



U.S. Department of Labor on behalf of the  
U.S. Department of Education

# **Expanding Opportunity Through Quality Charter Schools Program (CSP)-Grants to State Entities**

## **Assistance Listing Number (ALN) 84.282A**

FY 2026 Grant Competition

Posted April 16, 2026

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## Program Information

The Employment and Training Administration at the U.S. Department of Labor (Labor), is soliciting applications in support of the administration of the Charter Schools Program – State Entity grants on behalf of the U.S. Department of Education (ED). Through the Charter Schools Program – State Entity grants, the U.S. Department of Education (ED) awards grants on a competitive basis to State entities that, in turn, award subgrants to eligible applicants for the purpose of opening new charter schools and replicating and expanding high-quality charter schools.

This program provides financial assistance to State entities to support charter schools that serve elementary and secondary school students in States with a State statute specifically authorizing the establishment of charter schools. Charter schools receiving funds under this program may also serve students in early childhood education programs or postsecondary students.

Grant application reviewers will award competitive preference points to projects or proposals that will be carried out by

State educational agencies or governors. This priority aligns to the Administration's efforts to ensure federal education dollars empower states to best meet their teachers' and students' needs. Applicants may also receive competitive preference points for projects or proposals that are designed to expand educational choice such as through increasing access to charter schools with a record of improving academic achievement or with innovative focus areas.

*Assistance Listing Number:* 84.282A.

*Program Authority:* Title IV, part C of the ESEA ([20 U.S.C. 7221-7221j](#)).

*OMB Control Number:* 1894–0006.<sup>1</sup>

*For Further Information:* Sareeta Schmitt. Telephone: (202) 245-8003. Email: [SE\\_Competition@ed.gov](mailto:SE_Competition@ed.gov).

*Type of Award:* Discretionary grants.

*Estimated Available Funds:* \$60,000,000.

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

*Estimated Average Size of Awards:* \$9,000,000 per year.

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<sup>1</sup>According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 45 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and

reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0006. *Note:* Please do not return completed applications to this address.

*Maximum Award:* See the Costs section for information regarding the maximum amount of funds that State entities may award for each charter school receiving subgrant funds.

*Estimated Number of Awards:* 3-6.

*Project Period:* Up to 60 months.

*Application Deadline:* June 18, 2026.

*Note:* This application notice and instructions is the official document governing the grant competition. ED is not bound by any estimates in this notice.

## Eligibility

### Eligible Applicants

State entities (as defined in this notice) in States with a specific State statute authorizing the granting of charters to schools are eligible to apply. No State entity may receive a grant under this competition for use in a State in which a State entity is currently using a CSP State Entity grant.<sup>2</sup>

State entities located in States in which a State entity has a current CSP State Entity grant that is not in its final budget period, or that is in its final budget period, but the grantee plans to request a one-time no-cost extension in accordance with [34 CFR 75.261](#) and [2 CFR 200.308\(g\)\(2\)](#)<sup>3</sup> (i.e., Alabama, Arizona, Arkansas, California, Colorado, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Nevada, New Mexico, New York, North Carolina, Ohio, Oklahoma, Rhode Island, Tennessee, Utah, West Virginia, and Wisconsin) are ineligible to apply for a CSP State Entity grant under this competition.

State entities located in States in which a State entity has a current CSP State Entity grant that is operating under a no-cost extension (i.e., District of Columbia, Florida, New Hampshire, New Jersey, Pennsylvania, South Carolina, Texas, and Washington), or that is not operating under a no-cost extension but is in its final budget period and has notified ED that it does not intend to request a no-cost extension (i.e., none), however, are eligible to apply for a CSP State Entity grant under this competition. ED will accept applications from current State entity grantees located in these States as well as from State entities located in these States that do not have current grants.

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<sup>2</sup> This requirement can be found in section 4303(e)(1) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).

<sup>3</sup> Under [34 CFR 75.261](#), a grantee may extend the project period of an award one time for up to 12

months without the prior approval of the Department if the grantee meets the requirements for extension in [2 CFR 200.308\(g\)\(2\)](#), and Department statutes, regulations, and the terms of the award do not prohibit the extension.

If multiple State entities in a State submit applications that receive high enough scores to be recommended for funding under this competition, only the highest scoring application among such State entities will be funded.

## Costs

### Cost Sharing

This program does not require cost sharing or matching.

### Indirect Cost Rate Information

This program uses an unrestricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see the [ED website](#).

### Funding Restrictions

A State entity receiving a grant under this section shall— (A) use not less than 90 percent of the grant funds to award subgrants to eligible applicants; (B) reserve not less than 7 percent of such funds to provide technical assistance to subgrantees and charter school authorizers; and (C) reserve not more than 3 percent of such funds for administrative costs, which may include technical assistance (ESEA section 4303(c)(1)(A)(B)(C)).

### Subgrantees

Under section 4303(b) and (c)(2) of the ESEA, a State entity must award subgrants to eligible applicants and may award subgrants to technical assistance providers. Under section 4303(d)(2) of the ESEA, when awarding subgrants to eligible applicants, a State entity must use a peer review process to review applications.

### Use of Funds

State entities may use grant funds to provide technical assistance to eligible applicants and authorized public chartering agencies in opening and preparing for the operation of new charter schools and replicated high-quality charter schools, and expanding high-quality charter schools, and to work with these agencies in the State to improve authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools. State Entity grant funds may also be used for grant administration, which may include technical assistance and monitoring of subgrants for performance and fiscal and regulatory compliance, as required under [2 CFR 200.332\(e\)](#).

### Reasonable and Necessary Costs

ED may elect to impose maximum limits on the amount of subgrant funds that a State entity may award to an eligible applicant per new charter school created or replicated, per charter school expanded, or per new school seat created ([34 CFR 75.101\(a\)\(2\)](#) and [75.104\(b\)](#)).

For this competition, the maximum amount of subgrant funds a State entity may award to a subgrantee per new charter school, replicated high-quality charter school, or expanded high-quality charter school over a 5-year subgrant period is \$2,000,000.

*Note:* Applicants must ensure that all costs included in the proposed budget are necessary and reasonable to meet the goals and objectives of the proposed project. Any costs determined by ED to be unreasonable or unnecessary will be removed from the final approved budget.

*Note:* See the Supplementary Statutory Requirements section below for more information on funding restrictions, limitations on grants and subgrants, other CSP grants, uses of subgrant funds, and diversity of projects.

## Submission Requirements and Deadlines

Applications Available	April 16, 2026
Application Deadline	June 18, 2026
Deadline for Intergovernmental Review	August 18, 2026

Applicants are required to follow the 2025 Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on August 29, 2025 (90 FR 42234) and available at [ED 2025 Common Instructions](#).

## Program Description

### Priorities

This notice includes one absolute priority and seven competitive preference priorities. In accordance with [34 CFR 75.105\(b\)\(2\)\(iv\)](#), the Absolute Priority and Competitive Preference Priorities 1-5 are from section 4303(g)(2) of the ESEA ([20 U.S.C. 7221b\(g\)\(2\)](#)). Competitive Preference Priorities 6 and 7 are from the 2025 Supplemental Priorities and Definitions for Discretionary Grants Programs (2025 SSPs), published in the Federal Register on September 9, 2025 ([90 FR 43514](#)).

An applicant must identify in the abstract form and the project narrative section of the application any priority that it addresses.

For FY 2026, and any subsequent year in which we make awards from the list of unfunded applications for this competition, these absolute and competitive preference priorities are as reflected in this document.

*Absolute Priority:* We consider only applications that meet the absolute priority.

Absolute Priority Title	Required	Priority Language
Best Practices for Charter School Authorizers	Yes	To meet this priority, the State entity must demonstrate that it has taken steps to ensure that all authorized public chartering agencies <sup>4</sup> implement best practices for charter school authorizing. <sup>5</sup>

*Competitive Preference Priorities:* An application may receive a maximum of 18 additional points under the competitive preference priorities. ED will not review or award points for any competitive preference priority that an applicant fails to clearly identify as a competitive preference priority.

Competitive Preference Priority (CPP) Title	Required	Points	Priority Language
CPP 1—At Least One Authorized Public Chartering Agency Other than a Local Educational Agency, or an Appeals Process	No	0 or 1 point	To meet this priority, the State entity 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 <i>developers</i> 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

<sup>4</sup> Although section 4303(g)(2)(F) of the ESEA uses the term “authorizing public chartering agencies,” consistent with section 4310(1), the correct term is “authorized public chartering agencies.”

<sup>5</sup> See Assurance (5) in the *Requirements* section below for additional detail on how a State entity may promote quality authorizing.

			of an application for a charter school.
CPP 2—Equitable Financing	No	0 or 1 point	To meet this priority, the State entity must demonstrate that it is located in a State that ensures equitable financing, as compared to traditional public schools, for charter schools and students in a prompt manner.
CPP 3—Best Practices to Improve Struggling Schools and Local Educational Agencies (LEAs)	No	Up to 2 points	To be eligible to receive points under this priority, the State entity must demonstrate that it is located in a State that uses best practices from charter schools to help improve struggling schools and LEAs.
CPP 4—Charter School Facilities	No	0 or 1 point	To meet this priority, the State entity must demonstrate that it is located in a State that 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.
CPP 5—Serving At-Risk Students	No	Up to 3 points	To be eligible to receive points under this priority, the State entity must demonstrate that it supports charter schools that serve at-risk students through activities such as dropout prevention, dropout recovery, or

			comprehensive career counseling services.
CPP 6—Returning Education to the States	No	0 or 5 points	<p>Projects or proposals that will be carried out by one or more of the following:</p> <p>(a) State educational agencies (as defined in <a href="#">20 U.S.C. 7801(49)</a>), or</p> <p>(b) Governors.</p>
CPP 7 - Expanding Education Choice	No	Up to 5 points	<p>Projects or proposals that will increase access to public charter schools and other innovative school models, such as public laboratory schools, magnet schools, public microschools, course-based choice, or regional academies, which may include efforts to expand or replicate existing charter schools that have a record of improving students' academic achievement or have a specific focus on one or more of the following:</p> <ol style="list-style-type: none"> <li>(1) Science, technology, engineering, and mathematics (STEM), including computer science,</li> <li>(2) Career and technical education,</li> <li>(3) Evidence-based literacy instruction,</li> <li>(4) Serving students with disabilities,</li> <li>(5) Patriotic education, or</li> <li>(6) Classical education.</li> </ol> <p>Note: Please see the <i>Definitions</i> section for the definition of “computer science,” which is inclusive of artificial intelligence. See <a href="#">the U.S. Department of Labor’s Artificial Intelligence Literacy Framework</a> for additional, optional background and resources.</p> <p>Note: Career and technical education is inclusive of pre-apprenticeship programs.</p>

*Note:* In responding to CPP 7 on Expanding Education Choice, an applicant should explain how it will encourage, but not require, eligible applicants for subgrants to propose charter schools that have a specific focus on one or more of the six priority areas listed above or that have a record of improving students' academic achievement.

