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INSTRUCTIONS for participants.

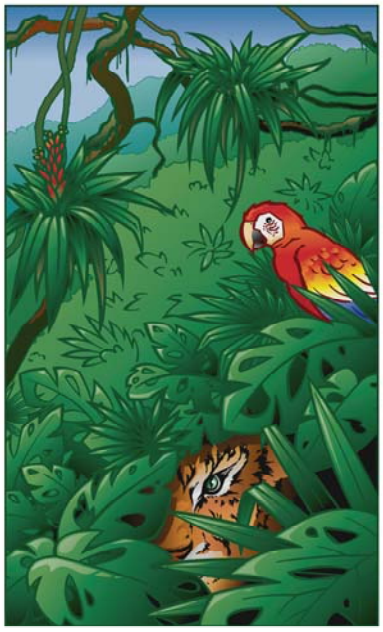
Please sign in with your school name, IRN and give an email address so you can be contacted with additional information.

If you have a microphone hook up, you will need to raise your hand in order for me to give you the mike. The button is down on the lower left. When you're through click off the microphone. Otherwise, use the message board to write down and send a message to me.

Once the slide show starts, hold questions until the end. Write them down and then you can submit them.

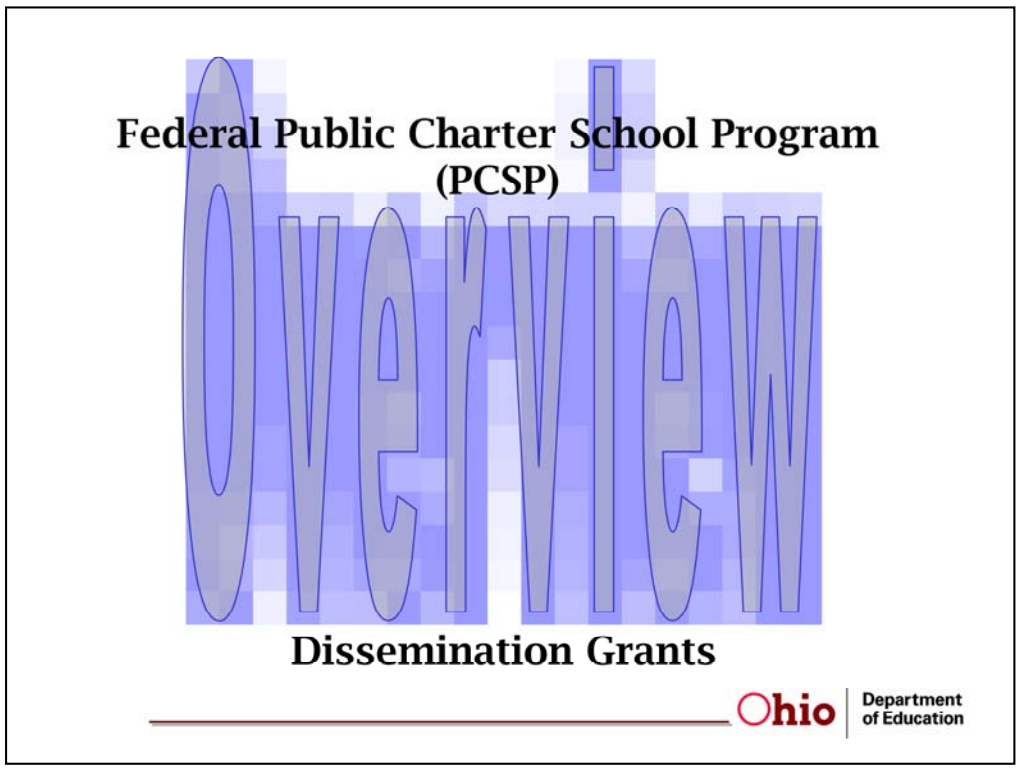
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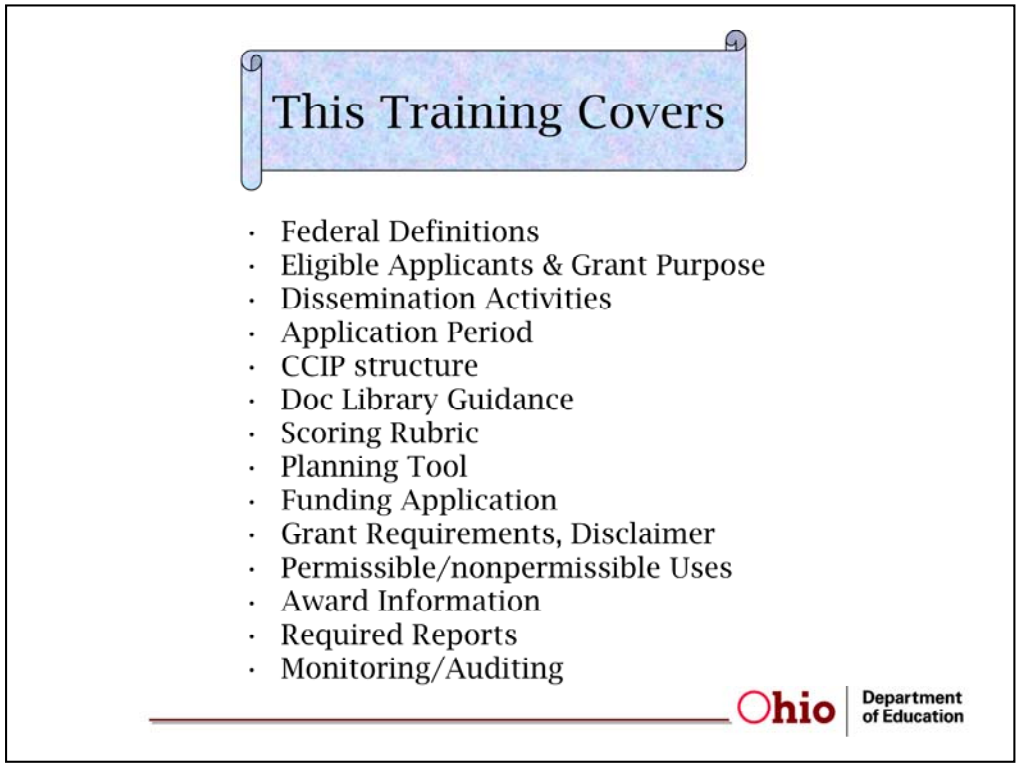


