FY 2023 Pre-Application Webinar – State Entity Grant Competition

ALN 84.282A

APRIL 6, 2023

Note: This slide deck does not contain the full-text of the notice inviting applications (NIA) for the FY 2023 State Entity Grant Competition. Before applying for a State Entity grant, interested applicants should thoroughly review the program's NIA published in the Federal Register. The State Entity NIA and other FY 2023 State Entity competition related resources can be found here: https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/state-entities/fy-2023-csp-state-entities-se-competition/

Agenda

U.S. Department of Education, Office of Elementary and Secondary Education, Charter School Programs

Meet the State Entity Grant Program Team

- ❖ Anna Hinton, Ph.D., CSP Director
- ❖ Adrienne Hawkins, Supervisor
- ❖ Jill Gaitens, Program Officer
- ❖ Nora Kern, Program Officer
- ❖ Samantha Lyon, Program Officer
- ❖ Sareeta Schmitt, Program Officer

Email Contact:

FY2023_SE_Competition@ed.gov

Meeting Logistics

Session is listen-only

Session will be recorded and posted

Use Q&A function for questions and comments

Email *FY2023_SE_Competition@ed.gov* with follow-up questions

Important Reminders & Notes on Q&A

❑ Interested applicants should refer to the Notice Inviting Applications (NIA) in the Federal Register at: https://www.federalregister.gov/documents/2023/03/20/2023-05612/application-for-new-awards-expanding-opportunity-through-quality-charter-schools-program-csp-grants for a complete listing of the eligibility and application requirements, priorities, definitions, and selection criteria. *Applicants should not rely solely on this webinar for information and guidance on the State Entity NIA.*

❑ We have budgeted time for Q&A. Participants should submit their questions via the webinar **Q&A function**. Please only submit questions relevant to the topic(s) discussed.

❑ Due to time constraints, we may not be able to answer all questions received. If your question is not addressed, feel free to send your question to **FY2023_SE_Competition@ed.gov**.

❑ Questions & Answers Webinar: On Thursday, April 20 at 1 p.m. ET, we will conduct another webinar for interested applicants to receive answers to their unanswered questions concerning the FY 2023 State Entity Competition. A registration link for this webinar will be shared in the chat and is available at https://www.zoomgov.com/webinar/register/WN_7p0FcReLQjm2zlI4o71X-g.

Main Purposes of the Charter School Programs

1. Expand opportunities for all students, particularly traditionally underserved students, to attend charter schools and meet challenging state academic standards;

2. Provide financial assistance for the planning, program design, and initial implementation of public charter schools;

3. Increase the number of high-quality charter schools available to students across the United States;

4. Evaluate the impact of charter schools on student achievement, families, and communities;

5. Share best practices between charter schools and other public schools;

6. Encourage states to provide facilities support to charter schools; and,

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

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

Program Structure of the Charter School Programs

1. Grants for the Replication and Expansion of High-Quality Charter Schools CMO

2. Credit Enhancement for Charter School Facilities Grants

3. State Charter School Facilities Incentive Grants

4. National Dissemination Grants

5. Grants to Developers

6. Grants for State Entities

Highlights of the FY 2023 State Entity Grant Competition

Final Rulemaking & Requirements

➢ **Final Rulemaking**

On Wednesday, July 6, 2022, the Department published a Notice of Final Priorities, Requirements, Definitions, and Selection Criteria (NFP) for the CSP in the Federal Register.

➢ **Requirements**

▪ *Detailed descriptions of how the state entity will do the following—*

❑ Award subgrants on a competitive basis.

❑ Require subgrant applicants to provide detailed information on any existing or planned contracts with a for-profit management organization.

Reminder: This slide deck does not contain the full-text of the notice inviting applications (NIA) for the FY 2023 State Entity Grant Competition. Interested applicants should refer to the program's NIA published in the Federal Register at: https://www.federalregister.gov/documents/2023/03/20/2023-05612/application-for-new-awards-expanding-opportunity-through-quality-charter-schools-program-csp-grants for a complete listing of the program's eligibility and application requirements, priorities, definitions, and selection criteria.

Highlights of the FY 2023 State Entity Grant Competition

Requirements

➢ Requirements (continued)

Detailed descriptions of how the state entity will do the following—

❑ Require subgrant applicants to conduct a needs analysis and provide a description of the need for the proposed project, including but not limited to the following—

❖ Descriptions of the local community support.

❖ Information on the proposed charter school's projected student enrollment.

❖ An analysis of the proposed charter school's projected student demographics and a description of the demographics of students attending public schools in the local community in which the charter school would be located, including a description of how the applicant plans to establish and maintain a racially and socio-economically diverse subgrant student body.