To receive points under this priority, an applicant need not prioritize any of the subgrant purposes in section 4303(b)(1), including opening new charter schools, replicating high-quality charter schools, or expanding high-quality charter schools.

In addition, ED notes that applicants must propose activities and uses of funds that are allowable under the program statute, as detailed in this document, and ensure that all schools funded through the CSP grant meet the definition of a charter school in this notice.

## Selection Criteria

The Department evaluates applications using selection criteria. The maximum possible total score an application can receive for addressing the criteria is 100 points. The maximum possible score for addressing each criterion is indicated in parentheses following the criterion. The selection criteria for this competition are from section 4303(g)(1) of the ESEA ([20 U.S.C. 7221b\(g\)\(1\)](#)) and [34 CFR 75.210](#).

In addressing the selection criteria and application requirements **an applicant must clearly identify which criterion or requirement it is addressing**. In addition, an applicant must address corresponding application requirements when addressing the specific selection criteria noted in the table below.

(a) *Quality of the Project Design (up to 30 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:

- (1) The quality of the logic model or other conceptual framework underlying the proposed project, including how inputs are related to outcomes. ([34 CFR 75.210](#)) (up to 5 points);
- (2) The ambitiousness of the State entity's objectives for the quality charter school program carried out under the CSP State Entity program (section 4303(g)(1)(B) of the ESEA ([20 U.S.C. 7221b\(g\)\(1\)\(B\)](#)) (up to 5 points);
- (3) The extent to which the budget is adequate to support the proposed project and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. ([34 CFR 75.210](#)) (up to 10 points); and

(4) The extent to which the proposed project demonstrates that it is designed to build capacity and yield sustainable results that will extend beyond the project period. ([34 CFR 75.210](#)) (up to 10 points)

(b) *Quality of Eligible Applicants Receiving Subgrants (up to 15 points)*: The likelihood that the eligible applicants receiving subgrants under the program will meet the State entity's objectives for the quality charter school program and improve educational results for students (section 4303(g)(1)(C) ([20 U.S.C. 7221b\(g\)\(1\)\(C\)](#))).

(c) *State Plan (up to 35 points)*: The State entity's plan to—

(1) Adequately monitor the eligible applicants receiving subgrants under the State entity's program (section 4303(g)(1)(D)(i) ([20 U.S.C. 7221b\(g\)\(1\)\(D\)\(i\)](#))) (up to 10 points);

(2) Work with the authorized public chartering agencies involved to avoid duplication of work for the charter schools and authorized public chartering agencies (section 4303(g)(1)(D)(ii) ([20 U.S.C. 7221b\(g\)\(1\)\(D\)\(ii\)](#))) (up to 5 points);

(3) Provide technical assistance and support for—

(i) The eligible applicants receiving subgrants under the State entity's program; and

(ii) Quality authorizing efforts in the State (section 4303(g)(1)(D)(iii) of ESEA ([20 U.S.C. 7221b\(g\)\(1\)\(D\)\(iii\)](#))) (up to 10 points);

(4) The State entity's plan to solicit and consider input from parents and other members of the community on the implementation and operation of charter schools in the State (section 4303(g)(1)(E) of ESEA ([20 U.S.C. 7221b\(g\)\(1\)\(E\)](#))) (up to 5 points); and

(5) The degree of flexibility afforded by the State's charter school law and how the State entity will work to maximize the flexibility provided to charter schools under such law (section 4303(g)(1)(A) of ESEA ([20 U.S.C. 7221b\(g\)\(1\)\(A\)](#))) (up to 5 points).

(d) *Quality of the Management Plan (up to 20 points)*. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers:

(1) The feasibility of the management plan to achieve project objectives and goals on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks ([34 CFR 75.210](#)) (up to 10 points);

(2) The adequacy of plans for ensuring the use of quantitative and qualitative data, including meaningful community member and partner input, to inform continuous improvement in the operation of the proposed project ([34 CFR 75.210](#)) (up to 5 points); and

(3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project ([34 CFR 75.210](#)) (up to 5 points).

<b>When responding to the following Selection Criteria...</b>	<b>...address these Application Requirement(s).</b>
Quality of the Project Design paragraph (a)(1)	(a)(1)(i), (a)(1)(vii), (a)(1)(ix), (a)(2)(ii), and (a)(2)(iii).
Quality of Eligible Subgrant Applicants (b)	(a)(1)(ii), (a)(1)(xiii), (a)(3)(i), (a)(3)(ii), (a)(5), and (a)(7).
State Plan paragraph (c)(1)	(a)(1)(vi) and (a)(1)(x).
State Plan paragraph (c)(3)	(a)(1)(iii), (a)(1)(iv), (a)(1)(viii), and (a)(1)(xi).
Management Plan (d)	(a)(4).

All other application requirements not listed in the table above must be addressed elsewhere in the Project Narrative. This includes all assurances and the following requirements: (a)(1)(v), (a)(1)(xii), (a)(2)(i), and (a)(6), (b)(1), (b)(2), (b)(3), (b)(4), (b)(5), (b)(6), (b)(7), (c)(1), and (c)(2). Applicants should identify in the Project Narrative where they have addressed each requirement.

## Performance Measures

ED has developed the following performance measures for the purposes of reporting to ED under [34 CFR 75.110](#):

### Program Performance Measures

ED developed the following program performance indicators to evaluate the overall effectiveness of this program:

Program Performance Measure 1	The number of charter schools in operation around the Nation.
Program Performance Measure 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.

Program Efficiency Measure	The Federal cost per student in implementing a successful school (defined as a school in operation for three or more consecutive years).
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In accordance with [34 CFR 75.110\(b\)](#), applications must describe:

1. The data collection and reporting methods the applicant would use and why those methods are likely to yield reliable, valid, and meaningful performance data.
2. 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.

### **Project-Specific Performance Measures**

Applicants must propose project-specific performance measures and performance targets consistent with the objectives of the proposed project. In accordance with [34 CFR 75.110\(c\)](#), applications must include the following:

(1) *Project-specific performance measures.* How each proposed project-specific performance measure would: accurately measure the performance of the project; be consistent with the program performance measures; and be used to inform continuous improvement of the project.

(2) *Baseline data.* (i) Why each proposed *baseline* is valid and reliable, including an assessment of the quality data used to establish the baseline; or (ii) if the applicant has determined that there are no established baseline data for a particular performance measure, an explanation of why there is no established baseline and of how and when, during the project period, the applicant would establish a valid baseline for the performance measure.

(3) *Performance targets.* Why each proposed performance target is ambitious yet achievable compared to the baseline for the performance measure and when, during the project period, the applicant would meet the performance target(s).

In addition to providing performance measure information in applications, all grantees must submit an annual performance report with information that is responsive to these performance measures.

### **Statutory Application Requirements**

The application requirements in this application notice and instructions are from section 4303(f) of the ESEA ([20 U.S.C. 7221b\(f\)](#)). ED will not fund an application that does not meet

each application requirement. Applicants should identify in the Project Narrative where they have addressed each requirement.

**(a) Description of Program**—A description of the State entity's objectives in running a quality charter school program and how the objectives of the program will be carried out, including—

(1) A description of how the State entity will—

- (i) Support the opening of charter schools through the startup of new charter schools and, if applicable, the replication of high-quality charter schools, and the expansion of high-quality charter schools (including the proposed number of new charter schools to be opened, high-quality charter schools to be opened as a result of the replication of a high-quality charter school, or high-quality charter schools to be expanded under the State entity's program);
- (ii) Inform eligible charter schools, developers, and authorized public chartering agencies of the availability of funds under the program;
- (iii) Work with eligible applicants to ensure that the eligible applicants access all Federal funds that such applicants are eligible to receive, and help the charter schools supported by the applicants and the students attending those charter schools—
  - (A) Participate in the Federal programs in which the schools and students are eligible to participate;
  - (B) Receive the commensurate share of Federal funds the schools and students are eligible to receive under such programs; and
  - (C) Meet the needs of students served under such programs, including students with disabilities and English learners;
- (iv) Ensure that authorized public chartering agencies, in collaboration with surrounding LEAs where applicable, establish clear plans and procedures to assist students enrolled in a charter school that closes or loses its charter to attend other high-quality schools;
- (v) In the case of a State entity that is not a State educational agency (SEA)—
  - (A) Work with the SEA and charter schools in the State to maximize charter school participation in Federal and State programs for which charter schools are eligible; and
  - (B) Work with the SEA to operate the State entity's program under section 4303 of the ESEA, if applicable;
- (vi) Ensure that each eligible applicant that receives a subgrant under the State entity's program—