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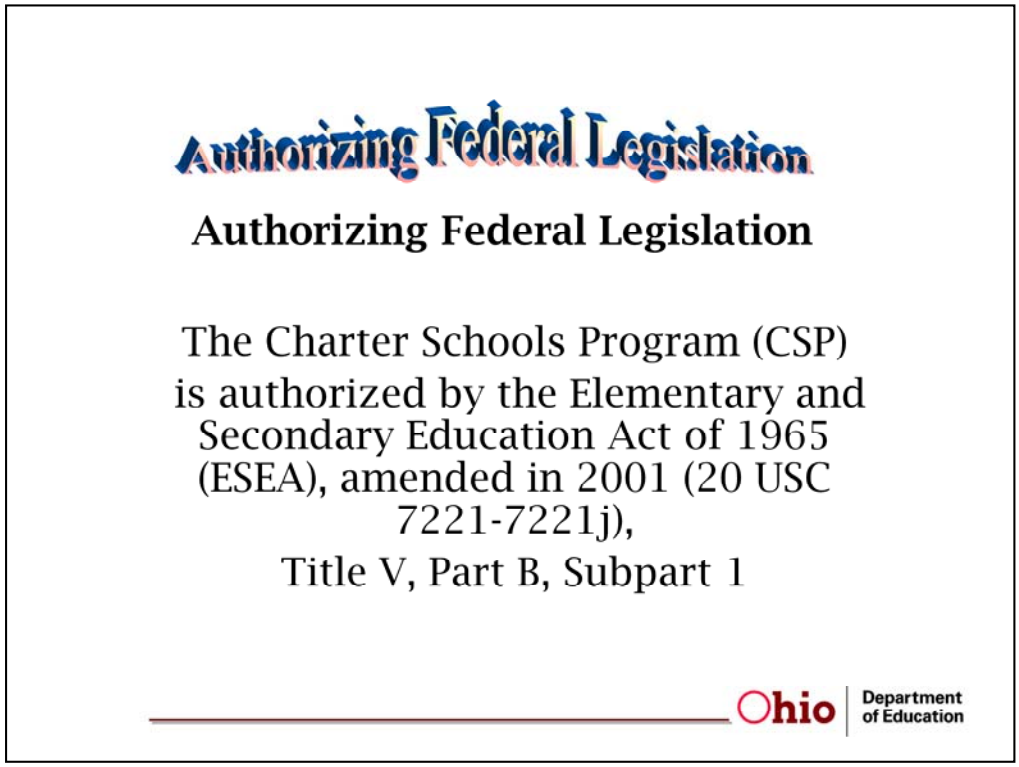
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Federal Public Charter School Program
(PCSP)
Overview
Dissemination Grants
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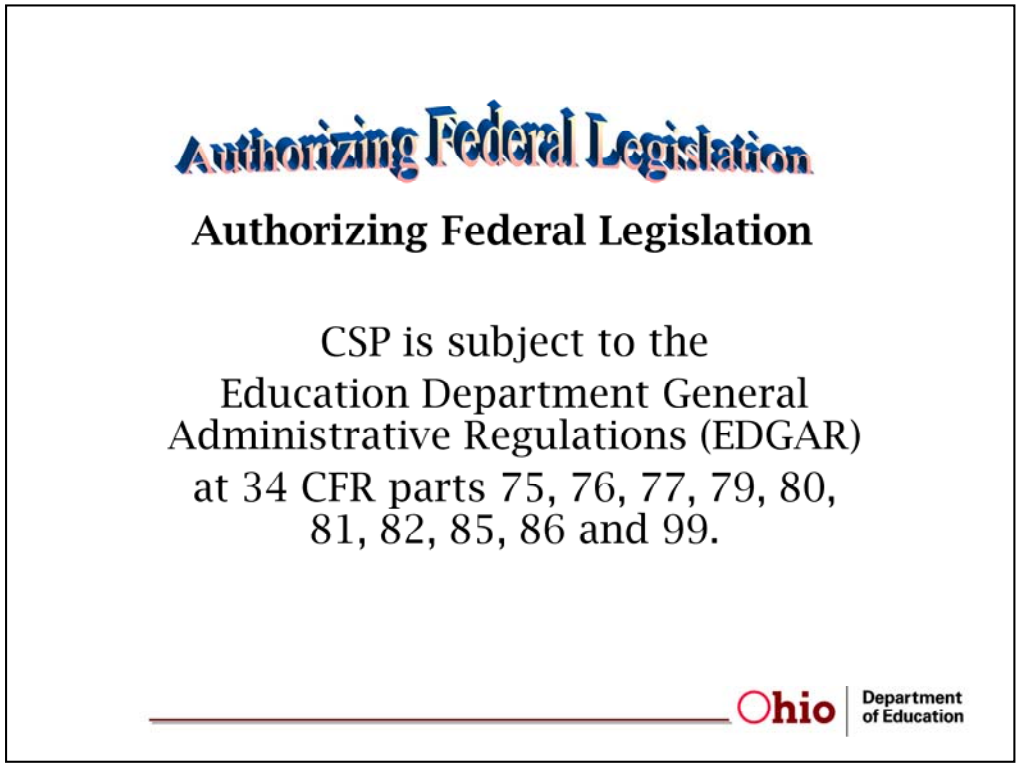

This Training Covers
· Federal Definitions
· Eligible Applicants & Grant Purpose
· Dissemination Activities
· Application Period
· CCIP structure
· Doc Library Guidance
· Scoring Rubric
· Planning Tool
· Funding Application
· Grant Requirements, Disclaimer
· Permissible/nonpermissible Uses
· Award Information
· Required Reports
· Monitoring/Auditing
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Where you can find the federal definition of the program and its intention.



