CHARTER SCHOOLS PROGRAM PRE-APPLICATION WEBINAR - REPLICATION AND EXPANSION OF HIGH-QUALITY CHARTER SCHOOLS (CMO)
WELCOME

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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
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

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

- OVERVIEW
  - PURPOSE
  - ELIGIBILITY
  - NEW ADDITIONS FOR FY16
  - COMPETITION BASICS

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

- GRANTS.GOV (REGISTER AND SUBMIT EARLY!)
APPLICATIONS ARE DUE BY:

FRIDAY, JUNE 24, 2016
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 84.282M COMPETITION

Under Replication and Expansion of High-Quality Charter Schools program, the Secretary awards grants to CMOs on a competitive basis 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.
ELIGIBILITY

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.
CHANGES FOR FY2016?

The Department uses the same absolute priorities, competitive preference priorities, and selection criteria as in FY 2015.

In developing their applications, applicants should review the application package available at www.Grants.gov for additional information concerning the priorities, application requirements, and selection criteria of this notice, as well as more detailed information on the submission process.
HIGHLIGHTS

PRESCHOOL

• The Consolidated Appropriations Act, 2016, Division H, Pub. L. 114-113 (FY 2016 Appropriations Act), retains the authority provided in Appropriations Acts for fiscal years 2014 and 2015 to use CSP funds “for grants that support preschool education in charter schools.” For information on the use of CSP funds to support preschool education in charter schools, see “Guidance on the Use of Funds to Support Preschool Education” at www2.ed.gov/programs/charter/csppreschoolfaqs.doc.

• All charter schools receiving CSP funds, as outlined in section 5210(1)(G) of the ESEA, must comply with various non-discrimination laws, including the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Education Act (specifies rights afforded to students with disabilities and their parents), and applicable State laws.
HIGHLIGHTS

PRESCHOOL.

• 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, 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.
HIGHLIGHTS

SINGLE-SEX SCHOOLS

• An applicant currently operating or proposing to operate a single-sex charter school or a coeducational charter school that offers single-sex classes or single-sex extracurricular activities (collectively referred to as “single-sex educational program(s)”) will undergo a review of its single-sex educational program(s) to determine compliance with applicable nondiscrimination laws, including the Equal Protection Clause of the U.S. Constitution and Title IX of the Education Amendments of 1972 (20 U.S.C. 1681, et seq.) and its regulations, including 34 CFR 106.34. This review is likely to require the applicant to provide fact-specific information about the single-sex program(s) within the Department’s timeframes for determining eligibility for funding. It is likely that special conditions will be placed on any grant awarded to an applicant that provides a single-sex educational program(s).
HIGHLIGHTS
SINGLE-SEX SCHOOLS

• An applicant currently operating or proposing to operate a single-sex charter school should include in its application, or as an addendum to the 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 and its regulations, including 34 CFR 106.34(c) with respect to the single-sex school.
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). The applicant should also provide information about whether there is a substantially equal single-sex school(s) for students of the excluded sex, or a substantially equal coeducational school(s), or both, and, if so, a detailed description of the proposed single-sex charter school and the substantially equal school(s) based on the factors in 34 CFR 106.34(c)(3).
An applicant currently operating or proposing to operate a coeducational charter school that provides single-sex classes or single-sex extracurricular activities should include in its application, or as an addendum to its application, a detailed description of how it will comply with the Title IX regulations at 34 CFR 106.34(b). See “Questions and Answers on Title IX and Single-Sex Elementary and Secondary Classes and Extracurricular Activities,” available at http://www2.ed.gov/about/offices/list/ocr/docs/faqs-title-ix-single-sex-201412.pdf.
HIGHLIGHTS

RIGOROUS EVALUATION

• The Department continues to include an invitational priority that encourages applicants to conduct rigorous evaluations of practices within their schools, with the goal of producing evidence that meets What Works Clearinghouse (WWC) Evidence Standards (as defined in the Federal Register Notice). The Department remains committed to building evidence of the effectiveness of a range of educational practices, increasing the number of schools that implement practices that are based on evidence, and identifying and evaluating practices that other schools or school systems could adopt to improve outcomes for their students (e.g., educator induction practices or school discipline policies).
COMPETITION BASICS

