that each proposed new or substantially expanded charter school receives its commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and any year in which the school's enrollment substantially expands.

APPLICATION REQUIREMENT (D)

(d) Describe the educational program to be implemented in the proposed new or substantially expanded charter schools, including how the program will enable all students (including educationally disadvantaged students) to meet State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used.



APPLICATION REQUIREMENT (D) CONT.

Note: An applicant proposing to create or substantially expand a single-sex charter school should include in its application, or as an addendum to the application, a detailed description of how it is complying with applicable nondiscrimination laws, including the Equal Protection Clause of the U.S. Constitution (as interpreted in *United States v. Virginia*, 518 U.S. 515 (1996) and other cases) and Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and its regulations, including 34 CFR 106.34(c). Specifically, the applicant should provide a written justification for each new or existing single-sex charter school that explains (1) how the single-sex charter school is based on an important governmental objective(s); and (2) how the single-sex nature of the charter school is substantially related to the stated objective(s). An applicant that operates or is proposing to operate a single-sex charter school that is part of an LEA and not a single-school LEA under State law, should also provide (1) information about whether there is a substantially equal single-sex school(s) for students of the excluded sex, and, if so, a detailed description of both the current or proposed single-sex charter school and the substantially equal single-sex school(s), based on the factors in 34 CFR 106.34(c)(3);



APPLICATION REQUIREMENT (D) CONT.

and (2) information about whether there is a substantially equal coeducational school(s) for students of the excluded sex, and, if so, a detailed description of both the current or proposed single-sex charter school and the substantially equal coeducational school(s), based on the factors in 34 CFR 106.34(c)(3). An applicant that currently offers or is proposing to create or expand single-sex classes or extracurricular activities at a coeducational charter school should also include in its application, or as an addendum to its application, a detailed description of how it will comply with applicable nondiscrimination laws, including the Equal Protection Clause of the U.S. Constitution (as interpreted in *United States v. Virginia*, 518 U.S. 515 (1996) and other cases) and Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and its regulations, including 34 CFR 106.34(b) with respect to those single-sex offerings. The Title IX requirements are discussed in more detail in the Department’s “Questions and Answers on Title IX and Single-Sex Elementary and Secondary Classes and Extracurricular Activities,” available at www2.ed.gov/about/offices/list/ocr/docs/faqs-title-ix-single-sex-201412.pdf.



APPLICATION REQUIREMENTS (E) AND (F)

(e) Describe the administrative relationship between the charter school or schools to be replicated or substantially expanded by the applicant and the authorized public chartering agency.

(f) Describe how the applicant will provide for continued operation of the proposed new or substantially expanded charter school or schools once the Federal grant has expired.



APPLICATION REQUIREMENTS (G) AND (H)

(g) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the proposed new or substantially expanded charter school or schools.

(h) Include 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 proposed new or substantially expanded charter schools.



APPLICATION REQUIREMENT (I)

(i) Describe how the grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary, and with any matching funds.



APPLICATION REQUIREMENT (J)

(j) Describe how all students in the community, including students with disabilities, English learners, and other educationally disadvantaged students, will be informed about the proposed new or substantially expanded charter schools and given an equal opportunity to attend such schools.

APPLICATION REQUIREMENT (J) CONT.

Note: The applicant should provide a detailed description of its recruitment and admissions policies and practices, including a description of the lottery it plans to employ at each charter school if more students apply for admission than can be accommodated. The applicant should also describe any current or planned use of a weighted lottery or exemptions of certain categories of students from the lottery and how the use of such weights or exemptions is consistent with State law and the CSP authorizing statute. For information on the CSP lottery requirement, including permissible exemptions from the lottery and the circumstances under which charter schools receiving CSP funds may use weighted lotteries, see Section E of the CSP Nonregulatory Guidance at www2.ed.gov/programs/charter/nonregulatory-guidance.html (revised January 2014).



APPLICATION REQUIREMENT (J) CONT.