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Regulatory and fiscal guidance about how PCSP and other federal education funds must be used. The state or school may create higher standards for the use of federal money. The most important fact about this funding is that it is "PUBLIC." This means that different standards are in place for its use from those that a private business may use.

Eligible Applicants



- A charter (community) school may apply for funds, whether or not it has applied for, or received, a planning or implementation grant.
- A school can receive only one dissemination grant during its existence.
- The school must be in at least its fourth year of consecutive operation and have demonstrated overall success, including:

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Eligible Applicants Must Demonstrate



- substantial progress in improving student achievement;
- high levels of parental satisfaction;

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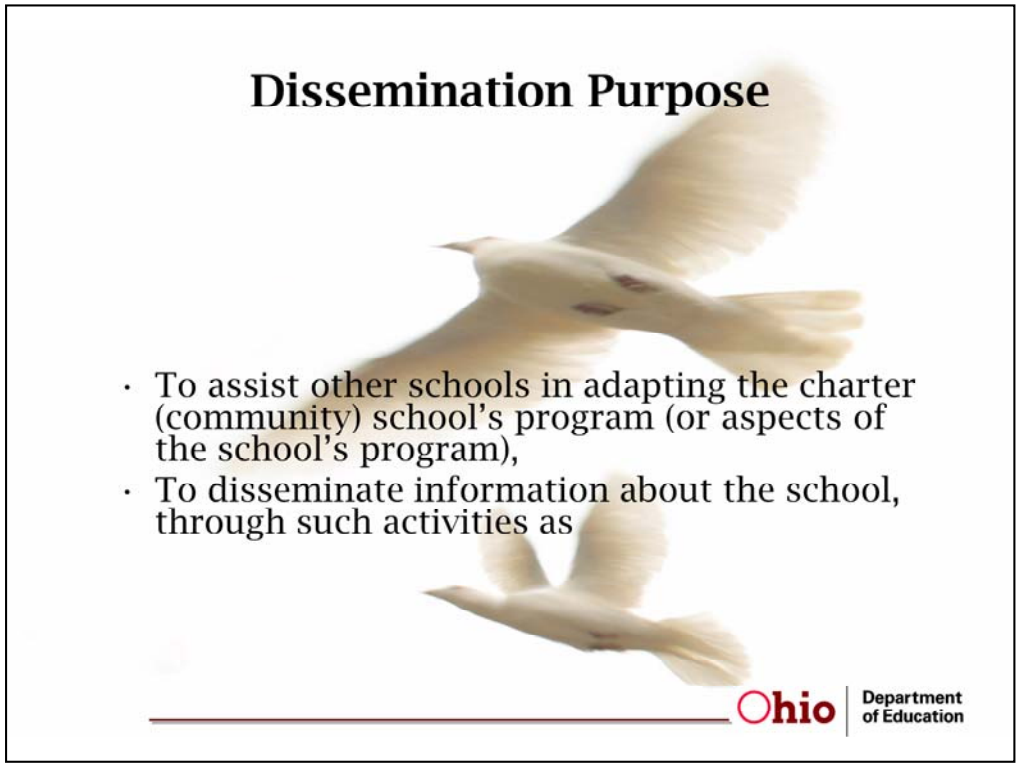
Eligible Applicants Must Demonstrate

- the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable community school.



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Please remember that student academic achievement is what everyone is concerned about. That can best be accomplished by high-quality community schools that serve the individual needs of the students.

Dissemination Activities

- (1) assisting other individuals with the planning and start-up of one or more new public schools that are independent of the assisting school and its developers and that agree to be held to at least as high a level of accountability;



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Dissemination Activities

- (2) developing partnerships with other public schools designed to improve student performance in each of the schools participating in the partnership;

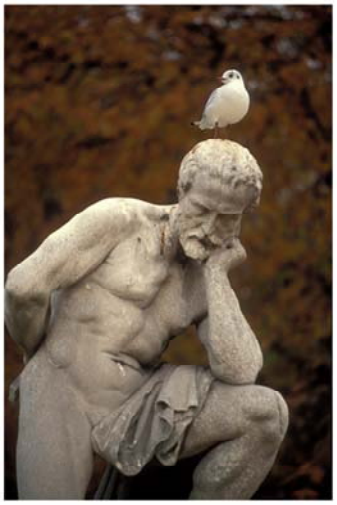


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Dissemination Activities

- (3) developing curriculum materials, assessments and other materials that promote increased student achievement and are based on successful practices within the assisting school; and



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Dissemination Activities



- (4) conducting evaluations and developing materials that document the successful practices of the assisting school and that are designed to improve student performance in other schools." (20 UCS 7221c(f)(6))