- (A) Is using funds provided under this program for one of the activities described in section 4303(b)(1) of the ESEA; and
- (B) Is prepared to continue to operate charter schools funded under section 4303 of the ESEA in a manner consistent with the eligible applicant's application for such subgrant once the subgrant funds under this program are no longer available;
- (vii) Support—
  - (A) Charter schools in LEAs with a significant number of schools identified by the State for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA; and
  - (B) The use of charter schools to improve struggling schools, or to turn around struggling schools;
- (viii) Work with charter schools on—
  - (A) Recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth); and
  - (B) Supporting all students once they are enrolled to promote retention, including by reducing the overuse of discipline practices that remove students from the classroom;
- (ix) Share best and promising practices between charter schools and other public schools;
- (x) Ensure that charter schools receiving funds under the State entity's program meet the educational needs of their students, including children with disabilities and English learners;
- (xi) Support efforts to increase charter school quality initiatives, including meeting the quality authorizing elements described in section 4303(f)(2)(E) of the ESEA;
- (xii)
  - (A) In the case of a State entity that is not a charter school support organization, a description of how the State entity will provide oversight of authorizing activity, including how the State will help ensure better authorizing, such as by establishing authorizing standards that may include approving, monitoring, and re-approving or revoking the authority of an authorized public chartering agency based on the performance of the charter schools authorized by such agency in the areas of student achievement, student safety, financial and operational management, and compliance with all applicable statutes and regulations; and

- (B) In the case of a State entity that is a charter school support organization, a description of how the State entity will work with the State to support the State's system of technical assistance and oversight of the authorizing activity of authorized public chartering agencies, as described in application requirement (a)(1)(xii)(A); and
- (xiii) Work with eligible applicants receiving a subgrant under the State entity's program to support the opening of new charter schools or charter school models described in application requirement (a)(1)(i) that are high schools (ESEA section 4303(f));
- (2) A description of the extent to which the State entity—
- (i) Is able to meet and carry out Competitive Preference Priorities 1 through 5;<sup>6</sup>
- (ii) Is working to develop or strengthen a cohesive statewide system to support the opening of new charter schools and, if applicable, the replication of high-quality charter schools, and the expansion of high-quality charter schools; and
- (iii) Is working to develop or strengthen a cohesive strategy to encourage collaboration between charter schools and LEAs on the sharing of best practices (ESEA section 4303(f));
- (3) A description of how the State entity will award subgrants, on a competitive basis, including—
- (i) A description of the application each eligible applicant desiring to receive a subgrant will be required to submit, which application must include the following:
- (A) A description of the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations (CMOs), including the administrative and contractual roles and responsibilities of such partners (ESEA section 4303(f));
- (B) A description of the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement; how a school's performance in the State's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter; and how the State entity and the authorized public chartering agency involved will reserve the right to

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<sup>6</sup> In accordance with [34 CFR 75.105\(c\)\(2\)\(i\)](#), applications are not required to address competitive preference priorities but may receive additional points if they do so. However, to meet this application requirement, the State entity must describe the extent to which it is able to meet and carry out competitive preference priorities 1 through 5. If the State entity is unable to meet and carry out one or more of these competitive preference priorities, the description for that priority should state that the State entity is unable to meet or carry out the priority.

revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school (ESEA section 4303(f));

- (C) A description of how the autonomy and flexibility granted to a charter school is consistent with the definition of charter school in section 4310 of the ESEA (ESEA section 4303(f));
- (D) A description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under the State entity's program (ESEA section 4303(f));
- (E) A description of the eligible applicant's planned activities and expenditures of subgrant funds to support opening and preparing for the operation of new charter schools, opening and preparing for the operation of replicated high-quality charter schools, or expanding high-quality charter schools, and how the eligible applicant will maintain financial sustainability after the end of the subgrant period (ESEA section 4303(f));
- (F) A description of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funds under the State entity's program (ESEA section 4303(f)); and
  - (ii) A description of how the State entity will review applications from eligible applicants (ESEA section 4303(f));
- (4) In the case of a State entity that partners with an outside organization to carry out the State entity's quality charter school program, in whole or in part, a description of the roles and responsibilities of the partner (ESEA section 4303(f));
- (5) A description of how the State entity will ensure that each charter school receiving funds under the State entity's program has considered and planned for the transportation needs of the school's students (4303(f));
- (6) A description of how the State in which the State entity is located addresses charter schools in the State's open meetings and open records laws (ESEA section 4303(f));
- (7) A description of how the State entity will support diverse charter school models, including models that serve rural communities (ESEA section 4303(f));

**(b) Assurances**—Assurances that—

- (1) Each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions (ESEA section 4303(f));

- (2) The State entity will support charter schools in meeting the educational needs of their students, including children with disabilities and English learners (ESEA section 4303(f));
- (3) The State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners (ESEA section 4303(f));
- (4) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in application requirement (a)(1)(viii) (ESEA section 4303(f));
- (5) The State entity will promote quality authorizing, consistent with State law, such as through providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by—
  - (i) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;
  - (ii) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles and ensuring that any such audits are publicly reported; and
  - (iii) Holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as renewal, non-renewal, or revocation of the school's charter (ESEA section 4303(f));
- (6) The State entity will work to ensure that charter schools are included with the traditional public schools in decision-making about the public school system in the State (ESEA section 4303(f)); and
- (7) The State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including—
  - (i) Information on the educational program;
  - (ii) Student support services;
  - (iii) Parent contract requirements (as applicable), including any financial obligations or fees;
  - (iv) Enrollment criteria (as applicable); and

- (v) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data must not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student (ESEA section 4303(f)).

**(c) Waivers**—Requests for information about waivers, including—

- (1) A request and justification for waivers of any Federal statutory or regulatory provisions that the State entity believes are necessary for the successful operation of the charter schools that will receive funds under the State entity's program under section 4303 of the ESEA or, in the case of a State entity that is a charter school support organization, a description of how the State entity will work with the State to request such necessary waivers, where applicable; and
- (2) A description of any State or local rules, generally applicable to public schools, that will be waived or otherwise not apply to such schools. (4303(a) of the ESEA).

Note: ED recognizes that State entities and the charter schools they serve may need additional flexibility in implementing CSP grants and subgrants to achieve the purposes of the CSP. Under section 4303(d)(5) of the ESEA, the Secretary, in her discretion, may waive any statutory or regulatory requirement over which she exercises administrative authority, except the requirements related to the definition of “charter school” in section 4310(2), provided that the waiver is requested in an approved application and the Secretary determines that granting the waiver will promote the purposes of the CSP.

For example, a State Entity applicant may request approval from ED, on behalf of its subgrant applicants, for a waiver of requirements in section 4303(h) of the ESEA regarding use of funds to allow subgrantees to use funds for sustained costs ( e.g., personnel costs for school leaders or instructional staff, software subscriptions, student assessments, etc.) throughout the life of the grant, provided that such costs are necessary to open new charter schools or replicate or expand high-quality charter schools and that the charter school can demonstrate that it will maintain financial sustainability after the end of the subgrant period.

## Supplementary Statutory Requirements

### Funding Restrictions

In accordance with section 4303(c) of the ESEA, a State entity receiving a grant under this program must: (a) use not less than 90 percent of the grant funds to award subgrants to

eligible applicants, in accordance with the quality charter school program described in the State entity's application pursuant to section 4303(f), for activities related to opening and preparing for the operation of new charter schools and replicated high-quality charter schools, or expanding high-quality charter schools; (b) reserve not less than 7 percent of the grant funds to provide technical assistance to eligible applicants and authorized public chartering agencies in carrying out such activities, and to 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; and (c) reserve not more than 3 percent of the grant funds for administrative costs, which may include technical assistance. The State entity's application should include a description of the State entity's objectives in providing technical assistance to eligible applicants and authorized public chartering agencies under section 4303(b)(2) of the ESEA, and the activities identified to provide such technical assistance. A State entity may use a grant received under this program to provide technical assistance and to work with authorized public chartering agencies to improve authorizing quality under section 4303(b)(2) of the ESEA directly or through grants, contracts, or cooperative agreements.

### **Limitation on Grants and Subgrants**

Under section 4303(d) of the ESEA, a grant awarded by the Secretary to a State entity under this competition must be for a period of not more than 5 years.

Additionally, a subgrant awarded by a State entity under this program must be for a period of not more than 5 years, of which an eligible applicant may use not more than 18 months for planning and program design. An eligible applicant may not receive more than one subgrant under this program for each individual charter school for a 5-year period, unless the eligible applicant demonstrates to the State entity that such individual charter school has at least 3 years of improved educational results for students enrolled in such charter school, with respect to the elements described in section 4310(8)(A) and (D) of the ESEA.<sup>7</sup>

### **Other CSP Grants**

A charter school that previously received funds for opening or preparing to operate a new charter school, or replicating or expanding a high-quality charter school, under the CSP State Entity program (ALN number 84.282A), the CSP Grants to Charter Management Organizations for the Replication and Expansion of High-Quality Charter Schools (CMO) program (ALN number 84.282M), or the CSP Developer program (ALN numbers 84.282B

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<sup>7</sup> Section 4303(e)(2) of the ESEA prescribes the circumstances under which an eligible applicant may be eligible to apply to a State entity for a second subgrant for an individual charter school for a 5-year period. The eligible applicant still would have to meet all program requirements, including the requirements for replicating or expanding a high-quality charter school.

and 84.282E), may not use funds under this program to carry out the same or substantially similar activities. However, such charter school may be eligible to receive funds under this competition to expand the charter school beyond the existing grade levels or student count.

Likewise, a charter school that previously was awarded a subgrant by a State entity under this program (or the former CSP Grants for State Educational Agencies program) is ineligible to receive funds to carry out the same activities under the CMO program (ALN number 84.282M) or Developer program (ALN numbers 84.282B and 84.282E), including for opening or preparing to operate a new charter school, or for replication or expansion.

### **Uses of Subgrant Funds**

Under section 4303(b) of the ESEA, State entities awarded grants under this competition must award subgrants to eligible applicants to enable such 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.