IMPORTANT DATES

Applications Available: May 10, 2016
Date of Pre-Application Meeting: May 24, 2016, 2:00pm – 3:30pm
Deadline for Transmittal of Applications: June 24, 2016 4:30:00 p.m. Washington, D.C. time
Application Review: July - August, 2016
Grant Performance Period Begins: October 1, 2016
COMPETITION BASICS

AWARD INFORMATION

**Type of Award:** Discretionary grants.

**Estimated Available Funds:** $65,000,000

**Estimated Range of Awards:** $500,000 to $3,000,000 per year

**Estimated Average Size of Awards:** $1,6000,000 per year

**Estimated Number of Awards:** 10 to 20

**Project Period:** Up to 5 years.
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 June 24, 2016 by 4:30:00 PM (Washington, DC time).
QUESTIONS?
AGENDA

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

• 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!)
The application package can be found on Grants.gov.

A complete application consists of the following components:

1. ED Standard Forms
2. Assurances and Certifications
3. Application Narrative
4. Other Attachments (see page 61 of the application package)
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)
• Certification Regarding Lobbying
APPLICATION PACKAGE OVERVIEW

SF 424
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.
  • CMO costs are part of your 20% administrative expenses.

• Section B should only be completed if you are making a matching commitment. This program does not require a match.
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, 2016. 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.
APPLICATION PACKAGE OVERVIEW

GEPA STATEMENT

• Section 427 of GEPA requires an applicant for federal funds to include a description of the steps they will take to ensure equitable access to and participation in the grant project.

• To meet this requirement, applicants must include a statement that does two things:
  1. Identify at least one barrier that would prevent someone from participating in grant activities.
  2. Explain what will be done to overcome the barrier.

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

REQUIRED FORMS

Application Narrative
• Abstract Narrative Form
• Project Narrative Form
• Budget Narrative Form

Assurances and Certifications
• Appendix A  CSP Assurances
• Appendix B  Resumes/Curriculum Vitae
• Appendix C  Letters of Support
• Appendix D  Proof of Non-Profit Status, or not for-profit status
• Appendix E  Schools Operated by Applicant
• Appendix F  Student Academic Achievement
• Appendix G  Supplemental Organizational Budgets and Financial Information
• Appendix H  Additional Information (if applicable)
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**

**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. Invitational Priority (optional)
4. Selection Criteria
5. Application Requirements

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

- An itemized breakdown of your budget
- A detailed narrative by project year and school for each budget category listed in Section A of the ED 524 form.

In addition, please:

- Describe how the funds are allocated according to the school being opened or expanded.
- Include detailed accounts of how much funding is going to each school, and for what purpose
- Highlight CMO costs
- Please budget for the budget period of the grant, NOT your fiscal year budget period.
SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

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

*Indirect Cost Information (To Be Completed by Your Business Office):
If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:
(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  _X_ Yes  _No_
(2) If yes, please provide the following information:
   Period Covered by the Indirect Cost Rate Agreement: From: _03_/ _01_/ _2015_ To: _02_/ _28_/ _2016_ (mm/dd/yyyy)
   Approving Federal agency: _X_ ED  _Other (please specify):_ ________________ The Indirect Cost Rate is ___% 
(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?  _X_  ___Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ___%
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.
BUDGET RESOURCES

BUDGET NARRATIVE - FUNDING RESTRICTIONS AND BUDGETS

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.

*Please budget for the budget period of the grant, NOT your fiscal year budget period. That’s October 1, 2016 – September 30, 2017 as year 1 and so forth. You should take roll-out into consideration and consider your timeline of when you will first begin funding schools in your pipeline. It is really important you think critically about your pipeline and make a reasonable estimate.
APPLICATION PACKAGE OVERVIEW

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 eight (8) “Other Attachments” that should be included:
- Appendix A  CSP Assurances
- Appendix B  Resumes/Curriculum Vitae:
- Appendix C  Letters of Support
- Appendix D  Proof of Non-Profit Status, or not for-profit status
- Appendix E  Schools Operated by Applicant
- Appendix F  Student Academic Achievement
- Appendix G  Supplemental Organizational Budgets and Financial Information
- Appendix H  Additional Information (if applicable)
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
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:
APPLICATION PACKAGE OVERVIEW

OTHER ATTACHMENTS

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.
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:
APPLICATION PACKAGE OVERVIEW

OTHER ATTACHMENTS

• 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 operates at the separate schools are carried out by different administrators, and of whether schools are run by separate principals.
APPLICATION PACKAGE OVERVIEW

OTHER ATTACHMENTS

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 H Additional Information when uploading.
An eligible applicant receiving a grant under this program may use the grant funds to —

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.
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.
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.
WHAT IS DOUBLE DIPPING?

