

Charter Schools Program Pre-Application Webinar: Exemplary Collaboration Awards

Part 1

STEFAN:

Okay. Thank you all. We'd like to get started. It's obviously a little bit after 2:30, so we want to be cognizant of folks' time. This is the Charter Schools Program Pre-Application Webinar for the Charter School Exemplary Collaboration Awards, grant competition CFDA 84.282P, under our National Activities authorization. We have our competition manager here on the call, Ms. Nancy Paulu, as well as Erin Pfeltz, and the three of us will go through this brief presentation to discuss the competition. Nancy will talk about some meeting logistics before we get started.

**Charter Schools Program
Pre-Application Webinar**

Exemplary Collaboration
Awards
CFDA 84.282P, FY 2012

United States Department of
Education
Office of Innovation and Improvement
August 6, 2012

**Charter Schools Program
Application Training**

Exemplary Collaboration Awards
CFDA 84.282P, FY 2012

United States Department of Education
Office of Innovation and Improvement

Nancy Paulu
Charter Schools Program

Welcome

**Stefan Huh, Director
Charter Schools Program
Office of Innovation and Improvement**

- Importance of Charter School Exemplary Collaboration Awards
- Introductions:
 - Nancy Paulu
 - Erin Pfeltz
 - National Charter Schools Resource Center

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Slides 1-3

NANCY:

Yeah, we'll go to.... If you have questions that you want to present while we're talking, we ask you to use the chat function. There are a whole lot of people participating in the call today. We'll get to as many questions as we can and also be sure to get back to you afterwards with any specific questions you have that relate to your particular organization or school. Rest assured that if the Charter Schools Program staff does not respond to your question during the webinar, that you can send us information if you haven't already provided it during the webinar to me, nancy.paulu@ed.gov.

STEFAN:

We also ask that if you're on this call, please place your call on mute if you're on conference to kind of reduce some of the background noise.

NANCY:

Okay, so I'll, first of all, spell out the agenda for you. As Stefan explained, this is the Charter School Exemplary Collaboration Awards. This is the first year in which we held this competition. We're going to go through the purpose and the goals of the competition, along with the eligibility requirements, the funding restrictions, and budget issues you may have questions about. We'll, again, summarize the priority in the selection [audio blank] applying for the grant, what Grants.gov is all about, and the application components.

STEFAN:

Great, thank you Nancy.

Meeting Logistics

Webinar

- Use chat function for questions or comments.
- If the Charter Schools Program staff does not respond to your question during the Webinar, please send the question to the Collaboration Awards competition contact person, Nancy Paulu, at nancy.paulu@ed.gov.

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Agenda

- 84.282P –Charter School Exemplary Collaboration Awards
 - Purpose and goals
 - Eligibility requirements
 - Funding restrictions and budgets
 - Priority and Selection Criteria
- Grants.gov (Register and submit early!)
- Application Components

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NANCY:

This isn't the first time you're going to hear us say this. The applications are due on August 29, 2012, at 4:30 p.m., and the government is very strict about that. They don't mean 4:31. They don't mean one second past 4:30. They mean 4:30 p.m. Washington, D.C., time.



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STEFAN:

Okay.

NANCY:

One important note we want to make before we start. Much of what we're going to discuss today has appeared in the Register notice. It contains a lot of important information and more details than what we can cover today, and we recommend that all applicants read the entire notice in the Federal Register before beginning their application. Applicants must follow the Application Procedures as described in the Federal Register notice announcing the Charter Schools Program Exemplary Collaboration Awards competition.

IMPORTANT NOTE

The Federal Register notice contains important information and more details than what we can cover today. We recommend all applicants read the entire notice in the Federal Register before beginning their application. Applicants must follow the Application Procedures as described in the Federal Register notice announcing the Charter School Program Exemplary Collaboration Awards competition.



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STEFAN:

That's great. Thank you, Nancy. I just want to mention, once again, if possible, please put your phone on mute if you're on conference to reduce some of the background noise. We've got some background noise still coming through.

Okay, so you know, briefly, the purpose of the Charter Schools Program, as you can see, is to increase national understanding of the charter schools model, and by statute we do this in four different ways:

- Providing financial assistance for the start-up of new schools, the implementation of new schools
- Evaluating the effects of charter schools on students through academic achievement, staff, and parents
- Expanding the number of high-quality charter schools across the nation
- Encouraging states to fund charter school facilities in an amount that is more commensurate with traditional public schools

Part of our national activities under statutes include disseminating to other public schools best or promising practice of charter schools, and that is what is really driving what's behind the idea of creating this competition and this grant opportunity. One of the purposes often cited for our schools is to be incubators of best practices and innovation to improve traditional public schools. It is through that aim that we're running this competition, as well as to foster cooperation and collaboration across all public schools. We believe that through this competition, we will not only reward and expand successful collaboration projects, but we will also be able to identify successful collaborations which are occurring out there in the field for further dissemination.

Purpose of the Charter Schools Program (CSP)

To increase national understanding of the charter schools model by—

- Providing financial assistance for the planning, program design, and initial implementation of charter schools;
- Evaluating the effects of charter schools, including the effects on students, student academic achievement, staff, and parents;
- Expanding the number of high-quality charter schools available to students across the Nation; and
- Encouraging States to fund charter school facilities in an amount that is more commensurate with the amount States have typically provided for traditional public schools.

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Here is the official purpose for the notice of the Collaboration Awards competition, which has been provided the CFDA number of 84.282P. It's to first encourage high-quality charter schools as defined in this Federal Register notice to partner with non-chartered public schools and non-chartered LEAs [local education agencies] to share and transfer best educational operational practices and to disseminate information about such practices. We're also seeking to promote strong partnerships and supporting the dissemination of information about the activities carried out for these partnerships. We believe these Collaboration Awards will facilitate the change of best practices between public charter schools, non-chartered public schools, and non-chartered LEAs and also help us to identify and publicize these successful collaborations.

We're also hoping this will encourage public charter schools and [non-chartered public] schools to share resources and responsibilities, to build trust and teamwork, boost academic excellence, to provide students and their parents with the range of effective educational options. Finally, it will help us increase national understanding of the charter school model.

In this notice, we have defined a collaboration as such: the activities of a partnership in which two or more organizations or entities work together to accomplish a common goal, which may involve sharing or transferring best practices or strategies.