> *Note: Applicants unlikely to establish and maintain a racially and socio-economically diverse student body because the charter school would be located in a racially or socio-economically segregated or isolated community, or due to the charter school's specific education mission are eligible to receive CSP funds, assuming they meet all other eligibility requirements.*

❖ A robust family and community engagement plan

❖ How the plans for the operation of the charter school will support and reflect the needs of students and families in the community, including consideration of district or community assets and how the school's location will facilitate access for the targeted student population.

❖ A description of the steps the applicant has taken or will take to ensure that the proposed charter school (A) would not hamper, delay, or negatively affect any desegregation efforts in the surrounding community; and (B) to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school.

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Highlights of the FY 2023 State Entity Grant Competition

Requirements

➢ **_Requirements (continued)_**

- A description of how the state entity, in awarding subgrants to eligible applicants, will give priority to eligible applicants that propose projects that meet the requirements of the Promoting High-Quality Educator- and Community-Centered Charter Schools to Support Underserved Students priority, accompanied by a timeline for key milestones that span the course of planning, development, and implementation of the charter school.

- The state entity is required to provide evidence to support the requested funds and projected enrollment, such as explanations regarding the methodology and calculations.

- The state entity is required to provide a description, including a timeline, of how it will monitor and report on subgrant performance.

U.S. Department of Education, Office of Elementary and Secondary Education, Charter School Programs

Highlights of the FY 2023 State Entity Grant Competition

Assurances

➢ *Assurances*

Each charter school receiving CSP funding must provide an assurance that it—

- Has not and will not enter into a contract with a for-profit management organization and guarantee that it will maintain control over CSP funds. (Assurance 8 & 9)

- Will post on its website, annually, a copy of any management contract between the charter school and a for-profit management organization. (Assurance 10)

- Will disclose, as part of the enrollment process, any policies or requirements (e.g., purchasing and wearing specific uniforms and other fees, or requirements for family participation), and any services that are or are not provided, that could impact a family's ability to enroll or remain enrolled in the school (e.g., transportation services or participation in the National School Lunch Program). (Assurance 11)

- Will hold or participate in a public hearing in the local community in which the proposed charter school would be located to obtain information and feedback regarding the potential benefit of the charter school, which shall at least include how the proposed charter school will increase the availability of high-quality public school options for underserved students, promote racial and socio-economic diversity in such community or have an educational mission to serve primarily underserved students, and not increase racial or socio-economic segregation or isolation in the school districts from which students would be drawn to attend the charter school (consistent with applicable laws). (Assurance 12)

- Will provide assurance that it will not allow for the use of any implementation funds for a charter school until after the charter school has received a charter from an authorized public chartering agency and has a contract, lease, mortgage, or other documentation indicating that it has a facility in which to operate. (Assurance 13)

  - *Note: The Department recognizes that the charter approval process may exceed the 18-month planning period for CSP grants. In such a case, applicants may request approval from the Department to amend their application to request an extension of the 18-month planning period.*

- Each applicant must provide an assurance that within 120 days of any subgrant award notification it will post on its website information around each award including, the award amount, application (redacted as necessary), and peer reviewer materials (redacted as necessary). (Assurance 14)

Highlights of the FY 2023 State Entity Grant Competition

Selection Criteria

Selection Criterion

➢ *Quality of Project Design*

- The extent to which the projected number of subgrant awards for each grant project year is supported by evidence of demand and need; and the extent to which the proposed average subgrant award amount is supported by evidence of the need of applicants

U.S. Department of Education, Office of Elementary and Secondary Education, Charter School Programs

State Entity Competition Basics

Type of Award: Discretionary

Estimated Funds Available: $73,000,000

Estimated Range of Awards: $2,000,000 to $20,000,000 per year

Average Estimated Size of Award: $8,000,000 per year

Estimated Number of Awards: 8-10

Project Period: Up to 5 years

Reminder: Application Deadline
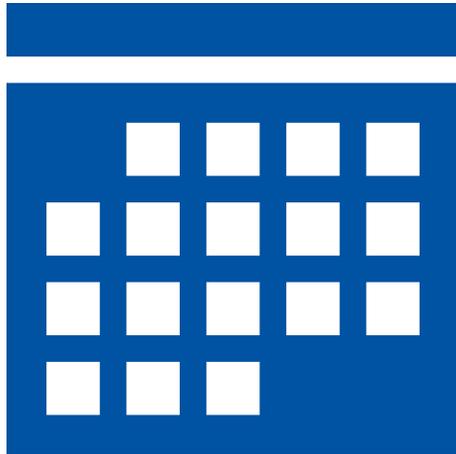
June 5, 2023 at 11:59:59 p.m. ET

Important Note: The Grants.gov helpdesk is not available on weekends. You are strongly encouraged to submit early! You can always resubmit your application (prior to the closing date at 11:59:59 p.m.) if you need to update your application.