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.
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
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.
QUESTIONS?
PRIORITIES

- **Absolute Priorities**: We consider only applications that meet both priorities.
  - Absolute Priority 1 – Experience Operating or Managing High-Quality Charter Schools
  - Absolute Priority 2 – Low-Income Demographic

- **Competitive Priorities**: We will award additional points to an application, depending on how well the application meets one or more of these priorities. There are 3 competitive priorities.
  - Serving High-Need Students (0, 1, 4 or 5 points)
  - Promoting Diversity (0 or 3 points)
  - Novice Applicant (0 or 2 points).

- **Invitational Priority**: We do not give an application that meets this invitational priority a competitive or absolute preference over other applications.
ABSOLUTE PRIORITIES

For FY16, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3), we consider only applications that meet one of these priorities.
Absolute Priority 1--Experience Operating or Managing High-Quality Charter Schools.

This priority is for projects that will provide for the replication or expansion of high-quality charter schools (as defined in the Federal Register notice) by applicants that currently operate or manage more than one high-quality charter school (as defined in the Federal Register notice).
ABSOLUTE PRIORITY 2

Absolute Priority 2--Low-Income Demographic.

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 Federal Register notice).
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 PRIORITIES

For FY 2016 and any subsequent year in which we make awards based on the list of unfunded applicants from this competition, these priorities are competitive preference priorities. In order to receive preference under these competitive preference priorities, the applicant must identify the priority or priorities that it believes it meets and provide documentation supporting its claims. The maximum total competitive preference points an application can receive for this competition is 10.

**Note:** In order to receive points under these competitive preference priorities, the applicant must identify the priority or priorities that it is addressing and provide documentation that supports the identified competitive preference priority or priorities.
COMPETITIVE PREFERENCE PRIORITY 1

Competitive Preference Priority 1. (0, 1, 4, or 5 points). This priority is for projects that will serve high-need students through one of the methods described next. An application may receive priority points for only one element of Competitive Preference Priority 1. Therefore, an applicant should address only one element of Competitive Preference Priority 1 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 of Competitive Preference Priority 1.
COMPETITIVE PREFERENCE PRIORITY 1

A. Supporting High Need Students. (0 or 5 points).

Projects that are designed to improve academic outcomes, learning environments, or both, for students who are members of federally recognized Indian tribes.

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.
COMPETITIVE PREFERENCE PRIORITY 1

B. School Improvement. (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 the Federal Register 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 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).
COMPETITIVE PREFERENCE PRIORITY 1

B. School Improvement. (0 or 4 points).

COMPETITIVE PREFERENCE PRIORITY 1

C. Promise Zones. (0 or 1 point).

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

Current Promise Zones:
Camden City, New Jersey; The Chocktaw Nation of Oklahoma; East Indianapolis, Indiana; Los Angeles, California; the Lowlands of South Carolina; Minneapolis, Minnesota; North Hartford, Connecticut; Philadelphia, Pennsylvania; Pine Ridge, South Dakota; Sacramento, California; San Antonio, Texas; Southeastern Kentucky; and St. Louis, Missouri.
C. Promise Zones. (0 or 1 point).

**Note 2:** As a participant in the Administration’s Promise Zones Initiative, the Department is cooperating with the Department of Housing and Urban Development (HUD), the Department of Agriculture (USDA), and nine other Federal agencies to support comprehensive revitalization efforts in 20 high-poverty urban, rural, and tribal communities across the country. Each application for Replication and Expansion grant funds that is accompanied by a Certification of Consistency with Promise Zone Goals and Implementation (HUD Form 50153), signed by an authorized representative of the lead organization of a Promise Zone designated by HUD or USDA supporting the application, will meet this priority. To view the list of designated Promise Zones and lead organizations please go to [www.hud.gov/promisezones](http://www.hud.gov/promisezones). The certification form is available at [https://portal.hud.gov/hudportal/documents/huddoc?id=HUD_Form_50153.pdf](https://portal.hud.gov/hudportal/documents/huddoc?id=HUD_Form_50153.pdf).
COMPETITIVE PREFERENCE PRIORITY 2

Promoting Diversity. (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 (as defined in the Federal Register notice) 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.
COMPETITIVE PREFERENCE PRIORITY 2

Promoting Diversity. (0 or 3 points).