Under section 4303(h) of the ESEA, an eligible applicant receiving a subgrant under this program must use such funds to support activities related to opening and preparing for the operation of new charter schools or replicating or expanding high-quality charter schools, which must include one or more of the following:

- (a) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with—
  - (1) Providing professional development; and
  - (2) Hiring and compensating, during the eligible applicant's planning period specified in the application for subgrant funds, one or more of the following:
    - (i) Teachers.
    - (ii) School leaders.
    - (iii) Specialized instructional support personnel.
- (b) Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
- (c) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).
- (d) Providing one-time, startup costs associated with providing transportation to students to and from the charter school.

- (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 opening, replicating, or expanding high-quality charter schools when such costs cannot be met from other sources.

### **Diversity of Projects**

Per section 4303(d)(4) of the ESEA, each State entity awarding subgrants under this competition must award subgrants in a manner that, to the extent practicable and applicable, ensures that such subgrants—

- (a) Are distributed throughout different areas, including urban, suburban, and rural areas; and
- (b) Will assist charter schools representing a variety of educational approaches.

## **Application Submission Information**

### **Pre-Application Webinar Information**

ED will hold a pre-application webinar for interested applicants. Detailed information regarding this webinar will be provided at the [CSP State Entity webpage](#) on the FY 2026 CSP State Entity Competition tab. There is no registration fee for attending this meeting.

### **Registration**

To apply, you must first be registered in two systems: SAM.gov and Grants.gov. If you are already registered, make sure your registration is active and up to date.

Grants.gov registration involves several steps, including registration on [SAM.gov](#). You may begin working on your application while completing the registration process, but you cannot apply until all registration steps are complete. Once your SAM registration is active, it will take 24-48 hours for the information to become available in Grants.gov. For detailed information on the registration steps, please go to: [Grants.gov Applicant Registration](#). Please note that your organization will need to update its SAM registration annually.

### **SAM.gov**

You must have an active account with SAM.gov. This includes having a Unique Entity Identifier. SAM.gov registration can take several weeks. **Begin that process early.**

To register, go to [SAM.gov](https://sam.gov) and click on "[Get Started](#)."

Click on the [Entity Registration Checklist](#) for the information you will need to register in SAM.gov.

If you need help, you can call 866-606-8220 or live chat with the [Federal Service Desk](#).

### **Grants.gov**

You must also have an active account with Grants.gov.

To register, go to [Grants.gov](https://grants.gov) and click "[Register](#)." When ready, click on "[Get Registered Now](#)" and complete the required fields.

For more information or assistance, click on "[Applicant Registration Page](#)."

ED strongly recommends that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded. If Grants.gov rejects your application, you will need to resubmit successfully to Grants.gov before 11:59:59 p.m. Eastern Time on the deadline date.

You must provide the Unique-Entity ID (UEI) on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This UEI is assigned to your organization in SAM at the time your organization registers in SAM. If you do not enter the UEI assigned by SAM on your application, Grants.gov will reject your application.

A *Grants.gov* applicant must apply online using Workspace, a shared environment in *Grants.gov* where members of a grant team may simultaneously access and edit different web forms within an application. The Grants.gov website contains [further instructions on how to apply](#).

### **Intergovernmental Review**

This is subject to Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of Executive Order 12372 is to strengthen federalism – or the distribution of responsibility between localities, States, and the Federal government – by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have developed to coordinate and

review proposed Federal financial grant applications. Grant applicants need to contact State Single Points of Contact (SPOC) for information on their State's procedures. Multi-State applicants should follow procedures specific to each state. Further information about the [SPOC List and the official list of entities](#) can be found online.

### **Verify Submission**

Verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, log in to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 11:59:59 p.m. Eastern Time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned.

If the date/time received is later than 11:59:59 p.m. Eastern Time on the deadline date, your application is late. If your application has a status of "Received," it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors," your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the [Encountering Error Messages](#) page at Grants.gov.

For more detailed information on troubleshooting Adobe errors, you can review the [Adobe Reader Software Tip Sheet](#). If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

### **Helpful Hints When Working with Grants.gov**

Please go to the [Grants.gov Support Center](#) for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov [Applicant FAQs](#) as well as [additional information on Workspace](#).

### **Submission Problems – What should you do?**

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or via email at: [support@grants.gov](mailto:support@grants.gov). You may also access the [Grants.gov Self- Service Knowledge Base web portal](#).

## Application Review Information

*Review and Selection Process:* We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under [34 CFR 75.217](#), information outside the rank order of applications, including: the information in each application; and any other information—

- (1) Relevant to a criterion, priority, or other requirement that applies to the selection of applications for new grants;
- (2) Concerning the applicant's performance and use of funds under a previous award under any ED program; and
- (3) Concerning the applicant's failure under any ED program to submit a performance report or its submission of a performance report of unacceptable quality.

Before making awards, ED staff will screen applications submitted in accordance with the requirements in this notice to determine whether applications have met eligibility and other requirements, including whether an application may fail to meet the “General Terms and Conditions” applicable to awarded funds referenced elsewhere within this notice. This screening process may occur at various stages of the review and selection process. Applicants that are determined to be ineligible will not receive a grant, regardless of whether the application was included in the peer review process. Applications not selected for funding will be informed of the Secretary's decision in accordance with [34 CFR 75.218](#).

Peer reviewers will read, prepare a written evaluation of, and score the assigned applications, using the selection criteria provided in this notice. (See the Appendix for additional details.)

In addition, in making a competitive grant award, the Secretary requires various assurances, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from ED ([34 CFR 100.4](#), [104.5](#), [106.4](#), [108.8](#), and [110.23](#)).

## Definitions

The following definitions are from sections 4303(a), 4310, and 8101 of the ESEA ([20 U.S.C. 7221b\(a\)](#), [7221i](#), and [7801](#)); [34 CFR 77.1](#); and the 2025 SSPs

*Ambitious* means promoting continued, meaningful improvement for program participants or for other individuals or entities affected by the grant, or representing a significant advancement in the field of education research, practices, or methodologies. When used

to describe a *performance target*, whether a performance target is ambitious depends upon the context of the relevant performance measure and the baseline for that measure ([34 CFR 77.1](#)).

*Authorized public chartering agency* means an SEA, LEA, or other public entity that has the authority pursuant to State law and approved by the Secretary to authorize or approve a charter school (section 4310(1) of the ESEA).

*Baseline* means the starting point from which performance is measured and targets are set ([34 CFR 77.1](#)).

*Charter management organization* means a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight (section 4310(3) of the ESEA).

*Charter school* means a public school that—

(1) In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this definition;

(2) Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

(3) Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;

(4) Provides a program of elementary or secondary education, or both;

(5) Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;<sup>8</sup>

(6) Does not charge tuition;

(7) Complies with 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, the Americans with Disabilities Act of 1990 ([42 U.S.C. 12101 et seq.](#)), section 444 of

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<sup>8</sup> The Department will apply this element of the definition of “charter school” consistent with applicable U.S. Supreme Court precedent, including *Trinity Lutheran Church of Columbia, Inc. v. Comer*, 137 S.Ct. 2012 (2017), *Espinoza v. Montana Department of Revenue*, 140 S.Ct. 2246 (2020), and *Carson v. Makin*, 142 S.Ct. 1987 (2022).

GEPA ([20 U.S.C. 1232g](#)) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act (IDEA);

(8) Is a school to which parents choose to send their children, and that—

(i) Admits students on the basis of a lottery, consistent with section 4303(c)(3)(A) of the ESEA, if more students apply for admission than can be accommodated; or

(ii) In the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in paragraph (i);

(9) Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;

(10) Meets all applicable Federal, State, and local health and safety requirements;

(11) Operates in accordance with State law;

(12) Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and

(13) May serve students in early childhood education programs or postsecondary students (section 4310(2) of the ESEA).

*Charter school support organization* means a nonprofit, nongovernmental entity that is not an authorized public chartering agency and provides, on a statewide basis—

(1) Assistance to developers during the planning, program design, and initial implementation of a charter school; and

(2) Technical assistance to operating charter schools (section 4310(4) of the ESEA).

*Child with a disability* means—

(1) A child (i) with intellectual disabilities, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to as “emotional disturbance”), orthopedic impairments,

autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services.

(2) For a child aged 3 through 9 (or any subset of that age range, including ages 3 through 5), may, at the discretion of the State and the LEA, include a child (i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and (ii) who, by reason thereof, needs special education and related services (section 8101(4) of the ESEA).

*Computer science* means the study of computers and algorithmic processes, including their principles, their hardware and software designs, theories, computational thinking, coding, analytics, applications, and Artificial Intelligence (AI).

Computer science often includes computer programming or coding as a tool to create software, including applications, games, websites, and tools to manage or manipulate data; or development and management of computer hardware and the other electronics related to sharing, securing, and using digital information. In addition to coding, the expanding field of computer science emphasizes computational thinking and interdisciplinary problem-solving to equip students with the skills and abilities necessary to apply computation to the digital world.

Computer science does not involve using computers for everyday tasks, such as browsing the internet or using tools like word processors, spreadsheets, or presentation software. Instead, it focuses on creating and developing technology, not just utilizing it.

*Developer* means 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 (section 4310(5) of the ESEA).

*Early childhood education program* means—

(1) A Head Start program or an Early Head Start program carried out under the Head Start Act ([42 U.S.C. 9831 et seq.](#)), including a migrant or seasonal Head Start program, an Indian Head Start program, or a Head Start program or an Early Head Start program that also receives State funding;

(2) A State licensed or regulated child care program; or

(3) A program that (i) serves children from birth through age 6 that addresses the children's cognitive (including language, early literacy, and early mathematics), social, emotional,

and physical development; and (ii) is (A) a State prekindergarten program, (B) a program authorized under section 619 ([20 U.S.C. 1419](#)) or part C of the IDEA, or (C) a program operated by an LEA (section 8101(16) of the ESEA).

*Eligible applicant* means a developer that has—

- (1) Applied to an authorized public chartering authority to operate a charter school; and
- (2) Provided adequate and timely notice to that authority (section 4310(6) of the ESEA).