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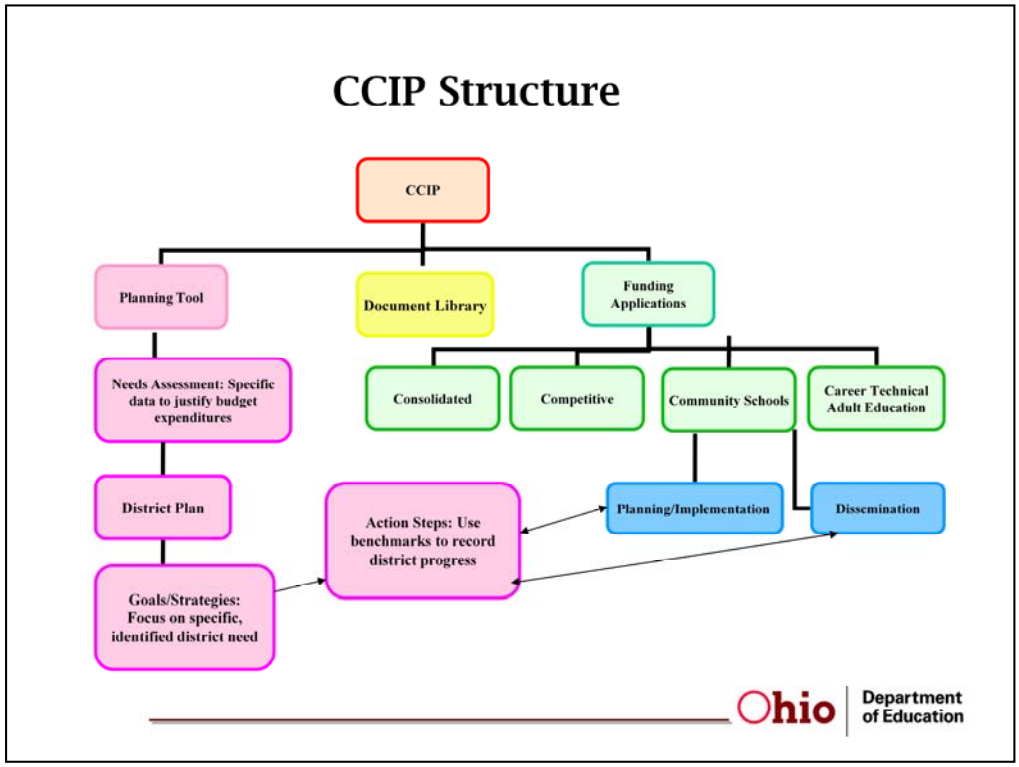
PCSP-Dissemination Application Period

- The first Monday in February to the final Friday in April through the CCIP
- Applications must be in "Superintendent Approved" status by 5 p.m. on the final Friday in April
- NO EXCEPTIONS



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There are two parts to the CCIP for each school district: the planning tool and the funding applications. Community Schools is one funding application.

All grants a school receives are connected to the planning tool through the action steps.

The CCIP for each school consists of two main parts: the Planning Tool and the Funding Applications. The **Planning Tool** contains the school's *goals, strategies* and *action steps*. It also has a comprehensive **Needs Assessment**. The ***goal*** or goals must focus on student achievement. A limited number of ***strategies*** outline the major types of activities to achieve the goal, such as curriculum development, professional development and use of technology. ***Action steps*** record the school's annual activities, anticipated effects on student achievement and data to create a baseline for measurable outcomes. Action steps should be of sufficient length to enable the reviewer to determine what will be accomplished in fulfillment of the goal during that year. They should allow the school to demonstrate accountability for the funding received. ***Fiscal resources,*** that is the grants a school receives, are attached to the school's goal or goals and thus to the strategies and action steps for that goal. They demonstrate the school's alignment of resources to a common goal or goals.

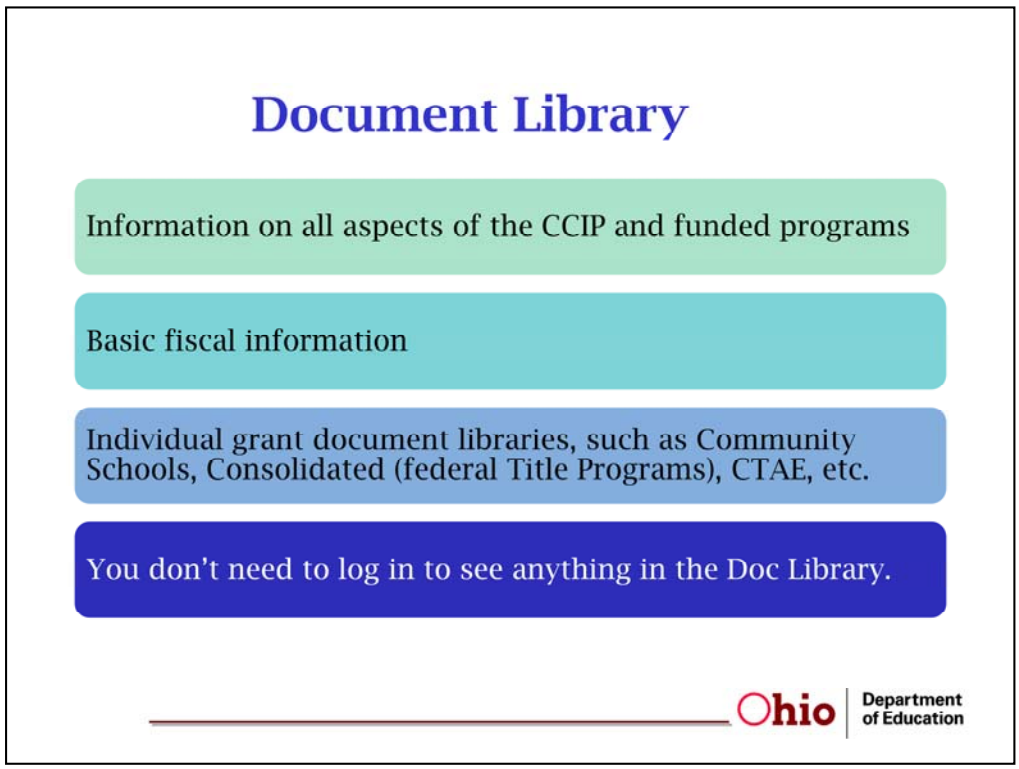
You mean you didn't check the Document Library?