Question and Answer

Overview of the SE Grant Program

Purpose of Grants to State Entities

Competitive grant program that enables state entities to award subgrants to eligible applicants in their state to open and prepare for the operation of new charter schools and to replicate and expand high-quality charter schools

Provides financial assistance to state entities to support charter schools that serve elementary and secondary school students

Charter schools receiving funds under the CSP SE program also may serve students in early childhood education programs or postsecondary students

Eligibility

Eligible applicants are state entities with a state statute authorizing the establishment of charter schools.

A *state entity means:*

A State Education Agency

A State Charter School Board

A Governor of a State

A Charter School Support Organization

Ineligible States

Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Illinois, Massachusetts, Michigan, Mississippi, Nevada, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, South Carolina, Tennessee, Texas, and Washington

U.S. Department of Education, Office of Elementary and Secondary Education, Charter School Programs

= Ineligible

What is a Subgrantee-Eligible Applicant? What is a Developer?

SUBGRANTEE - ELIGIBLE APPLICANT

Eligible applicant when used with respect to subgrants made by a state entity, means a developer that has—

  (a) Applied to an authorized public chartering authority to operate a charter school; and

  (b) Provided adequate and timely notice to that authority.

DEVELOPER

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

Question and Answer

Pulling Together Your Application

Where to Find the Application

The application package can be found at grants.gov:

https://www.grants.gov/web/grants/view-opportunity.html?oppId=346883

The application package and other supporting materials may be found on CSP's website:

https://oese.ed.gov/fy-2023-csp-state-entities-se-competition/

Application Package Components

Required Forms

-ED Standard Forms (including Form 524)

-Assurances and Certifications

Application Narrative

-Abstract Narrative Form

-Budget Narrative Form

-Project Narrative Form

Other Attachments

6 Appendices

Required Forms

Required Forms for SE Grants

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
- Grants.gov Lobby form (formerly ED 80-0013 form)
  - Certification Regarding Lobbying

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

SF 424

View Burden Statement

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [ ] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [ ] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

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

* c. UEI:

d. Address:

* Street1:

Street2:

* City:

County/Parish:

* State:

Province:

* Country: USA: UNITED STATES

SF 424 Notes

8c – Organizational UEI. This must be the same UEI number used when you registered with SAM.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, 2023. This grant can be for up to 5 years, so the end date should reflect how many years are requested.

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

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

ED 524

Section A of the 524 is required; complete all years for which funds are requested.

Funds requested should match the detailed budget narrative required in another segment of the application.

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

Name of Applicant Organization

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

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

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

*Indirect Cost Information (To Be Completed by Your Business Office):
If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:
(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ____Yes ____No.
(2) If yes, please provide the following information and provide a copy of your Indirect Cost Rate Agreement:
Period Covered by the Indirect Cost Rate Agreement: From: __/__/_____ To: __/__/_____ (mm/dd/yyyy)
Approving Federal agency: ____ED ____Other (please specify): _____ The Indirect Cost Rate is _____%
(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ____Yes ____No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).
(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ____Yes ____No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:___ Is included in your approved Indirect Cost Rate Agreement? Or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%
(6) For Training Rate Programs (check one) -- Are you using a rate that: ____Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or ____Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4)).

ED 524

ED 524 Notes

- If you have an approved indirect cost rate, provide the details in the budget narrative as well as in the bottom of this form. Make sure to include your agreement. The indirect costs will be calculated as part of the administrative 3% maximum.

- Construction is **not** an allowable cost.

- Subgrants should be put in the "other" cost category.

- All costs that are not subgrants will either be part of the 7% technical assistance or 3% administrative costs.

- Section B of the ED524 should **only** be completed if you are making a matching commitment.

GEPA

Section 427 of GEPA requires an applicant for federal funds to include a description of the steps they will take to ensure equitable access to and participation in the grant project.
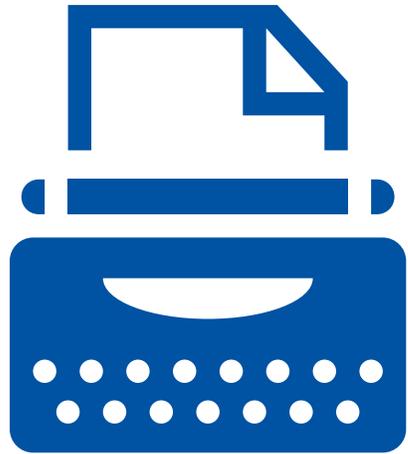
To meet this requirement, applicants must include a statement that does two things:

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

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

Application Narrative

Consists of the Following Components

Abstract Narrative

Budget Narrative

Project Narrative

Competitive Preference Priorities (optional)
Selection Criteria
Application Requirements

Abstract Narrative

- Include the name and address of the organization
- Name, phone number, and email address of the contact person for project
- Should not exceed one page
- Should use language that can be easily understood by a range of audiences
- Include the project title (if applicable), goals, expected outcomes, and contributions for research, policy, practice, etc.

