



**CHARTER SCHOOLS PROGRAM
PRE-APPLICATION WEBINAR -
GRANTS FOR STATE EDUCATIONAL
AGENCIES**



**FY 2015 Pre-Application Webinar
SEA Competition
CFDA 84.282A**

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

**June 17, 2015
Washington, D.C.**

WELCOME

ERIN PFELTZ

- MANAGER, CHARTER SCHOOLS PROGRAM, OII

KATHRYN MEELEY

- COMPETITION MANAGER, SEA PROGRAM
PROGRAM OFFICER, CHARTER SCHOOLS PROGRAM, OII





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



IMPORTANT NOTE

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



AGENDA

84.282A – CSP GRANTS FOR STATE EDUCATIONAL AGENCIES

- **OVERVIEW**
 - PURPOSE
 - ELIGIBILITY
 - NEW ADDITIONS FOR FY15
 - COMPETITION BASICS
- **APPLICATION DETAIL**
 - APPLICATION PACKAGE OVERVIEW
 - PRIORITIES
 - SELECTION CRITERIA
 - REQUIREMENTS
 - PERFORMANCE MEASURES
- **GRANTS.GOV (REGISTER AND SUBMIT EARLY!)**



APPLICATIONS ARE DUE BY:

July 16, 2015, at 4:30:00 p.m. (EST)
Washington, DC time

Important Note: The Grants.gov helpdesk is not available on weekends. You are strongly encouraged to submit early! You can always resubmit your application (prior to the closing date at 4:30 p.m. if you need to update your application.



PURPOSE OF THE CHARTER SCHOOLS PROGRAM (CSP)

To increase the national understanding of the charter school model by:

1. expanding the number of high-quality charter schools available to students across the Nation by providing financial assistance for the planning, program design, and initial implementation of charter schools, and
2. evaluating the effects of charter schools, including their effects on students, student academic achievement, staff and parents.

PURPOSE OF 84.282A COMPETITION

Under the CSP grants for SEAs program, the Secretary awards grants to SEAs on a competitive basis to enable them to conduct charter school programs in their States. SEAs use their CSP funds to award subgrants to non-SEA eligible applicants in their State.

The CSP SEA subgrants are used for two primary purposes:

1. planning, program design, and initial implementation of new charter schools; and
2. dissemination of information, including best practices, by charter schools open at least three consecutive years with demonstrated success in several areas, as specified by statute (see Authorizing Legislation).



ELIGIBILITY

SEA ELIGIBLE APPLICANTS

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

SUBGRANT (Non-SEA) - ELIGIBLE APPLICANT

Eligible applicant means a developer that has (a) applied to an authorized public chartering authority to operate a charter school; and (b) provided adequate and timely notice to that authority under section 5203(d)(3) of the ESEA. (20 U.S.C. 7221i(3)).

Note: If an SEA has a current CSP grant, current grant funding will be taken into consideration at the time of any new award.

NEW ADDITIONS FOR FY 2015

The Department conducted rulemaking activities in advance of this competition and invited public comment on proposed priorities, requirements, definitions, and selection criteria on November 19, 2014 in the Federal Register (79 F.R. 68812-6621).

- **Notice of Proposed Priorities:** <http://www.gpo.gov/fdsys/pkg/FR-2014-11-19/pdf/2014-27264.pdf>
- **Review public comment at** www.regulations.gov

A summary of comments received and the Department's responses can be found in the 2015 SEA NFP, which was published simultaneously with the NIA on June 15, 2015 in the Federal Register (80 F.R. 34201-34227). The notice of Final Priorities can be found at the following URL: <http://www.gpo.gov/fdsys/pkg/FR-2015-06-15/pdf/2015-14391.pdf>



NEW ADDITIONS FOR FY 2015

The 2015 CSP NIA has many modifications compared to previous competitions consistent with the 2015 SEA NFP, FY 2015 Appropriations Act, and recent updates to the CSP Nonregulatory Guidance. Changes include the following:

1. The following were added based on the 2015 SEA NFP:
 - a. two Absolute Priorities and two additional Competitive Preference Priorities
 - b. four additional Application Requirements
 - c. four additional Definitions
 - d. all Selection Criteria for the FY 2015 NIA are newly established
2. The FY 2015 Appropriations Act included language authorizing the use of CSP grant funds to support preschool education in charter schools.
3. In January 2014, the Department updated the CSP Nonregulatory Guidance to clarify the circumstances under which charter schools receiving CSP funds may use weighted lotteries in admissions (Questions E-3 and E-3a).



NEW ADDITIONS FOR FY 2015

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.

- If 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)
- In States in which preschool education is not part of elementary education under State law, CSP funds may not be used to support charter schools that provide only preschool education.



NEW ADDITIONS FOR FY 2015

PRESCHOOL CONT.

- Schools may propose to use CSP funds to support preschool education in a charter school, provided that the charter school meets the definition of “charter school” in section 5210(1) of the ESEA, including the requirement that the charter school provide a program of elementary or secondary education, or both.
- If preschool education is part of elementary education under State law. In such States, 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.
- 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.