Purpose of the Collaboration Awards Competition (84.282P)

- The purpose of the Collaboration Awards competition is to encourage high-quality charter schools (as defined in the Federal Register notice) to partner with non-chartered public schools and non-chartered LEAs to share and transfer best educational and operational practices, and to disseminate information about such practices.
- By promoting strong partnerships and supporting the dissemination of information about the activities carried out through these partnerships, these Collaboration Awards should facilitate the change of best practices between public charter schools, non-chartered public schools, and non-chartered LEAs; and help the Department identify and publicize successful collaborations.

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Purpose of 84.282P Competition--continued

- The Collaboration Awards competition is designed to encourage public charter schools, non-chartered public schools, and non-chartered LEAs to share resources and responsibilities; build trust and teamwork; boost academic excellence; and provide students and their parents with a range of effective educational options.
- The Department, through the Collaboration Awards competition, aims to increase national understanding of the charter school model.

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Collaboration--definition

Collaboration means the activities of a partnership in which two or more organizations or entities work together to accomplish a common goal, which may involve sharing or transferring best practices or strategies.

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As far as eligible applicants for this competition, and this is a very important piece that you should take away from this, eligible applicants must be high-quality charter schools as defined in the Federal Register notice, and we're very specific as to how we define high-quality charter schools. They must apply in partnership with at least one non-chartered public school as defined in that notice or non-chartered LEA as defined in the notice and have the support of those partners to participate in this competition in accordance with the requirements as set forth in that notice.

Other public charter schools that do not qualify as high-quality schools based on that definition may be included in the collaboration as long as the lead applicant is a high-quality charter school and as long as the lead applicant is separate and distinct from those other charter schools which are included in the collaboration. Finally, there still must be at least one non-chartered public school or non-chartered LEA as part of that collaboration.

Eligible Applicants for 84.282P

- Eligible applicants must be high-quality charter schools (as defined in the Federal Register notice) that apply in partnership with at least one non-chartered public school (as defined in the Federal Register notice) or non-chartered LEA (as defined in the Federal Register notice) and have the support of the partner(s) to participate in the Collaboration Awards competition in accordance with the requirements in the Application Requirements section of the Federal Register notice.

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Eligible Applicants for 84.282P--continued

- Other public charter schools that do not qualify as high-quality charter schools may be included in the collaboration so long as: (1) the lead applicant is a high-quality charter school; (2) the lead applicant is separate and distinct from any other charter schools included as partners in the collaboration; and (3) at least one non-chartered public school (as defined in the Federal Register notice) or non-chartered LEA (as defined in the Federal Register notice) also is a part of the collaboration.

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As far as the partnership goes, partnership must comply with these specific requirements for group applications as set forth in that citation there in the slide. Please note that only an eligible applicant, that high-quality charter school, may apply for a grant or be the fiscal agent for a grant. Neither the non-chartered public school or that LEA that's a non-chartered public school may serve as the lead applicant or as the fiscal agent for that Collaboration Award. A charter school that is not a high-quality school, even if it's part of that collaboration, may also not be the lead applicant or fiscal agent. Also, we have an eligibility issue requirement related to compliance. There may not be any significant compliance issues outstanding as defined in the notice, and these include areas of student safety, financial management, statutory or regulatory compliance.

There are a couple of definitions that are in this notice that it's important to understand the difference between, and they are *exemplary* and *high-quality*. This competition emphasizes quality in a couple of different ways. First of all, applicants, as I mentioned before, must be high-quality charter schools, and so not only is that an eligibility requirement, but we also have one selection criteria which allows reviewers to provide points based on the extent to which they judge the applicant to be high-quality. The second definition that's important is that collaborations are expected to be exemplary. The seven selection criteria which you'll find in the notice were selected to allow us to identify high-quality charter schools involved in exemplary collaboration.

Eligible Applicants--continued

- The partnership must comply with the requirements for group applications set forth in 34 CFR 75.127-75.129.
NOTE: Only an eligible applicant (a high-quality charter school) may apply for a grant or be the fiscal agent for a grant. Thus, neither a non-chartered public school, nor a non-chartered LEA is eligible to serve as the lead applicant or fiscal agent for a Collaboration Award. Nor is a public school that is not a high-quality charter school eligible to serve as the lead applicant or fiscal agent.
- Eligible applicants may not have any significant compliance issues (as defined in the Federal Register notice), including in the areas of student safety, financial management, statutory or regulatory compliance.

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Exemplary and High-Quality

The Collaboration Awards competition emphasizes *quality*.

- Applicants must be *high-quality charter schools*. One selection criterion allows reviewers to provide points based on the extent to which they judge the applicant to be high-quality.
- Collaborations are expected to be *exemplary*. The seven Selection Criterion were selected to allow the U.S. Department of Education to identify *high-quality charter schools* involved in *exemplary collaborations*.

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How are we defining a high-quality charter school in this notice? A charter school per the Federal definition must have no significant compliance issues as we described in the notice and show evidence of strong academic results for the past three years or over the life of the school if the school has been open for fewer than three years based on the following factors. First, increased student achievement and attainment for all students including for educationally disadvantaged students served by the charter school.

Second, demonstrated success in closing historic achievement gaps or subgroups described in section—as you can see in the ESEA (I won't read out the entire section). Or no significant achievement gaps between any of the subgroups of students described in the ESEA at the schools. And significant gains in student achievement with all populations of students served by the charter school. You can see the note regarding the subgroups includes economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, students with limited English proficiency.

Results (including, where applicable and available, performance on statewide tests, attendance and retention rates, type of graduation rates, college attendance rates, and college persistence rates) for low-income and other educationally disadvantaged students served by the charter school that are above the average academic achievement results for such students in the state. Again, definition of significant compliance issues means a violation that did, or will, or could lead to revocation of a school's charter.

High-Quality Charter School— Definition

A charter school (as defined in section 5210 (1) of the ESEA) that has no significant compliance issue (as defined in the Federal Register notice) and shows evidence of strong academic results for the past 3 years (or over the life of the school, if the school has been open for fewer than 3 years), based on the following factors:

1. Increased student achievement (as defined in the Federal Register notice) and attainment for all students, including, as applicable, educationally disadvantaged students served by the charter school.

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High-Quality Charter School— continued

2. Either:

- i. Demonstrated success in closing historic achievement gaps for the subgroups* of students described in section 1111(b)(2)(C)(v)(II) of the ESEA at the charter school; or
- ii. No significant achievement gaps between any of the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA at the charter schools and significant gains in student achievement (as defined in the Federal Register notice) with all populations of students served by the charter school.