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/uniformguidance/index.html
- Funding Restrictions outlined in the NIA
- Uses of Subgrant Funds outlined in the NIA
- State Entity Pre-Application Webinar: Developing a budget that aligns with and supports your proposed project

This is a non-construction grant.

# Funding Restrictions and Budgets

Grantees under this program:

1. Must award subgrants to eligible applicants to enable eligible applicants to—

    a. Open and prepare for the operation of new charter schools;

    b. Open and prepare for the operation of replicated high-quality charter schools; or

    c. Expand high-quality charter schools; and

2. Provide technical assistance to eligible applicants and authorized public chartering agencies in carrying out the activities described in paragraph (1), and work with authorized public chartering agencies in the state to improve authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools.

Funding Restrictions

- 90% of funds **must** be used to provide subgrants

- At least 7% of funds must be used to provide TA to subgrantees **and** authorizers

- Up to 3% of funds can be used for administrative costs

Pie chart: 90% Subgrants, 7% TA, 3% Admin
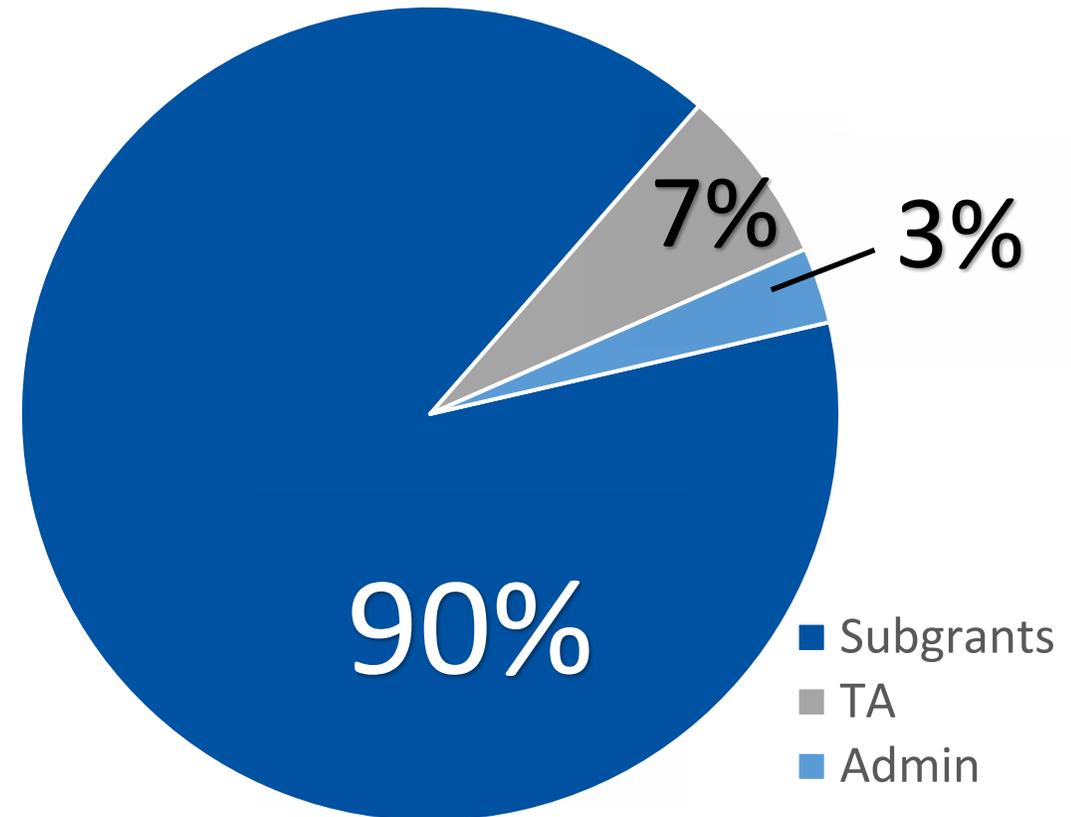
Technical Assistance Grant Fund Uses

Provide technical assistance to eligible applicants and authorized public chartering agencies in opening and preparing for the operation of new charter schools, or replicating or expanding high-quality charter schools

Work with authorized public chartering agencies to improve authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools

Technical Assistance Flexibilities

State Entity Subgrants

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

a) Costs associated with preparing teachers, school leaders, and specialized instructional support personnel (professional development, and hiring and compensating during planning period – teachers, school leaders, and/or specialized instructional support personnel)

b) Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).

c) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).

d) Providing one-time, startup costs associated with providing transportation to students to and from the charter school.

e) Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.

f) Providing for other appropriate, non-sustained costs related to the activities in opening and preparing for the operation of charter schools.