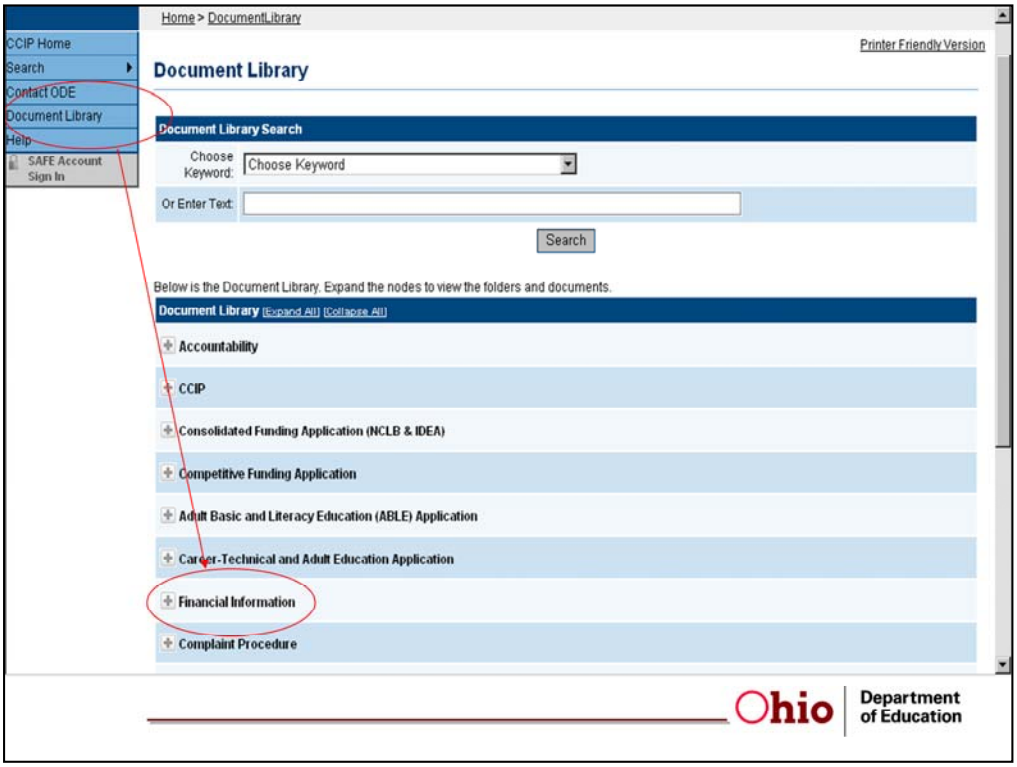
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This is the first step for any applicant or person with a question about the CCIP or any function using the CCIP.