An application that proposes to use a weighted lottery should provide the following:

(1) Information concerning the circumstances in which a weighted lottery would be used, including the specific categories of students the weighted lottery would favor;

APPLICATION REQUIREMENT (J) CONT.

(2) Evidence that (a) the use of a weighted lottery is necessary to comply with Federal or State law; or (b) the State permits the use of a weighted lottery under the circumstances in which a weighted lottery is proposed to be used (e.g., in favor of educationally disadvantaged students). State permission to use a weighted lottery can be evidenced by the fact that weighted lotteries for such students are expressly permitted under the State charter school law, a State regulation, or a written State policy consistent with the State charter school law or regulation, or, in the absence of express authorization, confirmation from the State's Attorney General, in writing, that State law permits the use of weighted lotteries in favor of such students;



APPLICATION REQUIREMENT (J) CONT.

- (3) Information concerning the mechanisms that exist (if any) for an oversight entity (e.g., the SEA or an authorized public chartering agency) to review, approve, or monitor specific lottery practices, including the establishment of weight amounts if applicable;
- (4) Information concerning how the use of a weighted lottery for a permitted purpose is within the scope and objectives of the proposed project; and
- (5) Information concerning the amount or range of lottery weights that will be employed or permitted and the rationale for these weights.



APPLICATION REQUIREMENT (K)

(k) Describe how the proposed new or substantially expanded charter schools that are considered to be LEAs under State law, or the LEAs in which the new or substantially expanded charter schools are located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA) (for additional information on IDEA, please see <http://idea.ed.gov/explore/view/p/%2Croot%2Cstate%2CI%2CB%2C613%2C>).



APPLICATION REQUIREMENT (L)

(l) Provide information on any significant compliance issues identified within the past three years for each school managed by the applicant, including compliance issues in the areas of student safety, financial management, and statutory or regulatory compliance.

APPLICATION REQUIREMENT (M)

(m) For each charter school currently operated or managed by the applicant, provide the following information: the year founded, the grades currently served, the number of students, the address, the percentage of students in each subgroup of students described in section 1111(b)(2)(C)(v)(II) of the ESEA, results on the State assessment for the past three years (if available) by subgroup, attendance rates, student attrition rates for the past three years, and (if the school operates a 12th grade) high school graduation rates and college attendance rates (maintaining standards to protect personally identifiable information).

Note: The Secretary encourages applicants to also provide suspension and expulsion rates by each subgroup for the past three years (if available) for each charter school currently operated or managed by the applicant.



APPLICATION REQUIREMENT (N)

(n) Provide objective data showing applicant quality. In particular, the Secretary requires the applicant to provide the following data:

(1) Performance (school-wide and by subgroup) for the past three years (if available) on statewide tests of all charter schools operated or managed by the applicant as compared to all students in other schools in the State or States at the same grade level, and as compared with other schools serving similar demographics of students (maintaining standards to protect personally identifiable information);



APPLICATION REQUIREMENT (N) CONT.

(2) Annual student attendance and retention rates (school-wide and by subgroup) for the past three years (or over the life of the school, if the school has been open for fewer than three years), and comparisons with other similar schools (maintaining standards to protect personally identifiable information); and

(3) Where applicable and available, high school graduation rates, college attendance rates, and college persistence rates (school-wide and by subgroup) for the past three years (if available) of students attending schools operated or managed by the applicant, and the methodology used to calculate these rates (maintaining standards to protect personally identifiable information). When reporting data for schools in States that may have particularly demanding or low standards of proficiency, applicants are invited to discuss how their academic success might be considered against applicants from across the country.



APPLICATION REQUIREMENT (O)

(o) Provide such other information and assurances as the Secretary may require.



APPLICABLE REGULATIONS AND STATUTE

- (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99.
- (b) 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.
- (c) 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.



APPLICABLE REGULATIONS AND STATUTE

(d) The Final Priorities for this program.

(e) The Final Promise Zones Priority. (f) The Final Supplemental Priorities.