A Few Additional Notes...

1. The subgrantee maximum has bee updated to $2,000,000.

2. A subgrant can be for no more than five years; awarded subgrants will continue to be funded after a SE grant has closed.

3. An eligible subgrant applicant may use not more than 18 months for planning and program design. Planning funds can be used, for example, for hiring and compensating teachers, school leaders, and specialized instructional support personnel; providing training and professional development to staff; or other critical activities that need to occur prior to opening.

4. In your narrative you should clearly delineate not only the costs under each cost category but whether they are related to administrative costs, technical assistance, or if they are subgrants.

5. Clearly delineate the number of subgrants you are budgeting for.

6. Budget year-by-year with only the money needed for that year's subgrant award amount (except in Year 5).

TIP: Double check your numbers and percentage maximums – you don't want to be reduced because of a calculation error!

Other Considerations...

1. An eligible applicant may not receive more than one subgrant for each individual charter school for a five-year period, unless they demonstrate to the SE grantee that a school has at least three years of improved educational results.

2. A charter school that previously received CSP funds for planning or initial implementation is not eligible to receive funds from a state entity under this program for the same or a substantially similar purpose, but they may be eligible for funds to expand if the school is high-quality.

3. A charter school that receives an SE subgrant is ineligible to receive funds for the same or a similar purpose under the CMO and Developer CSP grant programs.

Allowable, Reasonable, and Necessary

Is it necessary to complete the project? ✓

Is it reasonable? ✓

Is it allocable? ✓

Is it allowable? ✓

New in FY23: Participation in TA Activities

Applicants approved for funding under this competition**will be required to participate in all technical assistance offerings**, to include project directors' meetings and other on-site gatherings sponsored by the Department and its contracted technical assistance providers and partners throughout the life of the grant.

Applicants are encouraged to include the cost of attending the project directors' meeting in their proposed budgets; if included, it is an administrative expense.

State Entity Pre-Application Webinar: *Developing a budget that aligns with and supports your proposed project*

SUMMER 2022

Charter School Programs

https://vimeo.com/727446927

Question and Answer

Nuts & Bolts of the State Entity NIA

Project Narrative

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

Competitive Priorities (optional)

Selection Criteria

Application Requirements

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

Priorities for FY 2023

One Absolute Priority

1. Best Practices for Charter School Authorizers

Five Competitive Preference Priorities

1. At Least One Authorized Public Chartering Agency Other than a Local Educational Agency, or an Appeals Process (0-1 Point)
2. Equitable Financing (Up to 2 Points)
3. Best Practices to Improve Struggling Schools and LEAs (Up to 2 Points)
4. Charter School Facilities (Up to 2 Points)
5. Serving At-Risk Students (Up to 3 Points)

One Invitational Priority

1. Collaborations between Charter Schools and Traditional Public Schools or Districts that Benefit Students and Families across Schools

Absolute Priority

Best Practices for Charter School Authorizers

To meet this priority, an applicant must demonstrate that the state entity has taken steps to ensure that all authorized public chartering agencies implement best practices for charter school authorizing.

Under 34 CFR 75.105(c)(3) we consider only applications that meet the absolute priority.

Competitive Preference Priority #1

At Least One Authorized Public Chartering Agency Other than a Local Educational Agency, or an Appeals Process (0 or 1 points)

To meet this priority, an applicant must demonstrate that it is located in a state that—

A. Allows at least one entity that is not a local educational agency (LEA) to be an authorized public chartering agency for developers seeking to open a charter school in the state; or

B. In the case of a state in which LEAs are the only authorized public chartering agencies, the state has an appeals process for the denial of an application for a charter school.

Competitive Preference Priority #2

Equitable Financing (Up to 2 points)

To be eligible to receive points under this priority, an applicant must demonstrate the extent to which the state in which the state entity is located ensures equitable financing, as compared to traditional public schools, for charter schools and students in a prompt manner.

Competitive Preference Priority #3

Best Practices to Improve Struggling Schools and LEAs (up to 2 points)

To meet this priority, an applicant must demonstrate that the state entity is located in a state that uses best practices from charter schools to help improve struggling schools and LEAs.

Competitive Preference Priority #4

Charter School Facilities (up to 2 points)

To be eligible to receive points under this priority, an applicant must demonstrate the extent to which the state in which the state entity is located provides charter schools one or more of the following:

(a) Funding for facilities

(b) Assistance with facilities acquisition

(c) Access to public facilities

(d) The ability to share in bonds or mill levies

(e) The right of first refusal to purchase public school buildings

(f) Low- or no-cost leasing privileges

Competitive Preference Priority #5

Serving At-Risk Students (up to 3 points)

To be eligible to receive points under this priority, an applicant must demonstrate the extent to which the state entity supports charter schools that serve at-risk students through activities such as dropout prevention, dropout recovery, or comprehensive career counseling services.