NEW ADDITIONS FOR FY 2015

UPDATED NONREGULATORY GUIDANCE - WEIGHTED LOTTERIES

All subgrants must go to eligible applicants. Weighted lotteries are permitted only in certain circumstances:

1. 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.
2. 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
3. A charter school may weight its lottery to give a 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.





NEW ADDITIONS FOR FY 2015

UPDATED NONREGULATORY GUIDANCE - 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).

NEW ADDITIONS FOR FY 2015

SINGLE SEX SCHOOLS

With respect to opening and operating a single-sex charter school, the applicant should ensure that charter schools in its State comply with 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 1970 (20 U.S.C. 1681 et seq.) and its regulations, including 34 CFR 106.34(c).



COMPETITION BASICS

IMPORTANT DATES

Applications Available: **June 15, 2015**

Date of Pre-Application Meeting: **June 17, 2015**
2pm – 4pm

Deadline for Transmittal of Applications: **July 16, 2015**
(4:30:00 p.m. Washington, D.C. time)

Onsite Review: **July 27 – 31, 2015**

Grant Performance Period Begins: **October 1, 2015**



COMPETITION BASICS

AWARD INFORMATION

Type of Award: Discretionary grants.

Estimated Available Funds: \$116,000,000

Estimated Range of Awards: \$3.5 million to 45 million/year

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

Estimated Number of Awards: 12

Project Period: Up to 36 months.

COMPETITION BASICS

ELECTRONIC SUBMISSION REQUIREMENT

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

Applications are due no later than **July 16, 2015 by 4:30:00 PM, Washington, DC time.**



AGENDA

84.282A – CSP GRANTS FOR STATE EDUCATIONAL AGENCIES

- OVERVIEW
 - PURPOSE
 - ELIGIBILITY
 - NEW ADDITIONS FOR FY15
 - COMPETITION BASICS
- **APPLICATION DETAIL**
 - APPLICATION PACKAGE OVERVIEW
 - PRIORITIES
 - SELECTION CRITERIA
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- GRANTS.GOV (REGISTER AND SUBMIT EARLY!)



APPLICATION PACKAGE OVERVIEW

The application package can be found on [Grants.gov](https://www.Grants.gov).

A complete application consists of the following components:

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

APPLICATION PACKAGE OVERVIEW

REQUIRED FORMS

ED Standard Forms

- Application for Federal Assistance (SF 424)
- Department of Education Supplemental Information for SF 424
- Department of Education Budget Summary Form (ED 524)
- Disclosure of Lobbying Activities (SF-LLL)

Assurances and Certifications

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



APPLICATION PACKAGE OVERVIEW

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"/>	



APPLICATION PACKAGE OVERVIEW

SF 424

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

16a-b – Congressional District. Enter the district 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 3 years, so the end date should reflect how many years are requested. ****If a waiver is requested for additional years, that should be reflected here.***

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

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





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

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

Name of Institution/Organization: **NAME OF DOE**

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

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

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

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 03 / 01 / 2015 To: 02 / 28 / 2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 10 %

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

Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %



APPLICATION PACKAGE OVERVIEW

ED 524

- Section A is required; complete all years for which funds are requested.
- Funds requested should match the detailed budget narrative required in another segment of 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.



APPLICATION PACKAGE OVERVIEW

GEPA STATEMENT

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



APPLICATION PACKAGE OVERVIEW

OTHER ATTACHMENTS

Other Attachments

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

There are five (5) “Other Attachments” that should be included:

- Appendix A: Charter School Program Assurances
- Appendix B: Resumes/Curriculum Vitae
- Appendix C: Letters of Support
- Appendix D: Proprietary Information
- Appendix E: Additional Information



APPLICATION PACKAGE OVERVIEW

APPLICATION NARRATIVE

The Application Narrative consists of the following components:

- Abstract Narrative
- Budget Narrative
- Project Narrative
 - Absolute Priorities
 - Competitive Preference Priorities (optional)
 - Selection Criteria
 - Requirements





APPLICATION PACKAGE OVERVIEW

ABSTRACT NARRATIVE

ED Abstract

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

The abstract narrative should not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc.

APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE

Budget Narrative

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

Budget Resources:

- 2 CFR Part 200 (previously OMB Circular A-87 (State) and A-122 (non-profit)) *Additional information on uniform guidance can be found at: <http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>
- CSP Nonregulatory Guidance, Sections D2-D5
- 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.



APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

Grantees under this program must use the grant funds to award subgrants to one or more eligible applicants in the State to enable such applicant to plan and implement a charter school in accordance with this program, except that the state educational agency may reserve:

- not more than 5 percent of such grant funds for administrative expenses associated with the charter school grant program, and
- not more than 10 percent of the grant funds to support dissemination activities.



APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

An SEA receiving a grant under this program may use the grant funds to award subgrants to eligible applicants 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.



APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

b) **Initial implementation 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.



APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

c) Dissemination, if:

1. The SEA includes dissemination subgrants in their application, and the charter school has been in operation for at least 3 consecutive years and has demonstrated overall success, including –
 - a. Substantial progress in improving student academic achievement
 - b. High levels of parent satisfaction; and
 - c. The management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.



APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

c) Dissemination activities may include:

1. assisting other individuals with the planning and start-up of one or more new public schools, including charter schools, that are independent of the assisting charter school and the assisting charter school's developers
2. developing partnerships with other public schools, including charter schools, designed to improve student academic achievement in each of the schools participating in the partnership;



APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

c) Dissemination activities may include (continued):

- 3) developing curriculum materials, assessments, and other materials that promote increased student achievement and are based on successful practices within the assisting charter school; and
- 4) conducting evaluations and developing materials that document the successful practices of the assisting charter school and that are designed to improve student performance in other schools.



APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

A charter school that receives funding under the Non-SEA or Replication and Expansion grant competitions is ineligible to receive funds for the same purpose under section 5202(c)(2) of the ESEA, authorizing grants to SEAs.

A charter school that has received CSP 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 for a dissemination grant.





APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

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

The budget should include only costs that are allowable, 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.



APPLICATION PACKAGE OVERVIEW

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

Project Directors Meeting: Applicants approved for funding under this competition must attend a two-day meeting for project directors during each year of the project. Applicants are encouraged to include the cost of attending this meeting in their proposed budgets.



APPLICATION PACKAGE OVERVIEW

PROJECT NARRATIVE

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

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

Applicants should limit the project narrative to 60 pages. The Table of Contents does not count towards this limit.

PRIORITIES

- **Absolute Priority**: We consider only applications that meet both priorities.
 - Absolute Priority 1 – Periodic Review and Evaluation
 - Absolute Priority 2 – Charter School Oversight
- **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.
 1. High-Quality Authorizing & Monitoring Processes (up to 15 points)
 2. One Authorized Public Chartering Agency Other than an LEA, or an Appeals Process (0 or 5 points).
 3. SEAs that Have Never Received a CSP Grant (0 or 5 points)



ABSOLUTE PRIORITY

Absolute Priority 1 -- Periodic Review and Evaluation: To meet this priority, the applicant must demonstrate that the State provides for periodic review and evaluation by the authorized public chartering agency of each charter school at least once every five years, unless required more frequently by State law, and takes steps to ensure that such reviews take place. The review and evaluation must serve to determine whether the charter school is meeting the terms of the school's charter and meeting or exceeding the student academic achievement requirements and goals for charter schools as set forth in the school's charter or under State law, a State regulation, or a State policy, provided that the student academic achievement requirements and goals for charter schools established by that policy meet or exceed those set forth under applicable State law or State regulation. This periodic review and evaluation must include an opportunity for the authorized public chartering agency to take appropriate action or impose meaningful consequences on the charter school, if necessary.



ABSOLUTE PRIORITY

Absolute Priority 2 -- Charter School Oversight:

To meet this priority, an application must demonstrate that State law, regulations, or other policies in the State where the applicant is located require the following:

- a) That each charter school in the State –
 - 1) Operates under a legally binding charter or performance contract between itself and the school's authorized public chartering agency that describes the rights and responsibilities of the school and the public chartering agency;
 - 2) Conducts annual, timely, and independent audits of the school's financial statements that are filed with the school's authorized public chartering agency; and
 - 3) Demonstrates improved student academic achievement; and



ABSOLUTE PRIORITY

Absolute Priority 2 -- Charter School Oversight (continued)

- b) That all authorized public chartering agencies in the State use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA (20 U.S.C. 6311(b)(2)(C)(v)) as one of the most important factors when determining whether to renew or revoke a school's charter.

COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority 1 --

High-Quality Authorizing and Monitoring Processes (up to 15 points): To meet this priority, an applicant must demonstrate that all authorized public chartering agencies in the State use one or more of the following:

(a) Frameworks and processes to evaluate the performance of charter schools on a regular basis that include (***the following are paraphrased; please refer to NIA for full language***)—

- Academic and operational performance expectations/objectives
- Clear criteria for renewing and revoking the charter of a school
- Annual reporting to each charter school summarizing school performance and compliance, based on this framework, and identifying any areas that need improvement.

COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority 1 --

High-Quality Authorizing and Monitoring Processes (up to 15 points): (continued)

(b) Clear and specific standards and formalized processes that measure and benchmark the performance of the authorized public chartering agency or agencies, including the performance of its portfolio of charter schools, and provide for the annual dissemination of information on such performance;

(c) Authorizing processes that establish clear criteria for evaluating charter applications and include a multi-tiered clearance or review of a charter school, including a final review immediately before the school opens for its first operational year; or

(d) Authorizing processes that include differentiated review of charter petitions to assess whether, and the extent to which, the charter school developer has been successful (as determined by the authorized public chartering agency) in establishing and operating one or more high-quality charter schools.



COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority 2 --

One Authorized Public Chartering Agency Other than an LEA, or an Appeals Process (0 or 5 points): To meet this priority, the applicant must demonstrate that the State--

- (a) Provides for one authorized public chartering agency that is not an LEA, such as a State chartering board, for each individual or entity seeking to operate a charter school pursuant to State law; or
- (b) In the case of a State in which LEAs are the only authorized public chartering agencies, allows for an appeals process for the denial of an application for a charter school.