(*Economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, students with limited English proficiency)

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High-Quality Charter School— continued

3. Results (including, where applicable and available, performance on statewide tests, attendance and retention rates, high school graduation rates, college attendance rates, and college persistence rates) for low-income and other educationally disadvantaged students served by the charter school that are above the average academic achievement results for such students in the State.

Significant compliance issue means a violation that did, will, or could lead to the revocation of a school's charter.

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Here's some information about these awards. These are—we're still getting some background noise in the back. If you could please put your phone on mute if you're on speaker. These are discretionary grants under our National Activities Authority. For Federal fiscal year [FY] 2012, the appropriation for the whole charter schools program is \$255,000,000, and we plan to use up to \$500,000 for this competition. Contingent upon the availability of funds and the quality of applications received, we may make additional rewards in FY 13 from the list of unfunded applications from this competition. We expect the range of awards to be \$50,000 to \$200,000 each and to make up to three to five awards. The project period we're expecting to receive budgets for will be 12 to 24 months. And we remind you, we're not bound by any estimates in this notice.

Awards Information

- **Type of Awards:** Discretionary grants.
- **Estimated Available Funds:** The FY 2012 appropriation for the Charter Schools Program is \$255,036,069, of which the Department plans to use up to \$500,000 for this competition. Contingent upon the availability of funds and the quality of the applications received, we may make additional Awards in FY 2013 from the list of unfunded applications from this competition.
- **Estimated Range of Awards:** \$50,000 to \$200,000.
- **Estimated Number of Awards:** 3-5.
- **Project Period:** 12 - 24 months.

Note: The Department is not bound by any estimates in this notice. ¹⁹

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Okay, so now I'll turn it over to Nancy, who will talk about some more specifics around the competition.

Funding Restrictions

Grantees under this program must use the grant funds for one or more of the following:

- **Continuing the collaboration** for which it received the award, as described in its grant application.
- **Modifying the collaboration** for which it received the award, as described in its grant application.
- **Expanding the collaboration** for which it received the award by adding additional areas of collaboration, as described in the application.
- **Expanding the collaboration by adding additional partners**, as described in the grant application. The partners can include non-chartered public schools (as defined in the Federal Register notice), non-chartered LEAs (as described in the Federal Register notice), or public charter schools that are either high quality (as defined in the Federal Register notice) or less than high quality.

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Funding Restrictions--continued

- Collaboration Award recipients must also use a portion of the grant funds to disseminate information about the collaboration activities to other public schools, including public charter schools, non-chartered public schools (as defined in the Federal Register notice), and non-chartered LEAs (as defined in the Federal Register notice). All activities must fall within the scope of authorized activities set forth in section 5209(a) of the ESEA.

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Funding Restrictions and Budgets

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

The budget should include only costs that are allowable, reasonable, and necessary. In the Budget Narrative Attachment, provide an itemized budget narrative, by project year, for each budget category. Provide a justification for costs included.

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NANCY:

Okay, here we go. We're going to talk a little bit now about funding restrictions. There are some ways that it's appropriate for you to use your money and some ways that it's not appropriate for you to use your money. Grantees under this program must use the grant funds for one or more of the following: One possibility is to continue the collaboration for which you receive the award as described in its grant application. Second, modifying the collaboration for which it receives the award as described in its grant application. Third thing, it could be, the money could be used for expanding the collaboration for which it received the award. It can do this by adding additional areas of collaboration again as your described applications.

Finally, you can expand the collaboration by adding additional partners as described in the grant application, and the partners might include non-chartered public, non-chartered LEAs, or public charter schools that are either high quality or less high quality. Also, the Collaboration Awards recipients must also use a portion of the grant funds to disseminate information about the collaboration activities to other public schools, including public charters schools, non-chartered public schools, or non-chartered LEAs as defined in the notice. All activities must fall within the scope of authorized activities set forth in Section 5205A of the ESEA.

Then we have, there are a few funding restrictions and budget items that are good to know about. Applicants must ensure that all costs included in the proposed budgets are reasonable and necessary in light of the goals and objectives for the proposed project. Any cost determined to be unreasonable or unnecessary will be removed from the school budget. The budget should include only costs that are allowable, reasonable, and necessary, and when you do your budget narrative attachment, which we'll talk about a little bit more later, you need to provide an itemized budget narrative by project year for each budget category, and you need to justify what's included.

This competition has one competitive priority, and I imagine many of you have applied for grants before, but for those of you who haven't, a competitive priority is one that you're not absolutely required to have the priority in order to apply for the grant, but you can gain up to five points for this particular competitive priority, depending on the extent to which you can show in your application that you have this. For fiscal year 2012, and any subsequent year which we make awards based on the list of unfunded applicants from this competition, this priority is going to remain as the preference priority, and, in order to receive preference under this competitive preference priority, the applicant must specify that it is responding to this competitive preference priority.

One Competitive Priority

Competitive Priority: This competition includes one competitive preference priority from the notice of final supplemental priorities and definitions for discretionary grant programs published in the Federal Register on December 15, 2010 (75 FR 78486), and corrected on May 12, 2011 (76 FR 27037).

For FY 2012 and any subsequent year in which we make awards based on the list of unfunded applicants from this competition, this priority is a competitive preference priority. Under 34 CFR 75.105(e)(2)(i) we award up to 5 points to an applicant, depending on how well the applicant meets this competitive preference priority.

Note: In order to receive preference under this competitive preference priority, the applicant must specify that it is responding to this competitive preference priority.

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Okay, here's a little bit more detail. The specifics of this competitive preference priority—turning around persistently lowest achieving schools. As I said, you can get up to five points for this, and, to meet this priority, projects must be designed to address one or more of the following priority areas. First of all, including student achievement, as defined in the Federal Register notice; in persistently lowest achieving schools, and, again, that's defined in the Federal Register notice; increasing graduation rates and college enrollment rates for students in persistently lowest achieving schools; and, finally, providing services to students enrolled in persistently lowest achieving schools.

Then, also, for the purposes of this priority, the Department considers schools that are identified as Tier I or Tier II schools under the School Improvement Grants program as part of the state approved FY 2009 or FY 2010 application to persistently lowest achieving schools. A list of these Tier I and Tier II schools can be found on the Department's website at the address listed in the PowerPoint presentation.

Okay. Now, we're going to go on to the selection criteria, and the selection criteria [for this competition are from the notice of final definitions, requirements, and selection criteria] for this program, published in the Federal Register notice, as well as from EDGAR, and there's the citation provided here in the PowerPoint presentation. The maximum possible score for all of the selection criteria is 95 points, and then, as I mentioned, you can have up to an additional five points for the competitive priority, so the total possible score would be 100 points. In evaluating an application for Collaboration Awards, the Secretary is going to consider seven criteria, and here they are.