Invitational Priority

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

The Secretary is particularly interested in funding applications that propose to encourage, but not require, eligible applicants to propose projects that include a new collaboration, or the continuation of an existing collaboration, with at least one traditional public school or traditional school district that is designed to benefit students or families served by at least one member of the collaboration, is designed to lead to increased and improved educational opportunities for students served by at least one member of the collaboration,

Invitational Priority (cont.)

and includes implementation of one or more of the following—

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

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

(3) Evidence-based (as defined in section 8101(21) of the ESEA) practices to improve academic performance for underserved students.

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

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

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

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

(8) A shared English learner collaborative designed to address a significant barrier or challenge faced by participating charter schools or traditional public schools in improving academic outcomes for English learners (as defined in section 8101 of the ESEA); or

Invitational Priority (continued)

and includes implementation of one or more of the following—

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

(b) The state entity certifies that it will ask each eligible applicant that proposes a project that includes such a collaboration to—

(1) Provide in its subgrant application a description of the collaboration that—

(i) Describes each member of the collaboration and whether the collaboration would be a new or existing commitment;

(ii) States the purpose and duration of the collaboration;

(iii) Describes the anticipated roles and responsibilities of each member of the collaboration;

(iv) Describes how the collaboration will benefit one or more members of the collaboration, including how it will benefit students or families affiliated with a member and lead to increased or improved educational opportunities for students, and meet specific and measurable, if applicable, goals;

(vi) Describes the resources members of the collaboration will contribute; and

(vii) Contains any other relevant information; and

(2) Within 120 days of receiving a subgrant award or within 120 days of the date the collaboration is scheduled to begin, whichever is later, provide evidence of participation in the collaboration (which may include, but is not required to include, an MOU).

Selection Criteria

a) Quality of the Project Design (Up to 35 points)

b) Quality of Eligible Applicants Receiving Subgrants (Up to 15 points)

c) State Plan (Up to 35 points)

d) Quality of Management Plan (Up to 15 points)

Reminder: This slide deck does not contain the full-text of the notice inviting applications (NIA) for the FY 2022 State Entity Grant Competition. Interested applicants should refer to the program's NIA published in the Federal Register at: https://www.federalregister.gov/documents/2022/07/06/2022-14445/final-priorities-requirements-definitions-and-selection-criteria-expanding-opportunity-through *for a complete listing of the program's eligibility and application requirements, priorities, definitions, and selection criteria.*

FY 2023 State Entity Rubric

FY 2023 STATE ENTITY COMPETITION RUBRIC

SELECTION CRITERIA:

Selection Criterion (a): Quality of the Project Design (up to 35 points)

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

(a) 1. The extent to which the proposed project demonstrates a rationale. (up to 5 points)

Category	Points Earned	Indicators of Quality of Response
Fully Developed	5	Applicant presents a research-backed logic model with at least one key project element that is strongly informed by research and evaluation findings that suggest the project element is highly likely to realize the relevant outcomes. The project components must address all the key priorities in detail by explaining what activities the applicant will execute to achieve these priorities:

See page 51 of the SE Competition Application Package for the competition rubric:
https://oese.ed.gov/files/2023/03/FY23-84.282A-CSP-SE-Application-Package-Instructions_FINAL.pdf

✓ Application Requirements

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

1) Description of the Program
2) Assurances
3) Request for information about waivers

The Department will not fund an application that does not meet each application requirement.

🔍 An applicant may choose to respond the application requirements in the context of its responses to the priorities or selection criteria, when applicable. If an applicant addresses these in other sections of the application, they should note the page where their response can be found in response to each application requirement.

Definitions

1. Ambitious
2. Authorized public chartering agency
3. Baseline
4. Charter school
5. Charter management organization
6. Charter school support organization
7. Child with a disability
8. Community assets
9. Demonstrates a rationale
10. Developer
11. Disconnected youth
12. Early childhood education program
13. Educator
14. Educationally disadvantaged student
15. Eligible applicant
16. English learner
17. Expand
18. High-quality charter school
19. Logic model
20. Parent
21. Performance measure
22. Performance target
23. Project component
24. Relevant outcome
25. Replicate
26. State
27. State educational agency
28. State entity
29. Underserved student

Reminder: This slide deck does not contain the full-text of the notice inviting applications (NIA) for the FY 2022 State Entity Grant Competition. Interested applicants should refer to the program's NIA published in the Federal Register at: https://www.federalregister.gov/documents/2022/07/06/2022-14445/final-priorities-requirements-definitions-and-selection-criteria-expanding-opportunity-through for a complete listing of the program's eligibility and application requirements, priorities, definitions, and selection criteria.