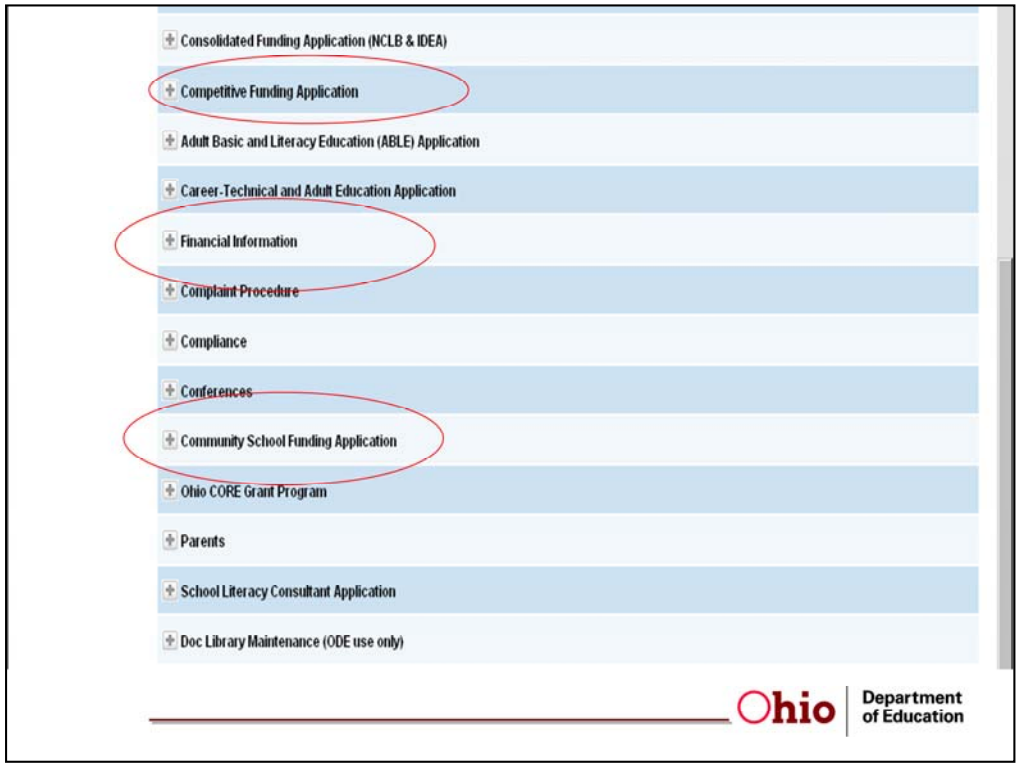

Document Library
Information on all aspects of the CCIP and funded programs
Basic fiscal information
Individual grant document libraries, such as Community Schools, Consolidated (federal Title Programs), CTAE, etc.
You don't need to log in to see anything in the Doc Library.
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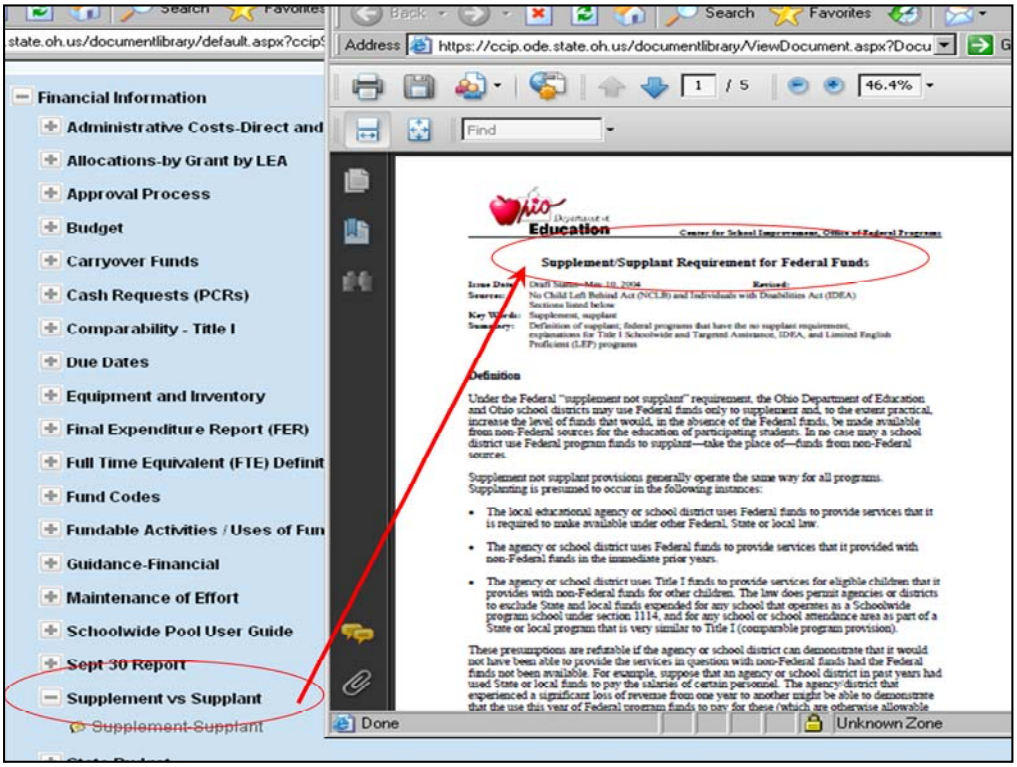
Here's the link to the Doc Library, and what it looks like when it opens. Financial Information includes how to request funding using the Project Cash Request (PCR) and how to close out the application at the end of the year using the Final Expenditure Report (FER). Each funding application has its own PCRs and FER, but all PCRs and FERs function the same way. In addition, the same grants management consultant processes all fiscal documents for your school and can answer any payment questions. (The ODE consultant—there is a different consultant for each funding application—answers questions only about the specific grant program/s in that funding application.) In the address book you'll learn how to find the grants management consultant for your school and the different ODE program consultants.



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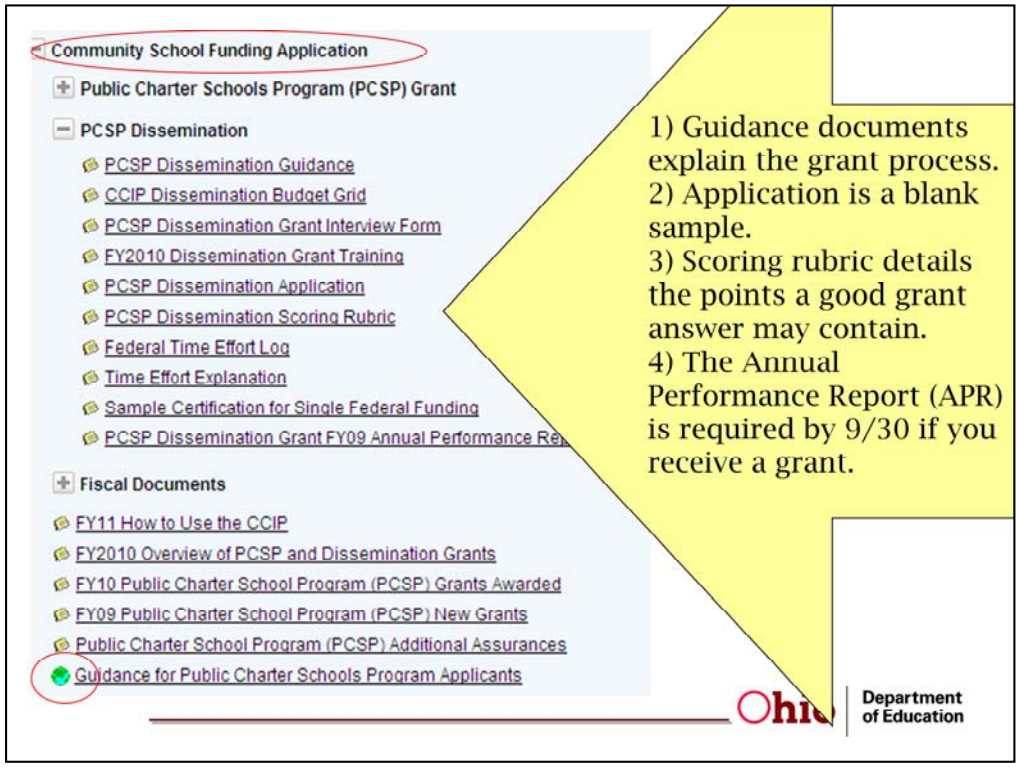
The Consolidated Application includes information on Title funding (Titles 1-6), IDEA and Early Childhood Special Education. After a new school is opened, this funding becomes available when an enrollment number is confirmed through EMIS reports. An allocation amount will be posted in your CCIP account when that occurs, usually about January of the first year. Please work with the Consolidated consultant for your school to use this federal funding correctly. The Community School Funding Application folder has all the information you need about the Public Charter School Program (PCSP) grant--to start a community school--and the PCSP-Dissemination grant--to disseminate an important practice created by a successful community school.

The Community School Folder has subfolders for the two grants and a folder with specific fiscal information.