Competitive Preference Priority--Details

Turning Around Persistently Lowest-Achieving Schools. (up to 5 points) To meet this priority, projects must be designed to address one or more of the following priority areas:

- Improving student achievement (as defined in the Federal Register notice) in persistently lowest-achieving schools (as defined in the Federal Register notice).
- Increasing graduation rates (as defined in the Federal Register notice) and college enrollment rates for students in persistently lowest-achieving schools (as defined in the Federal Register notice).
- Providing services to students enrolled in persistently lowest-achieving schools.

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Competitive Priority—More Details

Note: For purposes of this priority, the Department considers schools that are identified as Tier I or Tier II schools under the School Improvement Grants Program (see 75 FR 66363) as part of a State's approved FY 2009 or FY 2010 applications to be persistently lowest-achieving schools. A list of these Tier I and Tier II schools can be found on the Department's web site at <http://www2.ed.gov/programs/sif/index.html>.

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Selection Criteria

- The selection criteria for this competition (84.282P) are from the notice of final definitions, requirements, and selection criteria for this program; published in the Federal Register notice; as well from section 34 CFR 75.210 of EDGAR. The maximum possible score for all the criteria is 95 points. Up to an additional 5 points is possible for the competitive priority.
- In evaluating an application for a Collaboration Award, the Secretary considers seven criteria.

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First of all, record of and potential for success of the collaboration. You can get up to 15 points for that, and here's what that's all about. The extent to which the applicant's past or existing collaboration improved educational outcomes and operational practices and, two, the extent to which the applicant's proposed collaboration and dissemination plan will achieve one or more of the following demonstrable results:

- First of all, improved operational practices and productivity among all partners in such areas as financial performance and sustainability, governing board performance and stewardship, and parent and community engagement
- Second, improved student achievement, and, again, we have a Federal Register definition for that
- Improved student attendance and retention and improved graduation rate
- Fourth, improved rates of college matriculation and college graduation
- Improved rates of attendance and graduation from other post-secondary (non-college) institutions or programs.

1. Record of and Potential for Success of Collaboration (up to 15 points).

1. The extent to which the applicant's past or existing collaboration improved educational outcomes and operational practices; and
2. The extent to which the applicant's proposed collaboration and dissemination plan will achieve one or more of the following demonstrable results:
 - (i) Improved operational practices and productivity among all partners in such areas as financial performance and sustainability, governing board performance and stewardship, and parent and community engagement;
 - (ii) Improved student achievement (as defined in the Federal Register notice);
 - (iii) Improved student attendance and retention, and improved high school graduation rate;
 - (iv) Improved rates of college matriculation and college graduation;
 - (v) Improved rates of attendance and graduation from other post-secondary (non-college) institutions or programs.

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Okay, now on to the second instruction criteria, which is quality of the lead applicant, and, again, for this you can get up to 15 points. This is the degree, including the consistency over the past three years, to which the applicant has demonstrated success in significantly increasing student achievement as defined in the Federal Register notice and attainment for all students, including, as applicable, educationally disadvantaged students served by the charter schools. You might notice this is a lot in here. This selection criterion parallels how we define a high-quality charter school. Then, either the degree, including the consistency over the past three years, to which the applicant has demonstrated success in closing historic achievement gaps for the subgroups of students described in Section 1111b of the ESEA at the charter school or the degree, including the consistency over the past three years, to which there have not been significant achievement gaps between any of the subgroups of students described in Section 1111b of the ESEA at the charter school and to which significant gains in student academic achievement have been made with all portions of students served by the charter school.

Finally, under the quality of the lead applicant, the degree, including the consistency over the past three years, to which the applicant has achieved results (including, where applicable and available, performance on statewide tests, student attendance and retention rates, high school graduation rates, college attendance rates, and college persistence rates) for students from low-income families and other educationally disadvantaged students served by the charter school that are above the average academic achievement results for such students attending other public schools in the state.

2. Quality of the Lead Applicant
(up to 15 point).

(1) The degree, including the consistency over the past three years, to which the applicant has demonstrated success in significantly increasing student achievement (as defined in the Federal Register notice) and attainment for all students, including, as applicable, educationally disadvantaged students served by the charter schools.

(2) Either—

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

(ii) The degree, including the consistency over the past three years, to which there have not been significant achievement gaps between any of the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA at the charter school and to which significant gains in student academic (as defined in the Federal Register notice) have been made with all portions of students served by the charter school.

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Quality of the lead applicant--
continued

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

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Here is what we mean by student achievement. That means for tested grades and subjects, a student's score on the State's assessment under the ESEA, and, two, as appropriate, other measures of student learning, such as those described in paragraph (b) of this definition provided they are rigorous and comparable across schools. The (b) paragraph is for non-tested grades and subjects: alternative measures of student learning and performance, such as student scores on pre-tests and end-of-course tests; student performance on English proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools.

On to criteria number three, quality of the project design. Once again, up to 15 points, and this means the extent to which the applicant proposes a high-quality plan to use its Collaboration Awards funds to improve educational outcomes and operational practices in public schools, including charter schools.

Fourth, the potential for scalability and, again, up to 15 points. This means the extent to which the applicant's proposed collaboration can be replicated or adapted beyond participating partners by other public schools or LEAs, including public charter schools and charter school LEAs, and sustained over the long term.

Student Achievement--Definition

Student achievement means—

(a) For tested grades and subjects: (1) a student's score on the State's assessments under the ESEA; and (2) as appropriate, other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across schools.

(b) For non-tested grades and subjects: alternative measures of student learning and performance, such as student scores on pre-tests and end-of-course tests; student performance on English proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools.

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3. Quality of the Project Design
(up to 15 points).

The extent to which the applicant proposes a high-quality plan to use its Collaboration Award funds to improve educational outcomes and operational practices in public schools, including charter schools.

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4. Potential for Scalability (up to 15 points).

The extent to which the applicant's proposed collaboration can be replicated or adapted beyond the participating partners by other public schools or LEAs, including public charter schools and charter school LEAs, and sustained over the long-term.

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Next we have innovation, 15 points. The extent to which the applicant demonstrates that its proposed collaboration as well as its dissemination plan are either substantially different from other efforts in its area of focus or substantially more effective than similar efforts in this area of focus.