GPRA Performance Measures

For the purposes of the Department reporting under 34 CFR 75.110: (a) The Secretary has established two performance indicators to measure annual progress toward achieving the purposes of the program, which are discussed elsewhere this notice.

The performance indicators are:

(1) the number of charter schools in operation around the Nation; and

(2) the percentage of fourth- and eighth-grade charter school students who are achieving at or above the proficient level on state assessments in mathematics and reading/language arts.

Additionally, the Secretary has established the following measure to examine the efficiency of the CSP: the Federal cost per student in implementing a successful school (defined as a school in operation for three or more consecutive years).

U.S. Department of Education, Office of Elementary and Secondary Education, Charter School Programs

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):

Performance measures	Baseline data	Performance targets	Data collection

Additional Notes…

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.

For technical assistance in developing effective performance measures, applicants are encouraged to review information provided by the Department's Regional Educational Laboratories (RELs) and the pre-application webinar on logic models and SMART performance measures.

Pre-Application Webinar:
Logic Models and SMART Performance Measures

JULY 2022

FOR DEVELOPER AND STATE ENTITY GRANT APPLICANTS

Charter School Programs

Other Attachments

Other Attachments/Appendices

- Applicants should attach all appendices to the Other Attachments Form.

- For each appendix, applicants must attach any attachment of your application file in either .pdf (Portable Document Format) or Microsoft Word. See the application package instructions for additional guidance.

- Label each file with the Appendix name (e.g., Appendix A Resumes) and upload the file to the Other Attachments Form.

- The Other Attachments Form can support up to ten attachments; therefore, please merge appendices into one document as necessary. Please review the application package for details on each of these.

Special characters could impact your ability to submit because grants.gov does not properly process special characters. Therefore, please use do not use colons and backslashes when naming your documents.

Six "Other Attachments"

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.

Appendix A: Charter School Program Assurances

Appendix B: Resumes or Curriculum Vitae

Appendix C: Letters of Support

Appendix D: Proof of Nonprofit Status

Appendix E: Proprietary Information

Appendix F: Additional Information

Additional Notes

Open Licensing

All Department of Education grantees awarded competitive grant funds, unless an exception applies, must openly license to the public all copyrightable grant deliverables that are created with Department grant funds, including such deliverable as educational software, curriculum materials, professional development training materials, assessment systems, etc. This requirement applies to CSP State Entity grants and subgrants.
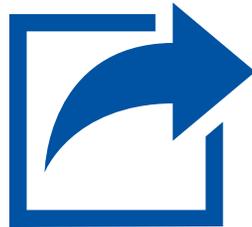
Promotes efficient dissemination of grant-funded works

Promotes innovation through creative re-use of grant funded works

Applicable Regulations and Statute

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

2) 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

3) 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.

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

Award Notices

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

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

Question and Answer

Submitting Your Application

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.

Using Grants.gov

REGISTER AND SUBMIT EARLY!

Deadline

June 5, 2023 at 11:59:59 p.m. ET

Important Note: The Grants.gov helpdesk is not available on weekends. You are strongly encouraged to submit early! You can always resubmit your application (prior to the closing date at 11:59:59 p.m.) if you need to update your application.

Application Notice

- 📅 Due Date and Time: June 5, 2023 at 11:59:59

- 📞 Program Contact Information:
  FY2023_SE_Competition@ed.gov

- ✓ Recommended Page Limits and Formatting

- 📄 Allowable File Types

- 💻 Mandatory or Optional Electronic Submission

- 📧 Exemptions to Mandatory Electronic Submission

- 📋 System for Submitting

U.S. Department of Education, Office of Elementary and Secondary Education, Charter School Programs

Grants.gov

An external application system used throughout the Federal government

Registration Process

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

2. Set up your Authorized Organization Representative (AOR) profile

3. Get authorized as an AOR by your organization's e-Biz POC

4. Track your AOR status

Important Reminder

The complete Grants.gov registration process takes up to **4 weeks** to complete.

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!**

Other Tips

- 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.

- Once you download the application, multiple people can work on it, and you work offline.

- Save often.

- Include both forms and attachments.

- Submit all documents as PDF files.

- Once the application is complete, the "save and submit" button becomes active.