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



COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority 3 --

SEAs that Have Never Received a CSP Grant (0 or 5 points):

To meet this priority you must be an eligible SEA applicant that has never received a CSP grant.

***NOT PART OF THE PEER REVIEWER PROCESS: POINTS WILL BE
ADDED BY CSP STAFF***



SELECTION CRITERIA

OVERVIEW

- (a) State-Level Strategy (15 points)
- (b) Policy Context for Charter Schools (5 points)
- (c) Past Performance (10 points)
- (d) Quality of Plan to Support Educationally Disadvantaged Students (15 points)
- (e) Vision for Growth and Accountability (10 points)
- (f) Dissemination of Information and Best Practices (10 points)
- (g) Oversight of Authorized Public Chartering Agencies (15 points)
- (h) Management Plan and Theory of Action (10 points)
- (i) Project Design (10 points)



SUGGESTED POINT RANGES FOR RATING APPLICANT RESPONSES TO THE SELECTION CRITERIA

***THE FULL DOCUMENT THAT WILL BE PROVIDED TO PEER REVIEWERS TO ASSIST IN THE REVIEWING AND SCORING OF THE ELIGIBLE APPLICANT'S RESPONSE TO THE SELECTION CRITERIA CAN BE FOUND IN THE APPLICATION PACKAGE INSTRUCTIONS ON PAGE 56.*

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

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



SELECTION CRITERIA

(A) STATE-LEVEL STRATEGY (15 POINTS)

The Secretary considers the quality of the State-level strategy for using charter schools to improve educational outcomes for students throughout the State. In determining the quality of the State-level strategy, the Secretary considers the following factors:

- 1) The extent to which the SEA's CSP activities, including the subgrant program, are integrated into the State's overall strategy for improving student academic achievement and attainment (including high school graduation rates and college and other postsecondary education enrollment rates) and closing achievement and attainment gaps, and complement or leverage other statewide education reform efforts;
- 2) The extent to which funding equity for charter schools (including equitable funding for charter school facilities) is incorporated into the SEA's State-level strategy; and



SELECTION CRITERIA

(A) STATE-LEVEL STRATEGY (15 POINTS) *CONTINUED*

- 3) The extent to which the State encourages local strategies for improving student academic achievement and attainment that involve charter schools, including but not limited to the following:
- i. Collaboration, including the sharing of data and promising instructional and other practices, between charter schools and other public schools or providers of early learning and development programs or alternative education programs; and
 - ii. The creation of charter schools that would serve as viable options for students who currently attend, or would otherwise attend, the State's lowest-performing schools.



SELECTION CRITERIA

(B) POLICY CONTEXT FOR CHARTER SCHOOLS (5 POINTS)

The Secretary considers the policy context for charter schools under the proposed project. In determining the policy context for charter schools under the proposed project, the Secretary considers the following factors:

- 1) The degree of flexibility afforded to charter schools under the State's charter school law, including:
 - i. The extent to which charter schools in the State are exempt from State or local rules that inhibit the flexible operation and management of public schools; and
 - ii. The extent to which charter schools in the State have a high degree of autonomy, including autonomy over the charter school's budget, expenditures, staffing, procurement, and curriculum;



SELECTION CRITERIA

(B) POLICY CONTEXT FOR CHARTER SCHOOLS (5 POINTS) **CONTINUED**

2) The quality of the SEA's processes for:

- i. Annually informing each charter school in the State about Federal funds the charter school is eligible to receive and Federal programs in which the charter school may participate; and
- ii. Annually ensuring that each charter school in the State receives, in a timely fashion, the school's commensurate share of Federal funds that are allocated by formula each year, particularly during the first year of operation of the school and during a year in which the school's enrollment expands significantly; and



SELECTION CRITERIA

(B) POLICY CONTEXT FOR CHARTER SCHOOLS (5 POINTS) **CONTINUED**

- 3) The quality of the SEA's plan to ensure that charter schools that are considered to be LEAs under State law and LEAs in which charter schools are located will comply with sections 613(a)(5) and 613(e)(1)(B) of IDEA (20 U.S.C. 1400, et seq.), the Age Discrimination Act of 1975 (42 U.S.C. 6101, et seq.), title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d, et seq.), title IX of the Education Amendments of 1972 (20 U.S.C. 1681, et seq.), and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794).



SELECTION CRITERIA

(C) PAST PERFORMANCE (10 POINTS)

The Secretary considers the past performance of charter schools in a State that enacted a charter school law for the first time five or more years before submission of its application. In determining the past performance of charter schools in such a State, the Secretary considers the following factors:

- 1) The extent to which there has been a demonstrated increase, for each of the past five years, in the number and percentage of high-quality charter schools (as defined in this notice) in the State;
- 2) The extent to which there has been a demonstrated reduction, for each of the past five years, in the number and percentage of academically poor-performing charter schools (as defined in this notice) in the State; and



SELECTION CRITERIA

(C) PAST PERFORMANCE (10 POINTS) *CONTINUED*

- 3) Whether, and the extent to which, the academic achievement and academic attainment (including high school graduation rates and college and other postsecondary education enrollment rates) of charter school students equal or exceed the academic achievement and academic attainment of similar students in other public schools in the State over the past five years.