Two to go. Number six is quality of the project personnel. This would be up to 10 points. The Secretary of Education considers the quality of the personnel who will carry out the proposed project. In determining the quality of the project personnel, the Secretary considers the extent to which the applicant encourages applications from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors: first of all, the qualifications, including relevant training and experience of the project director or principal investigator; and, second, the qualifications, including relevant training and experience, of the key project personnel.

Last but not least, quality of the management plan, up to 10 points. The Secretary considers the quality of the management plan for the proposed project. Determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within the budget, including clearly defined responsibilities, timelines, and milestones for accomplishing the project tasks.

Now we are going to have Erin Pfeltz go through the next section.

5. Innovation (up to 15 points).

The extent to which the applicant demonstrates that its proposed collaboration, as well as its dissemination plan, are either (i) substantially different from other efforts in its area of focus; or (ii) substantially more effective than similar efforts in its area of focus.

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6. Quality of Project Personnel (up to 10 points).

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of the project personnel, the Secretary considers the extent to which the applicant encourages applications from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

- (i) the qualifications, including relevant training and experience, of the project director or principal investigator; and
- (ii) the qualifications, including relevant training and experience, of key project personnel.

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7. Quality of the Management Plan (up to 10 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 the adequacy of the management plan to achieve the objectives of the proposed project on time and within the budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

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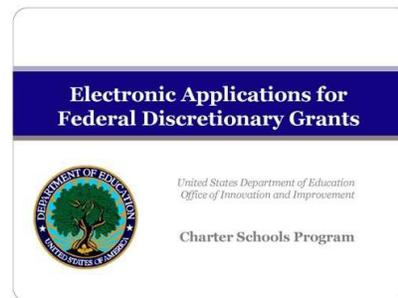
ERIN:

Hi, everybody. I'm Erin Pfeltz, also with the Charter Schools Program, and I'm going to be talking about Grants.gov. This is a system that the Department uses for the submission of applications. Some of you may have already used Grants.gov. You may be familiar with the process, but for those of you who are new to it, I highly recommend you listen closely. It's really important for the process of getting your application in successfully.

First of all, what is Grants.gov? It's an external application system that is used throughout the Federal government. You can download the application package at Grants.gov, and then you also submit through that system. Just so you know, Grants.gov is a clearinghouse for all Federal agencies. The grant competitions throughout the Federal government are posted there, and most agencies use it for applications as well.

Where can you find this information? Nancy already talked about this earlier, but the Federal Register notice includes all of the information you need to submit an application successfully. It includes:

- Due date and time.
- Program contact information.
- Page limits and formatting, which we'll talk about in a little bit.
- Allowable file types, which is critical. We only accept PDF files, and the notice is where we inform you of that.
- Mandatory or optional electronic submission. This is a mandatory electronic submission competition. Unless you request and are approved for an exemption, you do have to submit your application through Grants.gov.
- Finally, the system for submitting, which is Grants.gov.



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As Nancy said earlier, applications are due August 29 at 4:30 p.m. and zero seconds Washington, D.C., time. If you're in a different time zone, please make sure you adjust your due date plans accordingly.

As I said earlier, electronic submission is required. Applications must be submitted electronically, unless you qualify for and request an exemption. The notice includes the requirements for requesting an exemption, but, basically, you can only be approved for one if you don't have access to the Internet or if you don't have the ability to upload large files, such as you use a dial-up connection. Be aware you must request an exemption in writing at least two weeks in advance. You can't request an exemption the day before the due date because you suddenly realize you're having technical problems. It must be requested two weeks in advance.

So, you're going to be submitting your application electronically. You've gotten to Grants.gov. What is your next step? While you can download the application package and work on it without being registered with the Grants.gov system, you must register prior to submitting. If you aren't already registered, I would recommend that be the first thing you do when you get off this call if you do plan to submit an application. It can take time, and it is an absolute required step.

Somebody just asked when the SAM site would be up and running. I'm going to get to that in a little bit. It should be available today. I know it was down over the weekend. So that is the one of the registration steps, but it should be up and running today.

Applications are due by:

August 29, 2012 at 4:30:00 PM
Washington, DC time

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Electronic Submission Requirement

- Applications for grants under this program must be submitted electronically, unless you qualify for an exception to this requirement in accordance with the instructions in the Notice.
- **Applications are due no later than August 29 at 4:30:00 PM, Washington, DC time.**

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Grants.gov Registration Process

The Grants.gov registration process involves five (5) basic steps:

1. Obtain a DUNS number
2. Register with SAM
3. Set up your Authorized Organization Representative (AOR) profile
4. Get authorized as an AOR by your organization's e-Biz POC
5. Track your AOR status

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There are five basic steps for Grants.gov registration. The first, if you don't already have one, is to obtain a DUNS number. The second is to register with SAM. SAM has, actually, has just replaced the CCR system in the past week. The third is to set up your AOR profile. The fourth is to be authorized as an AOR by your organization's E-Business point of contact. The final one is to track and verify your AOR status.

The Grants.gov registration system can take five or more business days to complete; however, the Grants.gov website recommends giving yourself at least four weeks in order to register successfully. That's why if you do plan to submit in this competition and you haven't already registered with Grants.gov, please start that immediately. You don't have to be fully registered or registered at all to download the application package, to work on your application; however, you cannot submit unless you have registered.

The Grants.gov registration process. All of this is available at the Grants.gov website, and they'll be able to answer a lot of your more detailed questions about step-by-step going through the process, but I want to give everybody an overview so you understand what's involved. The first is registering your organization with the DUNS number. You do need to make sure that the DUNS number used on the 424, which is the cover sheet of the application, is the same one you are using to register. Somebody asked if their CMO, which is already registered on Grants.gov, can use that account to register for one of their charter schools. This comes back because your DUNS numbers will need to match. As Nancy said earlier, the applying organization needs to be the high-quality charter school. So, that's the DUNS number that you're going to use for the 424, and the Grants.gov registration is going to need to be the same one.

Grants.gov Registration Process

The Grants.gov registration process takes **5 or more business days** to complete. Grants.gov recommends allowing yourself 4 weeks for completion.

You do not have to register with Grants.gov if you only want to find grant opportunities or to download application packages – **but you MUST register to SUBMIT!**

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Grants.gov Registration Process

Step 1: Register Your Organization
To do business with the Department of Education, your organization must have a DUNS number (Data Universal Numbering System) and a TIN (Taxpayer Identification Number). If your organization does not have a DUNS number, you can call 1-866-703-5714. Check with your organization's grant office before obtaining a DUNS number. **Use the same DUNS number used on the SF 424 form.** Obtain a TIN from the Internal Revenue Service.