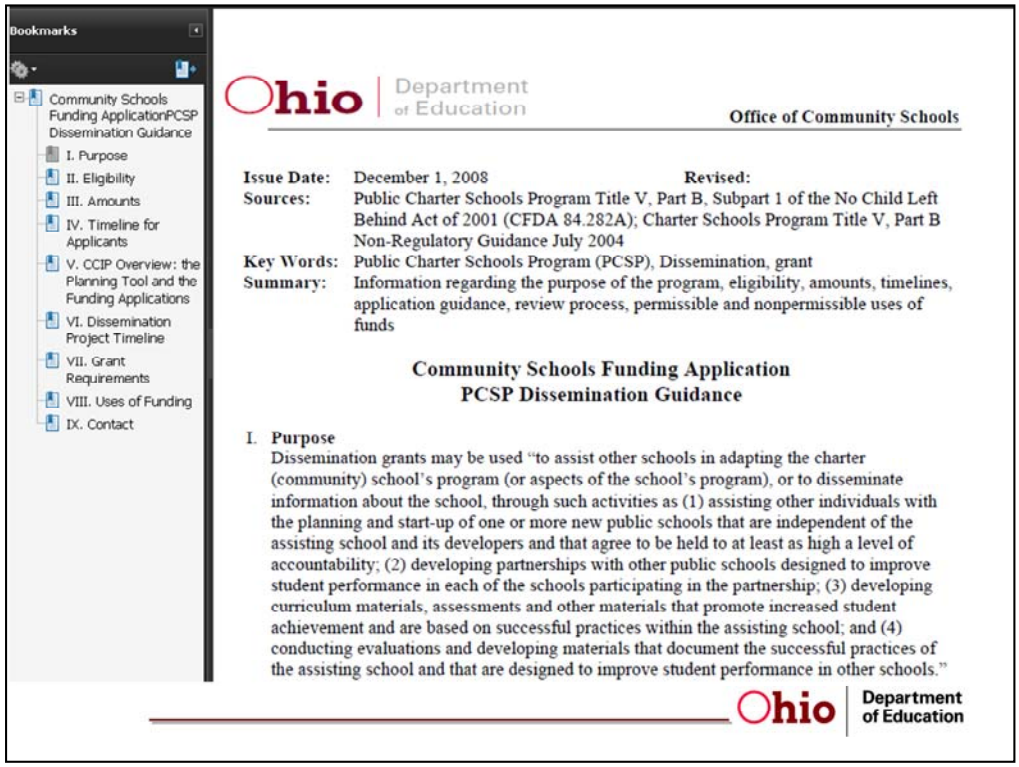
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This is an important issue for dissemination recipients if you intend to use school personnel to work on the grant. They will need to have a supplemental contract for work they do outside their normal school duties and outside the normal school hours.



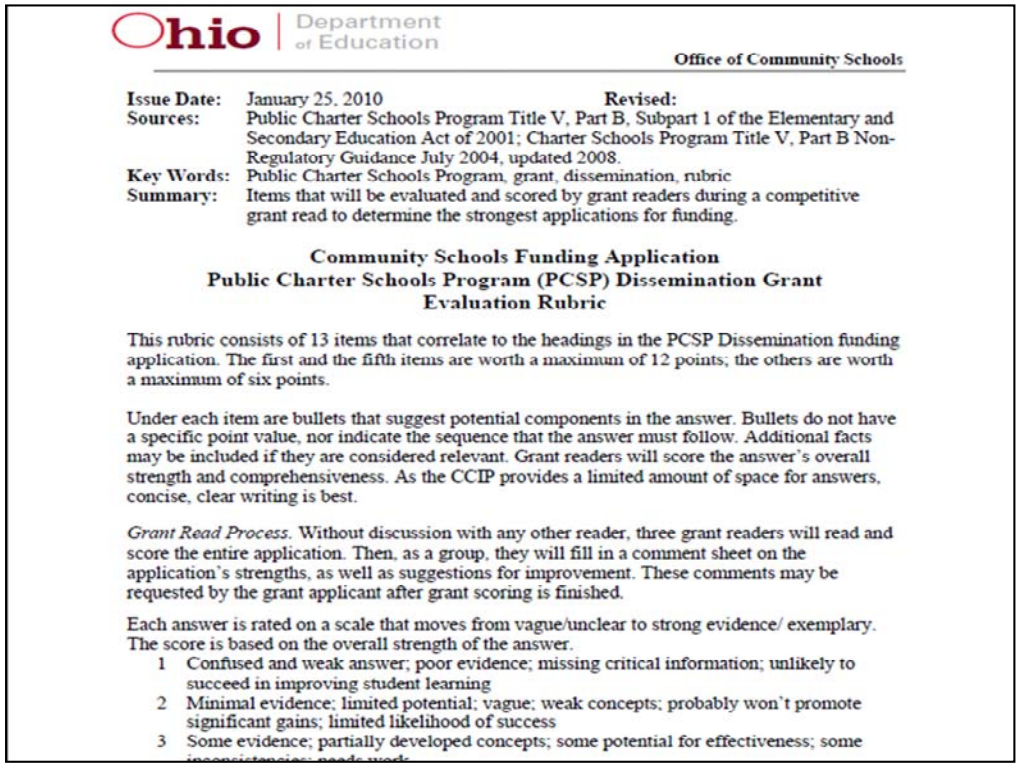
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This is the Community School's Doc Library with the section for Dissemination opened. The "plus" sign means additional documents are available. The globe with the red circle is a direct link to the grants page of the Office of Community Schools, which also has copies of all PCSP grant information and archived Elluminate trainings. From this link you can also find information about the process of starting and running a community school, the legal regulations governing community schools, etc.



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Please use this document to review all the important details about the PCSP-Dissemination grant.



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Office of Community Schools

Issue Date: January 25, 2010 **Revised:**
Sources: Public Charter Schools Program Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act of 2001; Charter Schools Program Title V, Part B Non-Regulatory Guidance July 2004, updated 2008.
Key Words: Public Charter Schools Program, grant, dissemination, rubric
Summary: Items that will be evaluated and scored by grant readers during a competitive grant read to determine the strongest applications for funding.