*English learner*, when used with respect to an individual, means an individual—

- (1) Who is aged 3 through 21;
- (2) Who is enrolled or preparing to enroll in an elementary school or secondary school;
- (3)(i) Who was not born in the United States or whose native language is a language other than English;
- (ii)(A) Who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- (B) Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (4) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
  - (i) The ability to meet the challenging State academic standards;
  - (ii) The ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) The opportunity to participate fully in society (section 8101(20) of the ESEA).

*Evidence framework* means an approach to providing a determination about whether an activity, strategy, or intervention meets each aspect of the definition of strong evidence or moderate evidence (as defined in [20 U.S.C. 7801\(21\)\(A\)\(i\)\(I-II\)](#)), as applicable.

(a) An evidence framework must include each of the following:

- (i) Whether or not a study is an experimental study or quasi-experimental design study;

(ii) Whether or not a study shows a positive, statistically significant effect on student outcomes or other relevant outcomes;

(iii) Whether or not a study uses outcome measures that demonstrate validity and reliability, that do not give an unfair advantage to participants in one condition over another, and that are measured consistently for the groups or participants that are being compared;

(iv) Whether or not a study design is otherwise of high quality, including whether it minimizes factors outside the intervention that could affect student or other relevant outcomes (confounds) and whether random assignment (if used) was done with integrity; and

(v) Whether or not study implementation and analysis is appropriate, including whether groups or participants being compared demonstrate baseline equivalence on key individual and other relevant characteristics, whether differences in baseline equivalence are statistically controlled, and by considering the impact on the validity of the study of any changes to the sample over time.

(b) An evidence framework may be implemented or verified by one or more of the following:

(i) An organization with relevant expertise that has demonstrated to the Department that it has a rigorous, transparent ( *i.e.*, publicly accessible) process for determining each aspect identified in (a);

(ii) By peer reviewers with statistical expertise who apply an evidence framework consistent with each aspect identified in (a) in reviewing support for an applicant's assertion that relevant information is strong evidence or moderate evidence, as applicable; or

(iii) By the Department or peer reviewers with statistical expertise who affirm an applicant's assertion that relevant information is strong evidence or moderate evidence because it is supported by study ratings included in the What Works Clearinghouse in one or more of:

(1) a practice guide;

(2) an intervention report; or

(3) individual studies otherwise assessed to meet strong evidence or moderate evidence.

*Evidence-based literacy instruction* means literacy instruction that relates to explicit, systematic and intentional instruction in phonological awareness, phonic decoding, oral and sign language, vocabulary, language structure, reading fluency, reading comprehension, and writing; promotes knowledge-rich materials; and is backed by one or more of the following, as supported by an evidence framework (as defined in this notice):

(a) strong evidence, meaning an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on at least one well-designed and well-implemented experimental study (strong evidence as defined in [20 U.S.C. 7801\(21\)\(A\)\(i\)\(I\)](#)) or

(b) moderate evidence, meaning an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on at least one well-designed and well-implemented quasi-experimental study (moderate evidence as defined in [20 U.S.C. 7801\(21\)\(A\)\(i\)\(II\)](#)).

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

*Experimental study* means a study that is designed to compare outcomes between two groups (such as students) that are otherwise equivalent except for their assignment to either a treatment group receiving an activity, strategy, intervention, process, product, practice, or policy as compared with a control group that does not. Experimental studies can support claims of strong evidence. Randomized controlled trials and single-case design studies are specific types of experimental studies that meet this definition.

*High-quality charter school* means a charter school that—

(1) Shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;

(2) Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;

(3) Has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and

(4) Has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student (section 4310(8) of the ESEA).

*Logic model* (also referred to as a theory of action) means a framework that identifies key *project components* of the proposed project (*i.e.*, the active “ingredients” that are hypothesized to be critical to achieving the *relevant outcomes*) and describes the

theoretical and operational relationships among the key project components and relevant outcomes ([34 CFR 77.1](#)).

*Parent* includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare) (section 8101(38) of the ESEA).

*Performance measure* means any quantitative indicator, statistic, or metric used to gauge program or project performance ([34 CFR 77.1](#)).

*Performance target* means a level of performance that an applicant would seek to meet during the course of a project or as a result of a project ([34 CFR 77.1](#)).

*Project component* means an activity, strategy, intervention, process, product, practice, or policy included in a project. Evidence may pertain to an individual *project component* or to a combination of project components ( e.g., training teachers on instructional practices for English learners and follow-on coaching for these teachers) ([34 CFR 77.1](#)).

*Public*, as applied to an agency, organization, or institution, means that the agency, organization, or institution is under the administrative supervision or control of a government other than the Federal Government. ([34 CFR 77.1](#)).

*Quasi-experimental design study* means a study using a design that attempts to approximate an experimental study by identifying a comparison group that is similar to the treatment group in important respects. Cross-sectional group designs, comparative interrupted time series, difference-in-difference designs, and growth curve designs are specific types of quasi-experimental studies that meet this definition. This type of study can meet the definition of moderate evidence but not strong evidence.

*Relevant outcome* means the student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program ([34 CFR 77.1](#)).

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

*State* means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas (section 8101(48) of the ESEA).

*State educational agency* means the agency primarily responsible for the State supervision of public elementary schools and secondary schools (section 8101(49) of the ESEA).

*State entity* means—

- (1) A State educational agency;
- (2) A State charter school board;
- (3) A Governor of a State; or
- (4) A charter school support organization (section 4303(a) of the ESEA)

## Award Requirements

### Terms and Conditions

If you are awarded a grant under this competition, you must ensure and may be required to demonstrate that federal funds will not be used under this project in any manner that violates the United States Constitution, Title VI or Title VII of the Civil Rights Act of 1964 ([42 U.S.C. 2000d et seq.](#) or [42 U.S.C. 2000e et seq.](#)), Title IX of the Education Amendments of 1972 ([20 U.S.C. 1681 et seq.](#)), section 504 of the Rehabilitation Act ([29 U.S.C. 794](#)), the Age Discrimination Act of 1975 ([42 U.S.C. 6101 et seq.](#)), Title II of the Americans with Disabilities Act of 1990 ([42 U.S.C. 12131 et seq.](#)), the Boy Scouts of America Equal Access Act of 2001 ([20 U.S.C. 7905](#)), section 117 of the Higher Education Act of 1965, as amended ([20 U.S.C. 1011f](#)), or other applicable federal law.

Please note the provisions of Executive Orders 14151, 14168, 14173, and 14190 as well as the U.S. Department of Justice’s July 29, 2025, non-regulatory “[Guidance for Recipients of Federal Funding Regarding Unlawful Discrimination](#),” which clarifies the application of federal antidiscrimination laws to programs or initiatives that may involve discriminatory practices, including those labeled as Diversity, Equity, and Inclusion (“DEI”) programs.

Such activities may risk violating federal civil rights laws and may jeopardize federal funding. This includes any discriminatory equity ideology in violation of a Federal anti-discrimination law. A definition of “discriminatory equity ideology” is contained in Section 2(b) of Executive Order 14190. To the extent that any entity receiving grant funds under this grant uses those grant funds for such unallowable activities, ED reserves the right to take appropriate enforcement actions, including the recovery of grant funds. The Grant Award Notification document accompanying your award may contain further terms and conditions, as necessary, to ensure grantee compliance with applicable laws, regulations, and administrative priorities.

## **Applicable Regulations**

(a) The Education Department General Administrative Regulations in [34 CFR parts 75, 76, 77, 79, 81, 82, 84, 97, 98, and 99](#). (b) The Office of Management and Budget (OMB) Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in [2 CFR part 180](#), as adopted and amended as regulations of the Department in [2 CFR part 3485](#). (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in [2 CFR part 200](#) (Uniform Guidance), as adopted and amended as regulations of ED in [2 CFR part 3474](#). (d) The 2025 Secretary's Supplemental Priorities.

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

## **Continuation Awards**

In making a continuation award under [34 CFR 75.253](#), the Secretary considers, among other things: whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; and, if the Secretary has established performance measurement requirements, whether the grantee has made substantial progress in achieving the performance targets in the grantee's approved application, or whether the continuation of the project is in the best interest of the Federal Government.

In making a continuation award, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from ED ([34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23](#)).

# Application Checklist

The application will require you to fill out several forms, which are listed and linked in grants.gov. See below for a description of forms and sections:

## 1. Standard Documents

- Application for Federal Assistance (SF 424)
- ED Supplemental Information for SF 424
- ED Grant Application Form for Project Objectives and Performance Measures Information

## 2. Budget Information

- Budget Information for Non-Construction Programs (SF-424A)

## 3. Abstract Form

- Project Abstract

## 4. Project Narrative

- Application Narrative (Project Narrative Attachment Form)

## 5. Budget Narrative

- Budget Narrative Attachment Form

## 6. Other Attachment Forms

- Appendix A - Charter School Programs Assurances
- Appendix B – Resumes and Curriculum Vitae
- Appendix C – Letters of Support
- Appendix D - Documentation of Nonprofit Status (if applicable)
- Appendix E – Proprietary Information
- Appendix F – Additional Information

## 7. Assurances and Certifications

- Disclosure of Lobbying Activities (Standard Form LLL)
- Grants.gov Lobbying Form

## **Part 1: Standard Documents**

- Application for Federal Assistance (SF-424)
- ED Supplemental Information for SF 424

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and UEI). **When applying electronically via Grants.gov, you will need to ensure that the UEI on your application is the same as the UEI your organization used when it registered with the System for Award Management.**

Applicants are advised to complete the Application for Federal Assistance (Form SF 424) first. Grants.gov will automatically insert the correct Assistance Listing Number and program name automatically wherever needed on other forms.

Please do not attach any narratives, supporting files, or application components to the Standard Form (SF 424). Although this form accepts attachments, ED will only review materials/files attached in accordance with the instructions provided within this application.