Step 2: Register with SAM (has replaced CCR)
If you already have a TIN, your SAM registration will take 3-5 business days to process. If you are applying for an EIN please allow up to a week. Ensure that your organization is registered with the System for Award Management (SAM) at [System for Award Management \(SAM\)](#). If your organization is not, an authorizing official of your organization must register. Remember, this can take **three to five business days or up to two weeks.**

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The second step is registering with SAM. This has just replaced CCR. It should be up and running this week. If you haven't registered, this is the step that really can take additional time. Give yourself plenty of time to do this—keep following up with the SAM system to make sure your registration is going through.

Step three, AOR registration. If you're submitting your application via Grants.gov, you, as the person submitting, must be designated by your organization as the AOR and be registered in Grants.gov. Step four, how does the E-Business point of contact recognize you as the AOR? They have to authorize you in order for you to be able to submit your application.

There may be more than one AOR in the organization, so make sure the E-Business point of contact authorized the right person, and you're ready to go.

Part 2

In the application package instructions, there is a page entitled "Grants.gov Submission Procedures and Tips for Applicants." I highly recommend everybody read through that carefully to make sure they fully understand what they need to do to successfully upload an application package through Grants.gov. Make sure you have the right version of Adobe downloaded. Make sure you've completed all mandatory forms and attachments. Make sure you've saved everything.

Grants.gov Registration Process

Step 3: AOR Registration

- If you are submitting your application via Grants.gov, you must (1) be designated by your organization as an Authorized Organization Representative (AOR); and (2) register yourself with Grants.gov as an AOR
- Create your Authorized Organization Representative (AOR) registration to obtain your username and password. You will need your organization DUNS number to complete the profile.

Step 4: Confirm AOR Registration

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



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Grants.gov Registration Process

Step 5: Track your AOR status.

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

http://www.grants.gov/applicants/organization_registration.jsp



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Grants.gov Application Package

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



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A couple other hints. Save often; submit all your documents as PDF files. Grants.gov might accept another type of file, but that does not mean it's going to transfer successfully to the Department. So, we say in the notice **PDFs only**. Make sure you only upload PDFs.

Grants.gov Application Package

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

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Once you've downloaded the application package, you can work on it offline. You'll be saving it to your hard drive or elsewhere personally, and you see multiple people can work on it at one time. You don't upload it again until the very end. Finally, the Save and Submit button is not going to become active until you've completed all of the required forms.

A couple of tips on recognizing whether your submission to Grants.gov was successful or unsuccessful. A successful submission—you're going to receive a confirmation e-mail with the date and time stamped and a Grants.gov tracking number. Then you're going to receive a validation e-mail, which means it's going to be transferred over to the Department. Then the final notification you're going to receive is going to include a PR award number, and this is the Department's tracking number, this U282P12 and then a four-digit number.

If your submission was not successful, you will still receive a confirmation e-mail with the date and time stamp and a tracking number. However, you will also then receive an error e-mail, but you should also track your number and application online to make sure it went through successfully. Notice I said you should receive an error e-mail.

Grants.gov Application Submission

Successful Submission Unsuccessful Submission

- Applicants should receive a confirmation email with a time and date stamp and an assigned tracking number from Grants.gov.
- Applicants should receive a validation email from Grants.gov. This means the application is ready for Department pickup.
- Applicant should receive an email with their assigned PR Awards # (U282P12XXXX).
- Applicants should receive a confirmation email with a time and date stamp and an assigned tracking number from Grants.gov.
- If the application is received after **4:30:00 pm on August 29, 2012** or validation is not successful, applicant should receive an error email.
- Email may list the error, or applicant can use their tracking number to find the submission error.

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But you can verify your submission at the Grants.gov website and make sure it went through on time and successfully. To check it, log into Grants.gov and click the Track My Application link, look for the date and time received, and make sure it's earlier than 4:30 p.m. and zero seconds on August 29, and you really should be submitting it at least a day in advance of that to make sure it goes through successfully. And then look for the application status to validate it.

Note the last thing on the slide. Do not rely solely on e-mail to confirm whether your application has been received on time and validated successfully. Somebody asked the question how early can we submit? You can submit it any time starting today if you have an application that's ready to go. We will review the last application from your organization for this project that we receive prior to the closing date and time. So you can submit multiple times to make sure everything goes through successfully. We really do recommend you upload your application at least a day in advance.

All of this information I'm giving you on tracking your application and making sure it goes through successfully—that's really only helpful if you give yourself enough time to resubmit and fix any problems. If you track your application and realize something went wrong after the date, after the deadline date, it's too late at that point.

Grants.gov Application Submission

Verify Submission is on time and validated successfully

- To check, login to Grants.gov and click on the Track My Application link
- Date/time received should be earlier than 4:30:00 p.m. on August 29, 2012.
- Application status should be "Validated".
- **Do not rely solely on email to confirm whether your application has been received on time and validated successfully.**



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In addition, if a technical problem prevents you from submitting on time, we need that Grants.gov Support Desk Case Number to see what the problem was and to see if we're able to accept your application. If you have a problem that prevents you from electronically submitting your application on the deadline date and it is because of a technical problem with the Grants.gov system, we can grant an extension for 24 hours to allow you to transmit your application electronically, by hand delivery, or through the mail.

That's only in the case of a technical problem with the Grants.gov system itself. If you're experiencing a problem with the system, call the Help Desk, get that tracking number in, and send your application in within 24 hours.

Grants.gov Availability

If you submit an application after 4:30:00 p.m. (Washington, DC time) on August 29, 2012, contact the person listed in the Notice and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your explanation if we can confirm that a technical problem occurred with the Grants.gov system and that a problem affected your ability to submit your application by the deadline.

The Department will contact you after a determination is made on whether your application will be accepted.

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If you submit that application within 24 hours, call Nancy. She's the person listed in the notice, and provide an explanation of the technical problem you experienced with Grants.gov, along with that Support Desk Case Number. What we do is we then take that description and we take that case number, and our Grants.gov liaison talks to them to figure out if that technical problem was, in fact, with the Grants.gov system. If they verify that it was a Grants.gov problem, we will be able to accept your application. Keep in mind this is something we get from Grants.gov. This is not something that the program office determines. We will then contact you after a determination has been made about whether we will accept your application or not.