Note: Application submitted by an SEA in a State that enacted a charter school law for the first time fewer than five years before submission should not address this criterion in its application. In response to this criterion, that SEA should provide in its application the date when its State first enacted a charter school law and relevant supporting documentation.



SELECTION CRITERIA

(D) QUALITY OF PLAN TO SUPPORT EDUCATIONALLY DISADVANTAGED STUDENTS (15 POINTS)

The Secretary considers the quality of the SEA's plan to support educationally disadvantaged students. In determining the quality of the plan to support educationally disadvantaged students, the Secretary considers the following factors:

- 1) The extent to which the SEA's charter school subgrant program would—
 - i. Assist students, particularly educationally disadvantaged students, in meeting and exceeding State academic content standards and State student achievement standards; and
 - ii. Reduce or eliminate achievement gaps for educationally disadvantaged students;



SELECTION CRITERIA

(D) QUALITY OF PLAN TO SUPPORT EDUCATIONALLY DISADVANTAGED STUDENTS (15 POINTS) **CONTINUED**

- 2) The quality of the SEA's plan to ensure that charter schools attract, recruit, admit, enroll, serve, and retain educationally disadvantaged students;
- 3) The extent to which the SEA will encourage innovations in charter schools, such as models, policies, supports, or structures, that are designed to improve the academic achievement of educationally disadvantaged students; and
- 4) The quality of the SEA's plan for monitoring all charter schools to ensure compliance with Federal and State laws, particularly laws related to educational equity, nondiscrimination, and access to public schools for educationally disadvantaged students.



SELECTION CRITERIA

(E) VISION FOR GROWTH AND ACCOUNTABILITY (10 POINTS)

The Secretary determines the quality of the statewide vision, including the role of the SEA, for charter school growth and accountability. In determining the quality of the statewide vision, the Secretary considers the following factors:

- 1) The quality of the SEA's systems for collecting, analyzing, and publicly reporting data on charter school performance, including data on student academic achievement, attainment (including high school graduation rates and college and other postsecondary education enrollment rates), retention, and discipline for all students and disaggregated by student subgroup;

SELECTION CRITERIA

(E) VISION FOR GROWTH AND ACCOUNTABILITY (10 POINTS) **CONTINUED**

- 2) The ambitiousness, quality of vision, and feasibility of the SEA's plan (including key actions) to support the creation of high-quality charter schools during the project period, including a reasonable estimate of the number of high-quality charter schools in the State at both the beginning and the end of the project period; and
- 3) The ambitiousness, quality of vision, and feasibility of the SEA's plan (including key actions) to support the closure of academically poor-performing charter schools in the State (i.e., through revocation, non-renewal, or voluntary termination of a charter) during the project period.

Note: In the context of closing academically poor-performing charter schools, we remind applicants of the importance of ensuring adherence to applicable laws, policies, and procedures that govern the closure of a charter school, the disposition of its assets, and the transfer of its students and student records.



SELECTION CRITERIA

(F) DISSEMINATION OF INFORMATION AND BEST PRACTICES (10 POINTS)

The Secretary considers the quality of the SEA's plan to disseminate information about charter schools and best or promising practices of successful charter schools to each LEA in the State as well as to charter schools, other public schools, and charter school developers (20 U.S.C. 7221b(b)(2)(C) and 7221(c)(f)(6)). If an SEA proposes to use a portion of its grant funds for dissemination subgrants under section 5204(f)(6)(B) of the ESEA (20 U.S.C. 7221c(f)(6)(B)), the SEA should incorporate these subgrants into the overall plan for dissemination. In determining the quality of the SEA's plan to disseminate information about charter schools and best or promising practices of successful charter schools, the Secretary considers the following factors:



SELECTION CRITERIA

(F) DISSEMINATION OF INFORMATION AND BEST PRACTICES (10 POINTS)

CONTINUED

- 1) The extent to which the SEA will serve as a leader in the State for identifying and disseminating information and research (which may include, but is not limited to, providing technical assistance) about best or promising practices in successful charter schools, including how the SEA will use measures of efficacy and data in identifying such practices and assessing the impact of its dissemination activities;
- 2) The quality of the SEA's plan for disseminating information and research on best or promising practices used by, and the benefits of, charter schools that effectively incorporate student body diversity, including racial and ethnic diversity and diversity with respect to educationally disadvantaged students, consistent with applicable law;



SELECTION CRITERIA

(F) DISSEMINATION OF INFORMATION AND BEST PRACTICES (10 POINTS)

CONTINUED

- 3) The quality of the SEA's plan for disseminating information and research on best or promising practices in charter schools related to student discipline and school climate; and
- 4) For an SEA that proposes to use a portion of its grant funds to award dissemination subgrants under section 5204(f)(6)(B) of the ESEA (20 U.S.C. 7221 a(f)(6)(B)), the quality of the subgrant award process and the likelihood that such dissemination activities will increase the number of high-quality charter schools in the State and contribute to improved student academic achievement.