Note 1: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Note 2: The regulations in 34 CFR part 86 apply only to institutions of higher education.

Note 3: The regulations in 34 CFR part 99 apply only to an educational agency or institution.



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.





Electronic Applications for Federal Discretionary Grants

**United States Department of Education
Office of Innovation and Improvement**

Charter Schools Program

APPLICATIONS ARE DUE BY:

July 15, 2015, at 4:30 p.m. (EST)

Washington, DC time

Important Note: You are strongly encouraged to submit early! Please You can always resubmit your application on the closing date by 4:30:00 p.m. 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# (84.282M), Competition ID and title before you download the application package, as there are currently **2 CSP competitions** live on the grants.gov. site (See below).

[Search tips](#) | [Export results](#)

SORT BY: Relevance (Descending)

DATE RANGE: All Available

1 - 2 OF 2 MATCHING RESULTS:

Funding Opportunity Number	Opportunity Title	Agency	Posted Date	Close Date
ED-GRANTS-061215-001	The Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for Replication and Expansion of High-Quality Charter Schools CFDA Number 84.282M	Department of Education	06/12/2015	07/15/2015
ED-GRANTS-061515-001	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for State Educational Agencies (SEAs) CFDA Number 84.282A	Department of Education	06/15/2015	07/16/2015



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 Grants.gov registration process takes **5 or more business days** 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 # (U282M15XXXX)

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 4:30:00 pm on July 15, 2015 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 4:30:00 p.m. on July 15, 2015.
- 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, showing options: Apply for Grants, Track My Application, Grant Eligibility, Individual Registration, Organization Registration, Grant Application Process, Applicant FAQs, Applicant Resources, and Applicant Tips. A green arrow points to the 'Track My Application' link. Below the navigation is a section titled 'Find Open Grant Opportunities' with tabs for NEWEST OPPORTUNITIES, BROWSE CATEGORIES, BROWSE AGENCIES, and BROWSE ELIGIBILITIES. A table of opportunities is displayed below.

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
- 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: July 15, 2015, 4:30:00 PM 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 4:30:00 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 4:30:00 p.m. (Washington, DC time) on July 15, 2015, 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.



APPLICATION DETAILS

84.282M – REPLICATION AND EXPANSION OF HIGH-QUALITY CHARTER SCHOOLS

- **APPLICATION DETAIL**
 - APPLICATION PACKAGE OVERVIEW
 - PRIORITIES
 - SELECTION CRITERIA
 - REQUIREMENTS
 - PERFORMANCE MEASURES
- GRANTS.GOV (REGISTER AND SUBMIT EARLY!)



REQUIRED SECTIONS

The application package can be found on grants.gov.

A complete application consists of the following components:

- Required Forms:
 - ED Standard Forms
 - Assurances and Certifications
- Application Narrative:
 - Abstract Narrative Form
 - Project Narrative Form
 - Budget Narrative Form
- Other Attachments

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)

Assurances and Certifications

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



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"/>	



SF 424 CONT.

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, 2015. 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 show only the first year of the project.

19 – EO 12372. This program is subject to the Executive Order.



ED 524

 <p>U.S. DEPARTMENT OF EDUCATION</p> <p>BUDGET INFORMATION</p> <p>NON-CONSTRUCTION PROGRAMS</p>	OMB Control Number: 1890-0004					
	Expiration Date:					
Name of Institution/Organization Happy Days School District			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
2. Fringe Benefits	36,250					36,250
3. Travel	1,000					1,000
4. Equipment	0					0
5. Supplies	7,000					7,000
6. Contractual	30,000					30,000
7. Construction	0					0
8. Other	25,000					25,000
9. Total Direct Costs (lines 1-8)	244,250	0	0	0	0	244,250
10. Indirect Costs	0					0
11. Training Stipends	0					0
12. Total Costs (lines 9-11)	244,250	0	0	0	0	244,250

ED Form No. 524



ED 524 CONT.