Once again, that 24-hour extension only applies to technical problems with the Grants.gov system. We cannot accept your application or give you an extension if you aren't able to fully register in time or if you experience a technical problem that was not with the Grants.gov system. If your Internet connection went down, if your computer crashed, if the electricity went out in your building, unfortunately, none of those are reasons that we can grant an extension. Once again, submit a little bit early—give yourself time to deal with these kinds of issues.

All right, so that's everything I'm going to cover with Grants.gov. Once again, if I didn't get to any of your Grants.gov questions, please don't hesitate to contact me or Nancy. And then, once again, for real technical issues with the system, call the Grants.gov Help Desk.

NANCY:

Okay. One more important section that we need to get through here—what you put in your application package. Some of you will be very familiar with it; some of you, not so much.



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There are quite a few required forms, and, as on parts of the narrative that you need to submit, the forms listed on this slide are, many of them are, standard forms that you use for a great many number of different grants. And we'll, for purposes of fitting them on the slide, we have numbers for them, which you'll become all too familiar with by the time you finish applying. All of these forms, along with instructions, are in the application package. Then there are also different parts of the narratives, and you upload the narrative and all the other attachments to your application in PDF read-only, non-modifiable format.

Required Sections

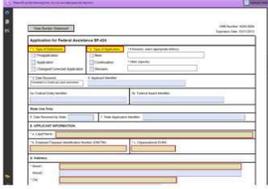
<p>Forms</p> <ul style="list-style-type: none"> • SF 424 • ED Supplement for SF 424 • ED 524 • SF 424B • Grants.gov Lobbying Form • SF LLL • GEPA statement • EEO Survey <p><i>All of these forms, along with instructions, are in the application package.</i></p>	<p>Narratives</p> <ul style="list-style-type: none"> • ED Abstract • Project Narrative • Other Attachments • Budget Narrative <p><i>Upload the narrative and all other attachments to your application in PDF read-only, non-modifiable format.</i></p>
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This is what the top part of the SF 424 looks like, and this is the standard Federal Grant Application Form, and it comes with all sorts of detailed instructions for what you do. With this form, like I said, it's quite detailed.

SF 424



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There are frequently asked questions we get, and the ones we have on this next slide go through the ones that people seem to find the most troubling. First of all, 8c, which is the organizational DUNS number, and this must be the same DUNS number that you used when you registered with Grants.gov. Then 16a and b, the Congressional District; you enter the district the applicant's organization is in and the district in which activities will occur. For some of you with collaborations, partnerships, you're going to be listing more than one Congressional District.

SF 424

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

16a-b – Congressional District. Enter the district the applicant organization is located in, and the district in which activities will occur.

17a-b – Proposed Project Start and End Dates. The start date will be October 1, 2012. This grant can be for up to 24 months.

18 – Estimated Funding. This should show the total amount requested for the project.

19 – EO 12372. This program is not subject to the Executive Order.

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17a and b—the proposed project start and end dates. The start date will be the beginning of the next fiscal year, which is October 1, 2012, and this grant can be for up to 24 months. Some of you won't want to be taking that much time. So, it could be for two years after that, or it could be for a shorter period. Estimated funding—this should show the total amount requested for the project in Federal funds. Then we have on 19—EO 12372, and the point we want to make here is that this charter school program is not subject to the Executive Order.

You are required to fill out Section A, and the funds requested should match the detailed budget narrative required in another segment of the application. This is the budget form, and it's a standard budget form for all non-construction projects for the Federal government, and this is definitely a non-construction project. You are not allowed to use funds for construction. You fill out—this form is sort of a summary in various categories of what you expect to spend, and then, as I said, you do provide a detailed budget narrative in another part of the application that spells out what exactly you plan to do in each area of the ED 524. If you have an approved indirect cost rate, you need to provide details in the budget narrative as well as on this sheet. Construction, as I had mentioned before, is not an allowable cost. Section B of the form should only be completed if you are making a matching commitment, and this is not a program that requires a match.

ED 524

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

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Next, I'm going to talk a little bit about the GEPA statement, and this does not need to be a long statement. Section 427 of GEPA requires an applicant's Federal funds to include a description of the steps they will take to ensure equitable access to and participation in the grant project. There are some applicants who get confused. This is not simply a statement saying we don't discriminate. To meet the requirement of this statement, an applicant must include, you have to include, a statement that does two things. First of all, you have to identify at least one barrier that might prevent someone from participating in grant activity, and then you need to explain what you plan to do to overcome the barrier. That's it.

Now, this is, we're going to talk about the Grants.gov narrative attachment, and, as Erin explained before, all of them need to be uploaded as PDF files.

GEPA Statement

- Section 427 of GEPA requires an applicant for federal funds to include a description of the steps they will take to ensure equitable access to and participation in the grant project.
- Not simply a non-discrimination statement.
- To meet this requirement, applicants must include a statement that does two things:
 1. Identify at least one barrier that would prevent someone from participating in grant activities.
 2. Explain what will be done to overcome the barrier.

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Grants.gov Narrative Attachments

Other Attachment File(s)

*Mandatory Other Attachment File(s)

Add Mandatory Other Attachment Delete Mandatory Other Attachment View Mandatory Other Attachment

To add new "Other Attachment" attachments, please use the attachment buttons below:

Add Optional Other Attachment Delete Optional Other Attachment View Optional Other Attachment

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First of all, you need to provide an abstract, and the abstract narrative needs to include the name and the [address of the organization and the name, phone number, and e-mail address of the contact person for this] project. What we want on the abstract is a brief and clear statement of the, you have to clearly state the project title, if applicable, and we want to know what are your goals, what do you, what are the expected outcomes, and what are the contributions that you hope the project will make for research, policy, practice, or whatever. The abstract is going to be read by a broad range of audiences, so we ask that you use clear language that a range of audiences can understand. The abstract can be either single or double-spaced.

Now, the narrative—well, I'm not sure if I mentioned the abstract should be [inaudible]. The narrative has several components. What you need to do is you need to cover the selection criteria, explain how your program addresses each of those, each of the seven, and then you want to talk about the competitive priority and what ways your project maybe meets the competitive priority. Then you also need to address the application requirements, and you should double-space all your text in the narrative and use a font that is either 12 point or larger and no smaller than 10 pitch (characters per inch). You need to provide a table of contents.

Abstract Narrative

ED Abstract:

- The abstract narrative must include the name and address of the organization and the name, phone number, and e-mail address of the contact person for this project.
- The abstract should briefly and clear state the project title (if applicable), goals, expected outcomes, and contributions for research, policy, practice, etc.
- Use language that a range of audiences can understand.
- The abstract can be either double- or single-spaced.