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.

Note 1: An applicant addressing Competitive Preference Priority 2 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. (0 or 3 points).

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. (0 or 2 points).

This priority is for applicants that qualify as novice applicants (as defined in the Federal Register notice).
INVITATIONAL PRIORITY

For FY16 and any subsequent year in which we make awards based on the list of unfunded applications from this competition, this priority is an invitational priority. Under 34 CFR 75.105(c)(1), we do not give an application that meets this invitational priority any preference over other applications.
INVITATIONAL PRIORITY

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 specific practices within the applicant’s charter schools (e.g., school discipline policies or professional development practices, such as teacher coaching), through a quasi-experimental design study or randomized controlled trial (as defined in the Federal Register notice) that will, if well implemented, meet What Works Clearinghouse (WWC) Evidence Standards (as defined in the Federal Register notice).

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.

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/.

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. 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 CRITERIA

OVERVIEW

(a) Quality of the eligible applicant (50 points)
(b) Contribution in assisting educationally disadvantaged students (10 points)
(c) Quality of the project design (10 points)
(d) Quality of the management plan and personnel (20 points)
(e) Quality of the evaluation plan (10 points)
### SCORING ALLOCATION CHART

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Point Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Quality of the eligible applicant</td>
<td>50</td>
</tr>
<tr>
<td>(1)</td>
<td>(20 points)</td>
</tr>
<tr>
<td>(2)</td>
<td>(15 points)</td>
</tr>
<tr>
<td>(3)</td>
<td>(15 points)</td>
</tr>
<tr>
<td>B. Contribution in assisting educationally disadvantaged students</td>
<td>10</td>
</tr>
<tr>
<td>C. Quality of the project design</td>
<td>10</td>
</tr>
<tr>
<td>D. Quality of the management plan and personnel</td>
<td>20</td>
</tr>
<tr>
<td>(1)</td>
<td>(4 points)</td>
</tr>
<tr>
<td>(2)</td>
<td>(4 points)</td>
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<tr>
<td>(3)</td>
<td>(4 points)</td>
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<tr>
<td>(4)</td>
<td>(2 points)</td>
</tr>
<tr>
<td>(5)</td>
<td>(6 points)</td>
</tr>
<tr>
<td>E. Quality of the evaluation plan</td>
<td>10</td>
</tr>
<tr>
<td><strong>Selection Criteria Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>
**Suggested Point Ranges for Rating Applicant Responses to the Selection Criteria**

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.

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Quality of Applicant’s Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Addressed</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>50</td>
<td>0</td>
</tr>
</tbody>
</table>
SELECTION CRITERIA

(A) QUALITY OF THE ELIGIBLE APPLICANT. (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 (as defined in the Federal Register notice) served by the charter schools operated or managed by the applicant (20 points).
(A) QUALITY OF THE ELIGIBLE APPLICANT. (50 POINTS).

(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

(A) QUALITY OF THE ELIGIBLE APPLICANT. (50 POINTS).

(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 (as defined in the Federal Register notice) 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

CONTRIBUTION IN ASSISTING EDUCATIONALLY DISADVANTAGED STUDENTS.
(10 POINTS)

The contribution the proposed project will make in assisting educationally disadvantaged students (as defined in the Federal Register notice) 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.
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

QUALITY OF THE MANAGEMENT PLAN AND PERSONNEL. (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 the Federal Register notice). In determining the quality of the management plan and personnel for the proposed project, the Secretary considers--

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (4 points).
SELECTION CRITERIA

QUALITY OF THE MANAGEMENT PLAN AND PERSONNEL. (20 POINTS)

(2) The business plan for improving, sustaining, and ensuring the quality and performance of charter schools created or substantially expanded (as defined in the federal Register Notice) 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).

(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).
SELECTION CRITERIA

QUALITY OF THE MANAGEMENT PLAN AND PERSONNEL. (20 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

(E) QUALITY OF THE EVALUATION PLAN. (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 (as defined in the Federal Register notice) that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
QUESTIONS?
APPLICATION REQUIREMENTS

Applications for CSP Replication and Expansion 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.