SELECTION CRITERIA

(G) OVERSIGHT OF AUTHORIZED PUBLIC CHARTERING AGENCIES (15 POINTS)

The Secretary considers the quality of the SEA's plan (including any use of grant administrative or other funds) to monitor, evaluate, assist, and hold accountable authorized public chartering agencies. In determining the quality of the SEA's plan to provide oversight to authorized public chartering agencies, the Secretary considers how well the SEA's plan will ensure that authorized public chartering agencies are –

- 1) Seeking and approving charter school petitions from developers that have the capacity to create charter schools that can become high-quality charter schools;

SELECTION CRITERIA

(G) OVERSIGHT OF AUTHORIZED PUBLIC CHARTERING AGENCIES (15 POINTS) *CONTINUED*

- 2) Approving charter school petitions with design elements that incorporate evidence-based school models and practices, including, but not limited to, school models and practices that focus on racial and ethnic diversity in student bodies and diversity in student bodies with respect to educationally disadvantaged students, consistent with applicable law;
- 3) Establishing measureable academic and operational performance expectations for all charter schools (including alternative charter schools, virtual charter schools, and charter schools that include pre-kindergarten, if such schools exist in the State) that are consistent with the definition of high-quality charter school as defined in this notice;



SELECTION CRITERIA

(G) OVERSIGHT OF AUTHORIZED PUBLIC CHARTERING AGENCIES (15 POINTS) *CONTINUED*

- 4) Monitoring their charter schools on at least an annual basis, including conducting an in-depth review of each charter school at least once every five years, to ensure that charter schools are meeting the terms of their charter or performance contracts and complying with applicable State and Federal laws;
- 5) Using increases in student academic achievement as one of the most important factors in renewal decisions; basing renewal decisions on a comprehensive set of criteria, which are set forth in the charter or performance contract; and revoking, not renewing, or encouraging the voluntary termination of charters held by academically poor-performing charter schools;



SELECTION CRITERIA

(G) OVERSIGHT OF AUTHORIZED PUBLIC CHARTERING AGENCIES (15 POINTS) *CONTINUED*

- 6) Providing, on an annual basis, public reports on the performance of their portfolios of charter schools, including the performance of each individual charter school with respect to meeting the terms of, and expectations set forth in, the school's charter or performance contract;
- 7) Supporting charter school autonomy while holding charter schools accountable for results and meeting the terms of their charters or performance contracts; and
- 8) Ensuring the continued accountability of charter schools during any transition to new State assessments or accountability systems, including those based on college- and career-ready standards.

1.



SELECTION CRITERIA

(H) MANAGEMENT PLAN AND THEORY OF ACTION (10 POINTS)

The Secretary considers the quality of the management plan and the project's theory of action. In determining the quality of the management plan and the project's theory of action, the Secretary considers the following factors:

- 1) The quality, including the cohesiveness and strength of reasoning, of the logic model (as defined in 34 CFR 77.1(c)), and the extent to which it addresses the role of the grant in promoting the State-level strategy for using charter schools to improve educational outcomes for students through CSP subgrants for planning, program design, and initial implementation; optional dissemination subgrants; optional revolving loan funds; and other strategies;



SELECTION CRITERIA

(H) MANAGEMENT PLAN AND THEORY OF ACTION (10 POINTS)

- 2) The extent to which the SEA's project-specific performance measures, including any measures required by the Department, support the logic model; and
- 3) The adequacy of the management plan to—
 - i. Achieve the objectives of the proposed project on time and within budget, including the existence of clearly defined responsibilities, timelines, and milestones for accomplishing project tasks; and
 - ii. Address any compliance issues or findings related to the CSP that are identified in an audit or other monitoring review.



SELECTION CRITERIA

(H) MANAGEMENT PLAN AND THEORY OF ACTION (10 POINTS) *CONTINUED*

Note: The Secretary encourages the applicant to propose a comprehensive management plan and theory of action for assessing the achievement of the objectives, including developing performance measures and performance targets for its proposed grant project that are consistent with those objectives. The applicant should clearly identify the project-specific performance measures and performance targets in its plan and should review the logic model application requirement and performance measures section of this notice for information on the requirements for developing those performance measures and performance targets consistent with the objectives of the proposed project. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the logic model requirement when addressing this criterion.