## **Part 2: Budget Information**

- Budget Information for Non-Construction Programs (SF-424A)

The SF-424A Budget Information Form is required. This part of your application contains information about the Federal funding you are requesting. The form requires total funding requests for each year of the project but only requires detailed information for Year 1 of the project. You will provide information on all years of the project, including an itemized budget breakdown for each year of the proposed project, in your Budget Narrative. Specific instructions for completing the Budget Narrative are provided within this application notice and instructions under Budget Narrative. Budget Narrative attachments are not included in the page count.

### ***Instructions for completing SF-424A:***

The SF-424A has six sections (A-F). While the form includes several sections and boxes, please use the information below to complete only the necessary sections.

#### **Section A – Budget Summary**

- *Section A-Budget Summary:* Enter the name of the grant program for which you are requesting funds in 1(a).

- *Section A-Budget Summary: 1(b):* Enter the Assistance Listing Number (Example 84.282A).
- *Section A-Budget Summary: 1(e) “Federal”:* Include the total amount requested for the entire performance period. The amount you enter here will auto populate in 5 (e).
- *Section A-Budget Summary: 1(f) “Non-Federal”:* Only include an amount in this section if you propose to include non-Federal financial resources as part of this project, including any non-Federal funds to meet any program cost sharing requirements. If not including non-Federal financial resources, leave this blank or include 0.
- *Section A-Budget Summary: 1(g):* If using Grants.gov form, the total amount included here will be auto-calculated based on what is included in 1(e) and 1(f).

## **Section B – Budget Categories**

### Section B-Budget Categories:

- **Line 6. Object Class Categories:** The categories listed here (a-k) are the categories you will need to further describe in the Budget Narrative. For this section, only include the total amount by category for Year 1 of the project. You will provide a breakdown by category for each year of the project in the Budget Narrative. If using Grants.gov, line 6 column (1) will be auto-populated with the name of the program for which you are requesting funding.
  - *Personnel (line 6a.):* Enter project personnel salaries and wages only. Include fees and expenses for consultants on line 6f or 6h.
  - *Fringe Benefits (line 6b):* The organization’s normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.
  - *Travel (line 6c):* Indicate the travel costs of employees and participants only. Include travel of persons such as consultants on line 6f or 6h.
  - *Equipment (line 6d):* Indicate the cost of tangible, non-expendable personal property that has a usefulness greater than one year and acquisition costs that are the lesser of the capitalization level established by the applicant entity for financial statement purposes or \$10,000 per article. Lower limits may be established to maintain consistency with the applicant’s policy.
  - *Supplies (line 6e):* Show all tangible, expendable personal property. Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. Supplies

purchased with grant funds should directly benefit the grant project and be necessary for achieving the goals of the project.

- *Contractual (line 6f)*: The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.
  - *Construction (line 6g)*: Construction funds are not authorized, unless specified by the program. If construction is allowable, include the amount request for construction costs.
  - *Other (line 6h)*: Indicate all direct costs not covered on lines 1-6. For example, include costs such as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. If applicable, include stipends under other. If stipends are included under other, do not include stipends when calculating the indirect cost. Do not include costs that are included in the indirect cost rate.
  - *Total Direct Costs (line 6i)*: The sum of lines 6a-6h. If using Grants.gov, this number is auto-calculated.
  - *Indirect Costs (line 6j)*: Indicate the applicant's approved indirect cost rate, per [34 CFR 75.560 - 75.564](#). If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to ED for a temporary indirect cost rate if it wishes to charge indirect costs to the grant. For more information, go to [ED's website](#). In addition, a grantee, if it is eligible, may also use de minimis rate as provided for under [2 CFR 200.414\(f\)](#).
  - *Total Cost (line 6i and 6j)*: This number should be equal to sum of lines 6i-6j (total of direct costs + indirect costs). If using Grants.gov, this number is auto-calculated. The sum for column one, labeled Project Year 6 (1), should also be equal to item 15a on the application cover sheet (SF Form 424).
- *Line 7. Program Income*: You may leave this field blank.

### **Section C – Non-Federal Resources**

This section should only be completed if you are proposing a cost share or if the program for which you are applying requires a Non-Federal cost share. If include a cost share, provide a breakdown by including the dollars that will come from the applicant, State, and other sources, as applicable.

### **Section D – Forecasted Cash Needs**

- *Line 13. Federal:* The total for 1<sup>st</sup> Year column will automatically calculate based on the funding amounts included in Quarters 1-4. These quarters apply to **Year One ONLY**. Enter the forecasted cash needs from Federal sources for each quarter of the first program year. The amount entered for each quarter will be used to auto-calculate the amount in line 15 and is your forecasted needs. You will have an opportunity to provide updates to these quarterly amounts in post-award.
- *Line 14. Non-Federal:* The total for 1<sup>st</sup> year column will automatically calculate based on the funding amounts included in Quarters 1-4. These quarters apply to **Year One ONLY. Leave this blank for each quarter if you are not including any Non-Federal Funds.** If including non-Federal funds, enter the forecasted cash needs from non-Federal sources for the first quarter of the first program year. If not applicable, leave blank.
- *Line 15. (sum of lines 13 and 14):* If using Grants.gov, the total is auto-calculated.

### **Section E – Budget Estimates of Federal Funds Needed for Balance of the Project**

This section collects information for future funding periods. While the columns are labeled First (b) through Fourth (e), this is the section where you will include the **total** amount of Federal funds requested for Years 2-5, for five-year projects. You are only including the **total** amount of Federal funds requested for the outyears beyond Year 1. The total amount in Section D. line 13 plus the total amount in the outyears should match the project total requested in Section A line 5 (e).

- *Line 16 Column (a) Grant Program:* If using Grants.gov, this box will be auto-populated with the name of the program you included in Section A Line 1.
- *Line 16 Column (b) First:* Include the total amount requested for the first outyear. **Year 2 of the project.** Ensure this amount matches what is in your Budget Narrative.
- *Line 16 Column (c) Second:* Include the total amount requested for the second outyear. **Year 3 of the project.** Ensure this amount matches what is in your Budget Narrative.
- *Line 16 Column (d) Third:* Include the total amount requested for the third outyear. **Year 4 of the project.** Ensure this amount matches what is in your Budget Narrative.
- *Line 16 Column (e) Fourth:* Include the total amount requested for the fourth outyear. **Year 5 of the project.** Ensure this amount matches what is in your Budget Narrative.

### **Section F – Other Budget Information**

- *Line 21. Direct Charges:* You may leave this field blank.
- *Line 22. Indirect Charges:* Enter the type of indirect rate (provisional, predetermined, final or fixed) or 15 percent de minimis rate that will be in effect

during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense.

- *Line 23. Remarks:* You may leave this field blank.

### **Part 3: Abstract Form**

The project abstract should not exceed two double spaced pages and should include a concise description of the following information:

- Project objectives and activities
- Absolute Priority
- Applicable competitive preference priorities
- Proposed project outcomes

### **Part 4: Project Narrative**

This section should be attached as a single document to the Project Narrative Attachment Form in accordance with the instructions found on Grants.gov and should be organized in the following manner and include the following parts in order to expedite the review process.

Ensure that you only attach the ED approved file types detailed in the [2025 Common Instructions](#). When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application.

#### **Table of Contents**

The Table of Contents shows where and how the important sections of your proposal are organized and should not exceed one double-spaced page.

#### **Application Narrative**

ED encourages applicants to limit this section of the application to the equivalent of no more than 60 pages. The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the project abstract, the resumes, the bibliography, or the letters of support. However, the recommended page limit does apply to the **Project Narrative**.

### **Part 5: Budget Narrative**

This section should be attached as a single document to the Budget Narrative Attachment Form in accordance with the instructions found on Grants.gov. It should be organized in the following manner and include the following parts in order to expedite the review process. Ensure that you attach the ED approved file types detailed in the [2025 Common Instructions](#).

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application.

Each application must also provide a Budget Narrative (which serves to meet the requirements of ED Form 524, Section C) for requested Federal funds. The Budget Narrative for requested Federal funds should provide a justification of how the money requested for each budget item will be spent, and the total amounts for each project year should match the total amounts in Section E – Budget Estimates of Federal Funds Needed for Balance of the Project in SF-424A.

This section requires an itemized budget breakdown for each project year and the basis for estimating the costs of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures. Be sure to complete an itemized budget breakdown and narrative for each year of the proposed project. Below is a breakdown of the categories to be included in the Budget Narrative for each project year:

- *Personnel*: List all staff positions by title including roles and responsibilities. For each position give the annual salary, the percentage of time devoted to the project, and the amount of each position's salary funded by the grant.
- *Fringe Benefits*: The institution's normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.
- *Travel*: For grantee staff only, specify the purpose, number of staff traveling, mileage, per diem, estimated number of in-state and out-of-state trips, and other estimated costs for each type of travel.
- *Equipment*: Identify each item of equipment you expect to purchase that has an estimated acquisition cost of \$10,000 or more per unit (or if your capitalization level is less than \$10,000, use your capitalization level) and a useful lifetime of more than one year (see [2 CFR Part 200.1](#) for the definition of Equipment). List the item, quantity, and the unit cost per item.
- *Supplies*: Identify the cost of supplies (e.g., general office supplies, desk/chairs, laptops/printers, other specialty items) in the detailed budget per category. Except for general office supplies, list the item, quantity, and the unit cost per item. Supplies include all tangible personal property other than "equipment" (see [2 CFR Part 200.1](#) for the definition of Supplies). Items with a unit cost of less than \$10,000 are supplies, not "equipment."
- *Contractual*: The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system. Include consultant fees, expenses, and travel

costs in this category if the consultant's services are obtained through a written binding agreement or contract.