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Application Narrative

1. The narrative should address:
 - The selection criteria;
 - The competitive priority; and
 - The application requirements.
2. Double-space all text in the narrative, and use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
3. Provide a table of contents.

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The following information, and, again, this is described in the Application Requirements section of the Federal Register notice, is expected to include an application narrative of the following. This information is expected to be included in the application narrative. First of all, we're looking for a clear description of the goals and the desired outcomes of the proposed collaboration and the current or proposed measures that will be used to gauge success in meeting those goals and described outcomes. We also would like a description of any past existing or anticipated obstacles to implementing the collaboration or to disseminating information about the collaboration and the strategies that were or will be used to help overcome the obstacles.

[Audio not captured for Slide 66]

**Application Narrative--
continued**

4. The following information, (described in the Application Requirements section of Federal Register notice) must be included in the application narrative:

- A clear description of the goals and desired outcomes of the proposed collaboration and current or proposed measures that would be used to gauge success in meeting those goals and described outcomes;
- A description of any past, existing, or anticipated obstacles to implementing the collaboration or to disseminating information about the collaboration, and the strategies that were or will be used to overcome the obstacles;

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**Application Narrative--
continued**

- An explanation of how the award money will be used to implement the collaboration and to disseminate information about the collaboration in accordance with section 5205(a) of the ESEA; and
- Specifies as to how the award money will be allocated between the lead applicant and partner(s) names in the application, including the specific activities that will be carried out by the lead applicant and its partner(s).

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There are some other attachments that we ask that you provide. We need you to give us resumes for the project director and other key personnel that you identify in your application. This is definitely important—with the collaboration, you need to submit a partnership agreement that meets the requirements of what was spelled out here on the PowerPoint presentation. Your agreement needs to include written assurances from authorized officials of entities involved in the partnership that all participants, first of all, agree to submit an application for an award and to have read, understand, and agree with the application for the competition. And, authorize the executive summary or narrative of the application, with proprietary information redacted, to be published on the U.S. Department of Education’s website, which is www.ed.gov. Also it should be published at www.data.ed.gov or on the National Charter School Resource Center website, which is www.charterschoolcenter.org, or any other website or publication deemed appropriate by the Secretary.

Budget narrative—we’ve talked a little bit about this. You provide an itemized budget narrative that gives more detailed information about expenses in each category listed in Section A of ED 524 Form. If you have proposed a grant period that extends beyond one year, where it’s going to ask you to break down each category according to the budget year. We list a resource for you where you can receive more information about the budget. It’s an OMB Circular A-122, and, as I mentioned before, this is a non-construction grant, and CSP funds may not be used for construction, which will add to the permanent value of a property or appreciably prolong its life.

Other Attachments

- Include resumes for the project director and other key personnel identified in your application.
- Submit a partnership agreement that meets the requirements of 34 CFR 75.128(b). The agreement should include written assurances from authorized officials of the entities involved in the partnership that all participants:
 - (a) Agree to submit an application for an award and have read, understand, and agree with the application for the competition; and
 - (b) Authorize the executive summary or narrative of the application, with proprietary information redacted, to be published on the U.S. Department of Education’s Web site (ed.gov), data.ed.gov, the National Charter School Resource Center web site (charterschoolcenter.org) or any other Web site or publication deemed appropriate by the Secretary.

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Budget Narrative

Provide an itemized budget narrative that gives more detailed information about expenses in each category listed in Section A of the ED 524 form. If you have proposed a grant period that extends beyond one year, break down each category according to the budget year.

Resources: OMB Circular A-122

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

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Awards notices—this is the good part for anyone who is successful. If your application is successful, we'll notify your U.S. Representative and U.S. Senators and send you a Grant Awards Notification, which is a GAN. We may also notify you informally as well. If your application is not evaluated or not selected for funding, you'll also be notified. I guess we'll have Stefan give us some closing words.

STEFAN:

Yeah, so that about sums it up. You know, we thank you for your interest in the competition. We have been capturing all of your questions, and we will get back to you. As I mentioned, we'll get back to everyone. We're looking at some of them now and see if there's any easy to answer. We're very excited about learning about the exemplary collaborations, which high-quality charter schools are engaged in internationally to advance this policy issue. If you have further questions, please contact Nancy Paulu, and her contact information is there.

Let's see, we're just kind of scrolling through some of the recent questions. There's a question when awards will be made.

Awards Notices

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

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

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For Information and Assistance

Charter Schools Program (CSP) staff

- Nancy Paulu
 - nancy.paulu@ed.gov, (202) 205-5392

Grants.gov

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

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ERIN:

This is Erin. Awards will be made no later than October 1, 2012. We will be, we have recorded this conversation, so this presentation will be available at a later time. We'll send out the link once it's posted to everybody who registered for the call. Somebody also asked a question about allowable costs. The resource Nancy mentioned, OMB Circular A-122—these are the cost principles for non-profit organizations, and it gives a general overview of what is allowable under a Federal grant. However, costs that you propose need to be allowable and reasonable to the project that you're proposing, so keep in mind the activities that you're going to complete, what is necessary to complete it, and how reasonable is that request. Budgets are reviewed based on those factors: reasonability, allowability, and focus on the grant project that you proposed.

Somebody asked about proposing or applying for a 12-month project or a 24-month project. As Nancy explained, this grant is for up to 24 months, which means, depending on the needs of your proposed project, you request that amount of time. You could request 12 months if that's all you need, 18 months, or 24 months.

Somebody also asked a question about character award limits in the application. There are—for the application package, you'll notice that the narrative section is limited to 30 pages, double-spaced, 12 point font. There is no overall limit on other attachments or additional sections that you include in the application. However, do be aware—people do review these, and so if you're going to be including a lot of attachments, tables of contents indicating where things can be found are very, very helpful.

STEFAN:

There's a question here about is this grant for proposed collaborations or established collaborations? This is for existing collaborations, and the funds and the award may be used to expand upon that collaboration, and that's mentioned in the notice.

Okay, so I believe we're going to close this out, and, as I mentioned, we will get back to folks with individual questions, so please contact Nancy. We really look forward—we realize that it is somewhat of a short turnaround given that this is from our National Activities funds. There was some special actions that had to be taken to cue this up. But we believe that these successful collaborations that are already occurring on the field should be able to put together some high-quality applications before the application deadline that will permit us to obligate these funds by the end of this fiscal year, which is September 30, 2012.

Thank you very much for your time, and we look forward to receiving your applications. Have a great day.

Closing Date

August 29, 2012, 4:30:00 PM
Washington, DC time

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