- Section A is required; complete all years for which funds are requested.
- Funds requested should match the detailed budget narrative required in another segment of application.
 - If you have an approved indirect cost rate, provide the details in the budget narrative as well.
 - Construction is not an allowable cost.
- Section B should only be completed if you are making a matching commitment. This program does not require a match.



GEPA STATEMENT

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



GRANTS.GOV NARRATIVE ATTACHMENTS

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment



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.

PROJECT NARRATIVE

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

- 1. Absolute Priorities**
- 2. Competition Preference Priorities (optional)**
- 3. Invitational Priority (optional)**
- 4. Selection Criteria**
- 5. Application Requirements**

Applicants must address both the **application requirements** and the **selection criteria**. Please limit this section to 60 pages, double-spaced. The Table of Contents does not count towards this limit



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:

CSP Non-Regulatory Guidance, Sections D2-D5

2 CFR Part 200 (previously OMB Circular A-87 (State) and A-122 (non-profit))

*Additional information on the new uniform guidance can be found at:

<http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>

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



OTHER ATTACHMENTS

- 1. Appendix A: CSP Assurances**
- 2. Appendix B: Resumes/Curriculum Vitae**
- 3. Appendix C: Letters of Support**
- 4. Appendix D: Proof of Non-Profit Status, or not for-profit status**
- 5. Appendix E: Schools Operated by Applicant**
- 6. Appendix F: Student Academic Achievement**
- 7. Appendix G: Supplemental Organizational Budgets and Financial Information**
- 8. Appendix H: Additional Information:**

OTHER ATTACHMENTS CONT.

- 1. Appendix A: CSP Assurances**
- 2. Appendix B: Resumes/Curriculum Vitae:** Provide resumes/curriculum vitae for the project director as well as any key personnel identified in the application.
- 3. Appendix C: Letters of Support:** If applicable, provide letters of support for the project



OTHER ATTACHMENTS CONT.

Appendix D: Proof of Non-Profit Status, or not for-profit status

According to EDGAR 75.51 (b), an applicant may show that it is a nonprofit organization by any of the following means:

OTHER ATTACHMENTS CONT.

- a) Proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code;
- b) A statement from a State taxing body or the State attorney general certifying that:
 - a) The organization is a nonprofit organization operating within the State; and
 - b) No part of its net earnings may lawfully benefit any private shareholder or individual;
- c) A certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or
- d) Any item described previously if that item applies to a State or national parent organization, together with a statement by the State or parent organization that the applicant is a local nonprofit affiliate.



OTHER ATTACHMENTS CONT.

Appendix E: Schools Operated by Applicant

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 the following:

OTHER ATTACHMENTS CONT.

- A copy of the charter agreement;
- Documentation of whether schools were established and are recognized as separate schools under state law;
- A copy of the performance agreements with the authorized public chartering agency, if different from the charter agreement
- Physical locations of the schools;
- Documentation of whether the schools have separate facilities, staffs, and student bodies;
- 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.



OTHER ATTACHMENTS CONT.

Appendix F: Student Academic Achievement

Provide documentation on the student academic achievement for each charter school operated or managed by the applicant. Such information should contain performance data both school-wide and by subgroup, and should include comparisons to all students in the State at the same grade level, and, to the extent available, as compared with other schools serving similar demographics of students.

Appendix G: Supplemental Organizational Budgets and Financial Information

Appendix H: Additional Information: Provide any additional information needed and label Appendix G: Additional Information when uploading.



FOR INFORMATION AND ASSISTANCE

Charter Schools Program (CSP) staff

Erin Pfeltz

Erin.Pfeltz@ed.gov, (202) 205-3525

Brian Martin

Brian.Martin@ed.gov, (202) 205-9085

Grants.gov

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



QUESTIONS?

Closing Date:

July 15, 2015, at 4:30 p.m. (EST)

Washington, DC time

Important Note: The competition closes on a Wednesday 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 4:30 p.m. if you need to update your application.

THANK YOU



U.S. DEPARTMENT
OF EDUCATION