SELECTION CRITERIA

(I) PROJECT DESIGN (10 POINTS)

The Secretary considers the quality of the design of the SEA's charter school subgrant program, including the extent to which the project design furthers the SEA's overall strategy for increasing the number of high-quality charter schools in the State and improving student academic achievement. In determining the quality of the project design, the Secretary considers the following factors:

- 1) The quality of the SEA's process for awarding subgrants for planning, program design, and initial implementation, and, if applicable, for dissemination, including:
 - i. The subgrant application and peer review process, timelines for these processes, and how the SEA intends to ensure that subgrants will be awarded to eligible applicants demonstrating the capacity to create high-quality charter schools; and



SELECTION CRITERIA

(I) PROJECT DESIGN (10 POINTS) *CONTINUED*

- ii. A reasonable year-by-year estimate, with supporting evidence, of (a) the number of subgrants the SEA expects to award during the project period and the average size of those subgrants, including an explanation of any assumptions upon which the estimates are based; and (b) if the SEA has previously received a CSP grant, the percentage of eligible applicants that were awarded subgrants and how this percentage related to the overall quality of the applicant pool;
- 2) The process for monitoring CSP subgrantees;
- 3) How the SEA will create a portfolio of subgrantees that focuses on areas of need within the State, such as increasing student body diversity or maintaining a high level of student body diversity, and how this focus aligns with the State-Level Strategy;



SELECTION CRITERIA

(I) PROJECT DESIGN (10 POINTS) *CONTINUED*

- 4) The steps the SEA will take to inform teachers, parents, and communities of the SEA's charter school subgrant program; and
- 5) A description of any requested waivers of statutory or regulatory provisions over which the Secretary exercises administrative authority and the extent to which those waivers will, if granted, further the objectives of the project.



APPLICATION REQUIREMENTS

Application Requirements: Applicants applying for CSP grant funds must address the following application requirements.

An applicant may choose to respond to the application requirements in the context of its responses to the selection criteria but should note it in this section.

APPLICATION REQUIREMENTS

OVERVIEW

- 1) **Academically poor-performing charter school**
- 2) Disseminating best practices
- 3) Federal Funds
- 4) **High-quality charter school**
- 5) IDEA compliance
- 6) **Logic model**
- 7) **Lottery and enrollment preferences**
- 8) Objectives
- 9) Revolving loan fund
- 10) Waivers

APPLICATION REQUIREMENTS

LOGIC MODEL

Note: The applicant should review section VI.4 Performance Measures of the NIA for information on the requirements for developing project-specific performance measures and targets consistent with the objectives of the proposed project. Program performance measures, which are also discussed in section VI.4 Performance Measures of the NIA, should be included within the logic model. The applicant also should review the information that the Secretary considers under Selection Criterion (h). Management Plan and Theory of Action.

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



APPLICATION REQUIREMENTS

WAIVERS

WAIVERS – ESEA includes a restriction on waiving any requirements related to the allocation of funds, which includes waivers of the 5% limitation on administrative activities.

However, the Secretary may waive any statutory or regulatory requirement over which the Secretary exercises administrative authority except any such requirement relating to the elements of a charter school described in section 5210(1), if —

1. the waiver is requested in an approved application under this program; and
2. the Secretary determines that granting such a waiver will promote the purpose of this program.



APPLICATION REQUIREMENTS

WAIVERS

Common waivers (that are not school specific) are as follows:

Waive Section	Requirement to be waived	Nickname/Description
5202(c)(1)	Grant to SEAs cannot be more than 3 years	5 year waiver
5202(c)(2)(C)	Dissemination subgrants cannot be for more than two years	3 year dissemination for effective evaluation (still 2 year dissemination activity limit)
5202(d)(1)	Charter schools cannot receive more than one subgrant for planning and implementation	Substantial Expansion Waiver



DEFINITIONS

OVERVIEW

- 1) **Academically poor-performing charter school**
- 2) Ambitious
- 3) Baseline
- 4) Developer
- 5) **Educationally disadvantaged students**
- 6) Eligible applicant
- 7) **High-quality charter school**
- 8) Logic model
- 9) Performance measure
- 10) Performance target
- 11) Relevant outcome
- 12) **Significant compliance issue**

CSP PERFORMANCE MEASURES

GPRA

Program Performance Measures (GPRA). 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:

- i. The number of charter schools in operation around the Nation;
- ii. 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/language arts.

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

- iii. 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.



CSP PERFORMANCE MEASURES

PROJECT-SPECIFIC PERFORMANCE MEASURES

(b) Project-Specific Performance Measures. Applicants must propose project-specific performance measures and performance targets consistent with the objectives of the proposed project. Applications must provide the following information as directed under 34 CFR 75.110(b) and (c):

1. Performance measures.
2. Baseline data.
3. Performance targets.

Note: The Secretary encourages applicants to consider developing project-specific performance measures and targets tied to their grant activities as well as to student academic achievement during the grant period. The project-specific performance measures should be sufficient to gauge the progress throughout the grant period, show results by the end of the grant period, and be included in the **logic model** as outlined in the Application Requirements section of the FY 2015 NIA.

4. Data Collection.



CSP PERFORMANCE MEASURES

PROJECT-SPECIFIC PERFORMANCE MEASURES

Note: If the applicant does not have experience with collection and reporting of performance data through other projects or research, the applicant should provide other evidence of capacity to successfully carry out data collection and reporting for their proposed project. All grantees must submit an annual performance report with information that is responsive to these performance measures. ***If you will be unable to report on a measure annually it should not be identified as a project-specific performance measure.***

Note: For technical assistance in developing effective performance measures, applicants are encouraged to review information provided by the Department's Regional Educational Laboratories (RELs). For example, the REL Northeast and Islands has created the following resource on logic models:

[//relpacific.mcrel.org/resources/elm-app](http://relpacific.mcrel.org/resources/elm-app).