- *Construction*: Construction funds are not authorized.
- *Other*: Indicate all direct costs not covered elsewhere. For example, include such costs as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. List items, such as stipends or incentives, not covered elsewhere. Do not include costs that are included in the indirect cost rate.
- *Indirect Costs*: Indicate the applicant's approved indirect cost rate, per sections [34 CFR 75.560 - 75.564](#). If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to ED for a temporary indirect cost rate if it wishes to charge indirect costs to the grant. For more information, go to [ED's website](#). In addition, a grantee, if it is eligible, may also use de minimis rate as provided for under 2 CFR 200.414(f).
- *Total Cost*: This number should be total direct costs + indirect costs.

The Budget Narrative provides an opportunity for the applicant to identify the nature and amount of the proposed expenditures. The applicant should provide sufficient detail to enable reviewers and project staff to understand how requested funds will be used, how much will be expended, and the relationship between the requested funds and project activities and outcomes.

In accordance with [34 CFR 75.232](#), Department of Education staff perform a cost analysis of each recommended project to ensure that costs relate to the activities and objectives of the project, are reasonable, allowable and allocable. ED may delete or reduce costs from the budget during this review.

**Important Note:** Applicants are encouraged to review the Cost Principles described in 2 CFR part 200 subpart E of the Guidance for Federal Financial Assistance.

## **Part 6: Other Attachment Forms**

Attach one or more documents to the Other Attachments Form. You may provide all of the required information in a single document, or in multiple documents.

Ensure that you only attach the ED approved file types detailed in the [2025 Common Instructions](#).

Suggested order for application appendices:

- Appendix A – Charter School Program Assurances: Include a signed copy of the Charter School Program Assurances – State Entities included on page 89 of this document.

- Appendix B - Resumes/Curriculum Vitae: Provide resumes/curriculum vitae for the project director as well as any key personnel identified in the application.
- Appendix C - Letters of Support: If applicable, provide letters of support for the project.
- Appendix D - Proof of Nonprofit Status: Nonprofit 501(c)(3) status (if applicable)
- Appendix E - Proprietary Information: Applicant's list of proprietary information found in the application, if applicable. Applicants should identify the specific information and page numbers in the application where it can be found.
- Appendix F - Additional Information: Provide any additional information needed and label Appendix F Additional Information when uploading.

## ***Application Appendix A***

### ***Expanding Opportunity Through Quality Charter Schools Program (CSP) Grants to State Entities***

#### **Charter Schools Program Assurances**

Pursuant to section 4303(f)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), recipients of CSP Grants to State Entities must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

(1) Each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions (4303(f));

(2) The State entity will support charter schools in meeting the education needs of their students, including children with disabilities and English learners (4303(f));

(3) The State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners (4303(f));

(4) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in application requirement (a)(1)(viii) (4303(f));

(5) The State entity will promote quality authorizing, consistent with State law, such as through providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by—

(i) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;

(ii) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles and ensuring that any such audits are publicly reported; and

(iii) Holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as renewal, non-renewal, or revocation of the school’s charter (4303(f));

(6) The State entity will work to ensure that charter schools are included with the traditional public schools in decision-making about the public school system in the State (4303(f));

(7) The State entity will ensure that each charter school receiving funds under the State entity’s program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including—

(i) Information on the educational program;

(ii) Student support services;

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

(iv) Enrollment criteria (as applicable); and

(v) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student (4303(f)).

\_\_\_\_\_  
NAME OF AUTHORIZED OFFICIAL

\_\_\_\_\_  
TITLE

\_\_\_\_\_  
SIGNATURE OF AUTHORIZED OFFICIAL

\_\_\_\_\_  
DATE

\_\_\_\_\_  
APPLICANT ORGANIZATION

\_\_\_\_\_  
DATE SUBMITTED

## Part 7: Assurances and Certifications

Be certain to complete all required assurances and certifications and include all required information in the appropriate place on each form. The assurances and certifications required for this application are:

- Disclosure of Lobbying Activities**
- Grants.Gov Lobbying Form – “Certification Regarding Lobbying”**

**Note:** While it is required to submit the lobbying form that best meets an applicants’ situation, the two forms are classified as “optional” in Grants.gov to avoid submission errors when only one of the lobbying form is submitted.

### Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application:

- When you submit your application electronically, you must upload any narrative sections and all other attachments to your application as files in Portable Document Format (PDF). ED recommends applicants submit all documents as read-only flattened PDFs, meaning any fillable PDF files must be saved and submitted as non-fillable PDF files and not as interactive or fillable PDF files, to better ensure applications are processed in a more timely, accurate, and efficient manner.
- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.
- When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at sign, number sign, dollar sign, percent sign, plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded for review.
- Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.

## Appendix: FY 2026 CSP State Entity Competition Rubric

Reviewers may consider the following optional scoring rubrics:

### Selection Criteria

*Selection Criterion (a): Quality of the Project Design (up to 30 points)*

**(a) 1. The quality of the logic model or other conceptual framework underlying the proposed project, including how inputs are related to outcomes. (up to 5 points)**

Category	Points Earned	Indicators of Quality of Response
Fully Developed	5	The applicant provides a well-researched logic model connecting inputs to outcomes for multiple project areas, addressing all key priorities: (a) Support the opening of new charter schools, and if applicable, the replication and expansion of high-quality charter schools; (b) Create a statewide system for new charter schools; (c) Assist local education agencies with struggling schools; (d) Use charter schools to improve failing schools; and (e) Encourage collaboration among charter and public schools.
Well Developed	4	The applicant presents a research-based logic model covering at least one key project area with all parts explained.
Adequately Developed	3	The applicant shows a logic model with at least one informed aspect but lacks detail on achieving outcomes, with activities loosely tied to priorities.
Poorly Developed	1-2	The logic model lacks research support, has insufficient details on activities or outcomes, and/or shows no impact.
Not Addressed	0	Applicant did not address.

**(a) 2. The ambitiousness of the State entity’s objectives for the quality charter school program carried out under the CSP State Entity program. (up to 5 points)**

Category	Points Earned	Indicators of Quality of Response
Fully Developed	5	The applicant presents clear and ambitious goals connected to a strong project. The applicant provides solid reasons and relevant data, such as growth statistics and enrollment figures.

Well Developed	4	The applicant sets goals related to the project, but these goals might not be very ambitious or realistic. They include detailed reasons and data, but some questions remain about how reasonable the goals are.
Adequately Developed	3	The applicant's goals are somewhat related to the project. They may be easy to achieve or too ambitious, without enough explanation about how to reach them. Some data is provided, but the goals might not guarantee the project's overall success.
Poorly Developed	1-2	The applicant states unclear or easily achievable goals that are not specific or measurable, with little to no supporting data.
Not Addressed	0	Applicant did not address.

**(a) 3. The extent to which the budget is adequate to support the proposed project and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (up to 10 points)**

Category	Points Earned	Indicators of Quality of Response
Fully Developed	10	Comprehensive budget covering all project aspects, including administration and subgrants, with reasonable costs aligned to objectives. Detailed funding amounts and methodology included
Well Developed	7-9	Budget supports activities with reasonable costs for most objectives, identifying technical assistance and administrative costs, while providing some methodology documentation.
Adequately Developed	4-6	Budget includes some project cost details but lacks clarity on methodology. It has sufficient funding for subgrants with some details on numbers and funding amounts.
Poorly Developed	1-3	Budget lacks key details on cost alignment with project objectives.
Not Addressed	0	Applicant did not address.

**(a) 4. The extent to which the proposed project demonstrates that it is designed to build capacity and yield sustainable results that will extend beyond the project period. (section 34 CFR 75.210) (up to 10 points)**

Category	Points Earned	Indicators of Quality of Response
Fully Developed	10	The applicant has a strong plan to provide Federal funding for charter schools during planning, program design, and initial implementation stages. They offer a detailed technical assistance plan to help developers run successful charter schools in the long term. The plan addresses common challenges like finding facilities, transportation, student recruitment, and ensuring a high-quality academic program. It ensures support beyond the grant period.

Well Developed	7-9	The applicant has a solid plan for building capacity that is likely to lead to sustainable results. They demonstrate a good strategy for providing technical assistance to charter school developers based on their needs. The plan tackles common challenges and explains how funds will support schools during planning and implementation, but it's unclear if it will ensure long-term sustainability.
Adequately Developed	4-6	The project outlines adequate details about the technical assistance provided to charter developers. The plan matches the needs of charter developers in the state and shows how grant funds may be used. However, it lacks adequate evidence to show that it will lead to sustainable results after the project ends.
Poorly Developed	1-3	The applicant's technical assistance plan lacks specific details on how it will help charter school developers maintain quality schools after the funding ends. The proposal does not address the identified needs of charter developers or explain how to prevent them from relying too much on grant money for sustainability.
Not Addressed	0	Applicant did not address.

*Selection Criterion (b): Quality of Eligible Applicants Receiving Subgrants (up to 15 points)*

**The likelihood that the eligible applicants receiving subgrants under the program will meet the State entity's objectives for the quality charter school program and improve educational results for students.**

Category	Points Earned	Indicators of Quality of Response
Fully Developed	15	The applicant provides a clear and detailed plan for subgrants. It outlines specific activities, timelines, and processes to support different charter models, including those in rural areas and for high school openings. The plan explains how to promote subgrant availability, application requirements, community engagement, and transportation needs. It clearly defines the roles and responsibilities involved and the process for choosing peer reviewers, ensuring that high-quality charter schools will boost educational outcomes.
Well Developed	11-14	The applicant presents a well-organized plan for awarding subgrants. It covers important activities and application processes but lacks some details. The plan describes support for different charter models and how to share information about subgrant opportunities, including community engagement and transportation planning. While it mentions roles and responsibilities, some areas need more detail, though it suggests the program will improve charter school quality.
Adequately Developed	6-10	The applicant offers a basic plan that includes some details about the subgrant process, but it misses critical information. Support for different charter models is not fully explained, and specifics of the

		application processes are lacking. While there is a description of roles and responsibilities, it is vague, and the selection process for reviewers is not clearly defined, raising concerns about the program's effectiveness.
Poorly Developed	1-5	The applicant's plan lacks important activities and details about the subgrant process. Key elements to support different charter models are missing, and overall, there is little clarity about how the program will improve educational outcomes.
Not Addressed	0	Applicant did not address.