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 # (S282A22XXXX)

UNSUCCESSFUL SUBMISSION

1. Applicants should receive a confirmation email with a time and date stamp and an assigned tracking number from Grants.gov

2. If the application is received after 11:59:59 p.m. on June 5, 2023 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

Tracking Your Unsuccessful Submission

1. Verify Submission is on time and validated successfully

2. To check, login to Grants.gov and click on the Track My Application link

3. Date/time received should be earlier than 11:59:59 p.m. on June 5, 2023

4. Application status should be "Validated".

5. **Do not rely solely on email to confirm whether your application has been received on time and validated successfully.**
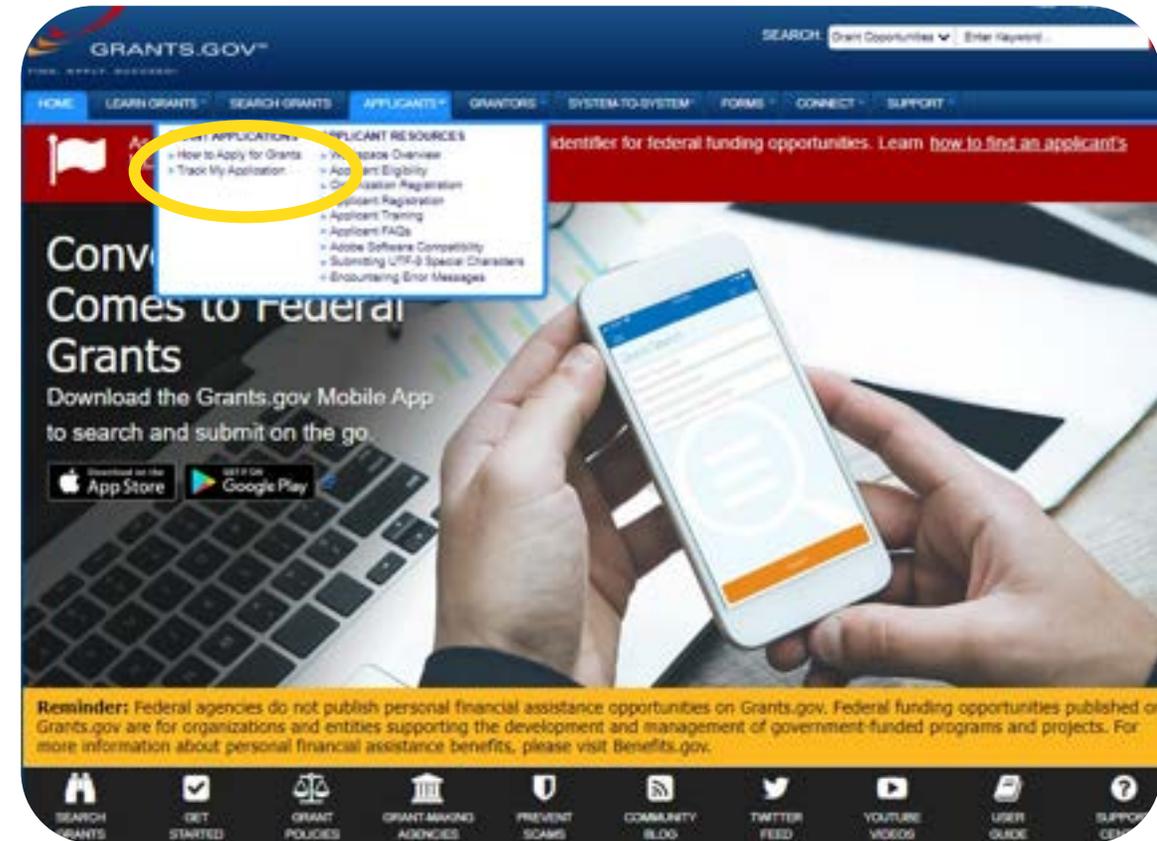
Submission Tips

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.

U.S. Department of Education, Office of Elementary and Secondary Education, Charter School Programs

Grants.gov Availability

If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk at 800-518-4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 11:59:59 p.m. ET, the following day to enable you to transmit your application electronically, by hand delivery, or through the mail following the instructions in the Notice.

Application Review Process

Application Review Process

Eligibility Review

Peer Review

Rank Order

Award Notification

Important Reminders for Applicants

- SAM.gov registration
- Deadline for transmittal of applications: June 5, 2023
- Other recorded pre-award webinars:
  - Developing a budget that aligns with your application
  - Logic models and SMART performance measures

Assessing Your Readiness for an SE Grant

Questions to Assess Your Readiness

- Will your organization be prepared to execute your application **as written**?
- Will your organization be prepared to create the **organizational and financial infrastructures, systems, and processes** required to manage a large federal grant?
- Will your grant goals be **specific, measurable, attainable, realistic, and timebound** (SMART)?
- Will your organization be prepared to be **fully responsible** for managing the grant and not rely on subcontractors for its management and execution?
- Will your organization's **stakeholders "buy-in"** to your grant application and be prepared to work together to achieve grant goals and activities?
- Will your organization be in the position to get started on grant activities on **Day On**e of the grant?
- Will your organization have the capacity to participate in all required TA activities, meet all deadlines, and communicate effectively with CSP?

Question and Answer

CSP Contact Information:

FY2023_SE_Competition@ed.gov

Grants.gov

support@grants.gov

(800) 518-4726

Survey Responses Requested: Tell Us How We Did

THANK YOU!