These application requirements are from the Final Priorities for this program.
APPLICATION REQUIREMENT (A)

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

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 (as defined in the Federal Register notice).
APPLICATION REQUIREMENT (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 (as defined in the Federal Register notice)) 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)

Note: As part of the grants review process, an applicant currently operating or proposing to create or substantially expand (as defined in the Federal Register notice) a single-sex charter school, or an applicant currently providing or proposing to provide a single-sex class or single-sex extracurricular activity within a coeducational charter school (collectively referred to as “single-sex educational program”), must demonstrate that its existing or proposed single-sex educational program is in compliance 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. Such an applicant likely will be required to provide fact-specific information about the single-sex educational program within specified timeframes. In addition, special conditions are likely to be placed on any grant awarded to an applicant that provides a single-sex educational program. Please see the application package for additional information related to the requirements for single-sex educational programs.
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.
APPLICATION REQUIREMENTS (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)

(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.
APPLICATION REQUIREMENTS (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.
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)

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

Note: Under section 5210(1)(H) of the ESEA (20 U.S.C. 7221i(1)(H)), charter schools receiving CSP funds must admit students on the basis of a lottery if more students apply for admission than can be accommodated. Accordingly, the application must include a description of the applicant’s admissions policy, including the lottery that will be employed by each charter school that is oversubscribed.
APPLICATION REQUIREMENT (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 (as defined in the Federal Register notice) charter schools are located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA).
APPLICATION REQUIREMENT (L)

Provide information on any significant compliance issues (as defined in the Federal Register notice) 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)

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).
APPLICATION REQUIREMENT (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)

(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)

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

4. **Data Collection.**
(1) Performance measures. How each proposed performance measure (as defined in the Federal Register notice) would accurately measure the performance of the project and how the proposed performance measure (as defined in the Federal Register notice) would be consistent with the performance measures (as defined in the Federal Register notice) established for the program funding the competition.
(2) Baseline data. (i) Why each proposed baseline (as defined in the Federal Register notice) is valid; or (ii) If the applicant has determined that there are no established baseline (as defined in the Federal Register notice) data for a particular performance measure (as defined in the Federal Register notice), an explanation of why there is no established baseline (as defined in the Federal Register notice) and of how and when, during the project period, the applicant would establish a valid baseline (as defined in the Federal Register notice) for the performance measure (as defined in the Federal Register notice).
(3) **Performance targets.** Why each proposed performance target (as defined in the Federal Register notice) is ambitious (as defined in the Federal Register notice), yet achievable compared to the baseline (as defined in the Federal Register notice), for the performance measure (as defined in the Federal Register notice), and when, during the project period, the applicant would meet the performance target(s) (as defined in the Federal Register notice).
CSP PERFORMANCE MEASURES

PROJECT-SPECIFIC PERFORMANCE MEASURES

(4) Data Collection. The applicant must also describe in the application:

(i) the data collection and reporting methods the applicant would use and why those methods are likely to yield reliable, valid, and meaningful performance data, and;

(ii) the applicant’s capacity to collect and report reliable, valid, and meaningful performance data, as evidenced by high-quality data collection, analysis, and reporting in other projects or research.

All grantees must submit an annual performance report with information that is responsive to these performance measures (as defined in the Federal Register notice).
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.

v. The Promise Zones Priority.

vi. The Supplemental Priorities.
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

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

• OVERVIEW
  • PURPOSE
  • ELIGIBILITY
  • NEW ADDITIONS FOR FY16
  • COMPETITION BASICS

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

• GRANTS.GOV (REGISTER AND SUBMIT EARLY!)
APPLICATIONS ARE DUE BY:

JUNE 24, 2016, 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.
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. There are 2 CSP competitions currently active on the grants.gov. site.
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 may take up to 4 weeks to complete, or it may take longer.

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


• 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.
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.
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 # (U282M16XXXX)

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 June 24, 2016 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 **June 24, 2016**.
- Application status should be “Validated”.
- Do not rely solely on email to confirm whether your application has been received on time and validated successfully.
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: June 24, 2016, 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.
• If you submit an application after 4:30:00 p.m. (Washington, DC time) on June 24, 2016, 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.
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 CMO PROGRAM OFFICERS

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?

APPLICATIONS ARE DUE:
FRIDAY, JUNE 24, 2016
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.
THANK YOU