For additional guidance on creating strong application objectives and performance measures, please review the following sections in the FY 2015 NIA: section VI part 4, Performance Measures, logic model requirement, and Selection Criterion (h) Management Plan and Theory of Action.



APPLICABLE REGULATIONS AND STATUTE

- i. The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99.
- ii. The OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and
- iii. The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended in 2 CFR part 3474.
- iv. The Notice of Final Priorities for this program.



AWARD NOTICES

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

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



AGENDA

84.282A – CSP GRANTS FOR STATE EDUCATIONAL AGENCIES

- OVERVIEW
 - PURPOSE
 - ELIGIBILITY
 - NEW ADDITIONS FOR FY15
 - COMPETITION BASICS
- APPLICATION DETAIL
 - APPLICATION PACKAGE OVERVIEW
 - PRIORITIES
 - SELECTION CRITERIA
 - REQUIREMENTS
 - PERFORMANCE MEASURES
- **GRANTS.GOV (REGISTER AND SUBMIT EARLY!)**



APPLICATIONS ARE DUE BY:

July 16, 2015, 4:30:00 PM (EST)

Washington, DC time

Important Note: The Grants.gov helpdesk is not available on weekends. You are strongly encouraged to submit early! You can always resubmit your application (before the closing date and time) if you need to update your application.

FEDERAL REGISTER NOTICE – APPLICATION INFORMATION

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



WHAT IS GRANTS.GOV?

- An external application system used throughout the Federal government
- Available at www.grants.gov



IMPORTANT REMINDER

Please be sure to check the CFDA# (84.282A), Competition ID and title before you download the application package. There are **2 CSP competitions** currently active 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 complete Grants.gov registration process takes **up to 4 weeks** to complete.
2. You do not have to register with Grants.gov if you only want to find grant opportunities or to download application packages – **but you MUST register to SUBMIT!**



GRANTS.GOV REGISTRATION PROCESS

Step 1: Register Your Organization

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

Step 2: SAM Registration

- Register both your DUNS number and TIN with the System for Award Management (SAM) (formerly the Central Contractor Registry (CCR)). Your organization must have a DUNS number to register with SAM. SAM registration takes approximately 7 business days, but may take up to several weeks, to complete. **Once your SAM registration is active, you will need to allow 24 to 48 hours for the information to be available in Grants.gov and before you can submit an application through Grants.gov. SAM requires an annual registration – you will be unable to submit if this has not been updated. This may take three or more business days.**



GRANTS.GOV REGISTRATION PROCESS

Step 3: AOR Registration

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

Step 4: Confirm AOR Registration

- The E-Business Point of Contact at your organization will receive your registration from Grants.gov. The E-Biz POC will then authorize you as an AOR. The E-Biz POC is usually someone in your grants office. Only an AOR may submit an application.



GRANTS.GOV REGISTRATION PROCESS

Step 5: Track your AOR status

- The length of time is contingent upon how long it takes your E-Biz POC to authorize you as an AOR. There may be more than one AOR at the organization.
- All 5 registration steps can be found on the Grants.gov website.

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



GRANTS.GOV APPLICATION PACKAGE

- Review “Grants.gov Submission Procedures and Tips for Applicants” in application package.
- Applicant must download the correct version of Adobe in order to read any Grants.gov application packages.
- In Adobe, applicants must move all mandatory forms from left to right, in order to open each form.
- Once the form is on the right side, applicant can complete and **SAVE** each form; while in process, the application package is saved offline.
- Press the final **SAVE & SUBMIT** button before the final submission of the application.



GRANTS.GOV APPLICATION PACKAGE

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



GRANTS.GOV APPLICATION SUBMISSION

SUCCESSFUL SUBMISSION

1. Applicants should receive a confirmation email with a time and date stamp and an assigned tracking number from Grants.gov
2. Applicants should receive a validation email from Grants.gov. This means the application is ready for Department pickup
3. Applicant should receive an email with their assigned PR Award # (U282A15XXXX)

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 16, 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 16, 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 for APPLICANT ACTIONS (Apply for Grants, Track My Application) and APPLICANT RESOURCES (Grant Eligibility, Individual Registration, Organization Registration, Grant Application Process, Applicant FAQs, Applicant Resources, 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.
- Applications cannot be “unsubmitted”.
- Users may resubmit their application at any point up until the closing date and time; we review the most recent submission before the due date and time.
- **Closing Date: July 16, 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 16, 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.



FOR INFORMATION AND ASSISTANCE

CSP SEA STAFF

Leslie Hankerson

Leslie.Hankerson@ed.gov, (202) 205-8524

Amy Huber

Amy.Huber@ed.gov, (202) 453-6634

Kathryn Meeley

Kathryn.Meeley@ed.gov, (202) 453-6818

GRANTS.GOV

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



QUESTIONS?

Closing Date:

July 16, 2015, at 4:30 p.m. (EST)

Washington, DC time

Important Note: The competition closes on a Thursday 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