*Selection Criterion (c): State Plan (up to 35 points)*

**The State entity's plan to --**

**(c) 1. Adequately monitor the eligible applicants receiving subgrants under the State entity's program. (up to 10 points)**

Category	Points Earned	Indicators of Quality of Response
Fully Developed	10	The applicant presents a comprehensive monitoring plan detailing regular monitoring of subgrantees, risk identification, and prompt addressing of deficiencies. It includes activities, systems, a complete timeline, and processes for monitoring expenditures. Monitors will receive thorough training, ensuring funds support educational needs, including for students with disabilities and English learners. The plan explains evaluation processes for subgrantees' sustainability post-funding and ensures transparency for families and the public.
Well Developed	7-9	The applicant provides a detailed monitoring plan with regular monitoring strategies, risk identification, and deficiency addressal. It includes a timeline and describes expense monitoring and training for monitors. The plan supports educational needs, including those of students with disabilities and English learners, and outlines transparency measures. The applicant also explains their process of evaluating the subgrantees' plans for sustainability once the funds are no longer available.
Adequately Developed	4-6	The monitoring plan offers some description but lacks details on timely risk identification and addressing deficiencies. It does not sufficiently ensure funds support educational needs, nor does it adequately evaluate sustainability or ensure transparency.
Poorly Developed	1-3	The plan lacks detail on activities, processes, or timelines, making it unclear how risks will be addressed. There is insufficient evidence that monitoring will support educational needs, with no clear sustainability evaluation or transparency measures.
Not Addressed	0	Applicant did not address.

**(c) 2. Work with the authorized public chartering agencies involved to avoid duplication of work for the charter schools and authorized public chartering agencies. (up to 5 points)**

Category	Points Earned	Indicators of Quality of Response
Fully Developed	5	The applicant provides a comprehensive plan to eliminate work duplication for charter schools and authorized public chartering agencies, significantly easing burdens for both. Strong evidence of collaboration between the State entity and agencies is included.
Well Developed	4	The applicant outlines a detailed plan to minimize duplication and lessen burdens for both charter schools and authorized public chartering agencies.
Adequately Developed	3	The applicant presents a plan to reduce duplication for charter schools and authorized public chartering agencies, but it only alleviates the burden for one group.
Poorly Developed	1-2	The plan lacks clarity on how it will reduce burdens for either charter schools or authorized public chartering agencies.
Not Addressed	0	Applicant did not address.

**(c) (3) i. Provide technical assistance and support for the eligible applicants receiving subgrants under the State entity’s program. (up to 5 points)**

Category	Points Earned	Indicators of Quality of Response
Fully Developed	5	The applicant offers a comprehensive plan for technical assistance to help subgrantees open and run new charter schools and replicate or expand high-quality charter schools. It details various activities for student recruitment, enrollment, and retention, focusing on supporting all students and reducing disciplinary practices that remove students from classrooms, directly addressing subgrant recipients' needs.
Well Developed	4	The applicant presents a solid plan for technical assistance in opening and operating charter schools. It outlines some activities for student recruitment, enrollment, and retention, supporting all students and reducing disciplinary removals. However, it lacks full detail and rationale for the offered activities.
Adequately Developed	3	The applicant provides an adequate plan for technical assistance, listing some activities for supporting subgrantees in charter school operations. However, the connection to specific needs is not fully articulated.

Poorly Developed	1-2	The applicant offers an insufficient plan, lacking detailed exploration of the activities for technical assistance. It is unclear how the support will enhance subgrantees' skills or practices.
Not Addressed	0	Applicant did not address.

**(c) (3) ii. Provide technical assistance and support for quality authorizing efforts in the State. (up to 5 points)**

Category	Points Earned	Indicators of Quality of Response
Fully Developed	5	The applicant provides a comprehensive plan to support quality authorizing efforts by authorized public chartering agencies in the State, addressing technical assistance needs that serve all agencies. The plan details strategies (e.g., charter authorizer incubator program, targeted training) and covers areas such as performance data assessment, financial reviews, accountability for performance agreements, charter renewal processes, and student transition plans for closed schools.
Well Developed	4	The applicant presents a solid plan for supporting authorized public chartering agencies, covering various technical assistance topics but not serving all agencies. It addresses performance data assessment, financial audits, accountability, and student transition plans, with a clear need for assistance established.
Adequately Developed	3	The applicant outlines a plan that lists some TA topics and activities but lacks detailed exploration. The connection between technical assistance and strengthening authorizing practices is weak.
Poorly Developed	1-2	The applicant provides an inadequate plan with minimal detail on TA activities, unclear on how it will strengthen authorizing practices.
Not Addressed	0	Applicant did not address.

**(c) 4. The State entity's plan to solicit and consider input from parents and other members of the community on the implementation and operation of charter schools in the State. (up to 5 points)**

Category	Points Earned	Indicators of Quality of Response
Fully Developed	5	The applicant presents a comprehensive community engagement plan, including activities, a timeline, data collection methods, and how the data will inform charter school operations.
Well Developed	4	The applicant provides a detailed plan with some elements such as activities or data usage but lacks thorough descriptions in some areas.

Adequately Developed	3	The applicant has a moderately detailed plan with limited activities for community engagement, but it is unclear how information will be used in charter school operations.
Poorly Developed	1-2	The applicant presents a weak plan lacking specific engagement strategies and does not clarify how community input will be considered.
Not Addressed	0	Applicant did not address.

**(c) 5. The degree of flexibility afforded by the State’s charter school law and how the State entity will work to maximize the flexibility provided to charter schools under such law. (up to 5 points)**

Category	Points Earned	Indicators of Quality of Response
Fully Developed	5	The applicant clearly shows how it will maximize the flexibility provided by the State’s charter law to support charter schools.
Well Developed	4	The applicant describes the flexibility of the State’s charter law and outlines a plan to maximize it.
Adequately Developed	3	The applicant explains the flexibility of the State’s charter law, but the plan to maximize it is vague and uncertain.
Poorly Developed	1-2	The applicant mentions the flexibility offered in the State’s charter law but does not explain how they will maximize it.
Not Addressed	0	Applicant did not address.

*Selection Criterion (d): Quality of the Management Plan (up to 20 points)*

**(d) 1. The feasibility of the management plan to achieve project objectives and goals on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (up to 10 points)**

Category	Points Earned	Indicators of Quality of Response
Fully Developed	10	The applicant presents a management plan with a clear timeline and realistic milestones aligned with grant objectives. Key personnel have defined responsibilities related to grant functions, and the State entity manages the majority of grant administration without outsourcing. The budget supports project tasks with clear distinctions between technical assistance and administrative tasks. Key personnel are qualified for their roles, and external partner management is well detailed.

Well Developed	7-9	The applicant submits a management plan with a realistic timeline and milestones. Key personnel have feasible responsibilities with some support from contracted staff. The State entity manages most grant responsibilities, and the budget aligns with project needs. Most personnel demonstrate qualifications, and the management plan describes the external partner work adequately.
Adequately Developed	4-6	The applicant's management plan includes a realistic timeline but may lack specificity in responsibilities or milestones. Some grant tasks are outsourced, and qualifications of key personnel are unclear. The management plan provides insufficient detail on external partnerships.
Poorly Developed	1-3	The management plan is unrealistic and does not enhance State staff capacity, ceding authority to contracted staff. It lacks specificity in responsibilities and milestones, misaligning with project tasks and budget.
Not Addressed	0	Applicant did not address.

**(d) 2. The adequacy of plans for ensuring the use of quantitative and qualitative data, including meaningful community member and partner input, to inform continuous improvement in the operation of the proposed project. (up to 5 points)**

Category	Points Earned	Indicators of Quality of Response
Fully Developed	5	The applicant presents a detailed plan for using quantitative and qualitative data to ensure continuous improvement. This includes a comprehensive list of input sources, collection methods, data types, and how personnel will use the data to make improvements in subsequent years.
Well Developed	4	The applicant outlines a solid plan for collecting and analyzing quantitative and qualitative data to improve project operations, including input sources and collection details.
Adequately Developed	3	The applicant provides a plan for data collection and analysis but lacks significant details on the methods and adjustments to be made.
Poorly Developed	1-2	The applicant offers minimal information on their data collection and analysis plan, failing to propose both quantitative and qualitative data collection.
Not Addressed	0	Applicant did not address.

**(d) 3. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (up to 5 points)**

Category	Points Earned	Indicators of Quality of Response
Fully Developed	5	The applicant provides detailed information on the time commitments of the project director and other key personnel, including their planned percentages of time dedicated to the project. This dedication is appropriate and sufficient to meet the grant's goals. There's a clear alignment between their roles and the proposed budget.
Well Developed	4	The applicant presents adequate information on the time commitments of key personnel and their percentages of time, which meet the project's goals. There is some alignment between their roles and the budget.
Adequately Developed	3	The applicant provides limited information on time commitments for key personnel, making it unclear if they are sufficient to meet the grant's goals. Percentages of time dedicated to the project are missing.
Poorly Developed	1-2	The applicant gives little to no information on time commitments, making it impossible to assess their adequacy for the grant's objectives. Key details, like percentages of time, are not included.
Not Addressed	0	Applicant did not address.

Competitive Preference Priorities (CPPs)

Reviewers may consider the following optional scoring rubric:

Maximum Point Value	Quality of Applicant's Response				
	CPP	Poorly Developed or Not Demonstrated	Adequately Developed	Well Developed	Fully Developed or Fully Met
1	CPP 1, CPP 2, and CPP 4	0	--	--	1
2	CPP 3	0	1	--	2
3	CPP 5	0	1	2	3
5	CPP 7	0	1-3	4	5
5	CPP 6	0	--	--	5