Community Schools Funding Application
Public Charter Schools Program (PCSP) Dissemination Grant
Evaluation Rubric

This rubric consists of 13 items that correlate to the headings in the PCSP Dissemination funding application. The first and the fifth items are worth a maximum of 12 points; the others are worth a maximum of six points.

Under each item are bullets that suggest potential components in the answer. Bullets do not have a specific point value, nor indicate the sequence that the answer must follow. Additional facts may be included if they are considered relevant. Grant readers will score the answer's overall strength and comprehensiveness. As the CCIP provides a limited amount of space for answers, concise, clear writing is best.

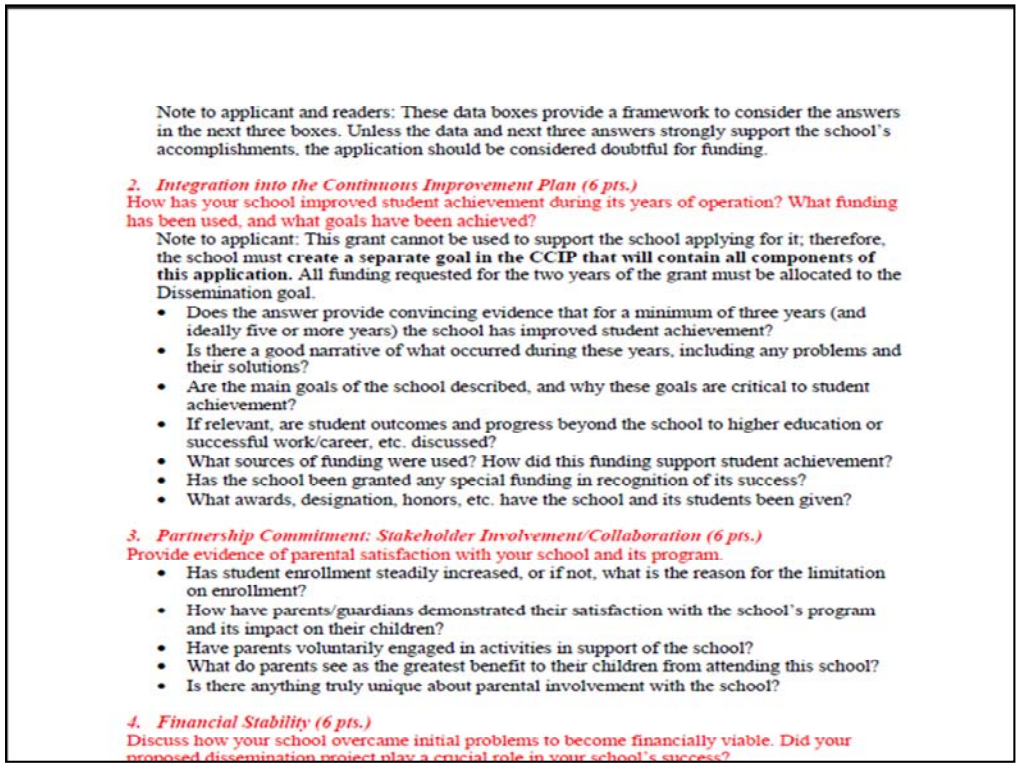
Grant Read Process. Without discussion with any other reader, three grant readers will read and score the entire application. Then, as a group, they will fill in a comment sheet on the application's strengths, as well as suggestions for improvement. These comments may be requested by the grant applicant after grant scoring is finished.

Each answer is rated on a scale that moves from vague/unclear to strong evidence/ exemplary. The score is based on the overall strength of the answer.

1 Confused and weak answer; poor evidence; missing critical information; unlikely to succeed in improving student learning
2 Minimal evidence; limited potential; vague; weak concepts; probably won't promote significant gains; limited likelihood of success
3 Some evidence; partially developed concepts; some potential for effectiveness; some

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The beginning of the new scoring rubric, with general guidance on what a specific point score indicates about the answer.



Note to applicant and readers: These data boxes provide a framework to consider the answers in the next three boxes. Unless the data and next three answers strongly support the school's accomplishments, the application should be considered doubtful for funding.

2. Integration into the Continuous Improvement Plan (6 pts.)

How has your school improved student achievement during its years of operation? What funding has been used, and what goals have been achieved?

Note to applicant: This grant cannot be used to support the school applying for it; therefore, the school must **create a separate goal in the CCIP that will contain all components of this application.** All funding requested for the two years of the grant must be allocated to the Dissemination goal.

- Does the answer provide convincing evidence that for a minimum of three years (and ideally five or more years) the school has improved student achievement?
- Is there a good narrative of what occurred during these years, including any problems and their solutions?
- Are the main goals of the school described, and why these goals are critical to student achievement?
- If relevant, are student outcomes and progress beyond the school to higher education or successful work/career, etc. discussed?
- What sources of funding were used? How did this funding support student achievement?
- Has the school been granted any special funding in recognition of its success?
- What awards, designation, honors, etc. have the school and its students been given?

3. Partnership Commitment: Stakeholder Involvement/Collaboration (6 pts.)

Provide evidence of parental satisfaction with your school and its program.

- Has student enrollment steadily increased, or if not, what is the reason for the limitation on enrollment?
- How have parents/guardians demonstrated their satisfaction with the school's program and its impact on their children?
- Have parents voluntarily engaged in activities in support of the school?
- What do parents see as the greatest benefit to their children from attending this school?
- Is there anything truly unique about parental involvement with the school?

4. Financial Stability (6 pts.)

Discuss how your school overcame initial problems to become financially viable. Did your proposed dissemination project play a crucial role in your school's success?

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The text in red is the question from the application. The bullet points in black are items that the applicant may choose to use in responding to the question. They may not necessarily cover all the important points that an applicant thinks should be included in the answer. The applicant should add whatever additional is necessary. Note that a few items now are worth 12 points total, and that for dissemination applicants strong answers to the three requirements to be allowed to apply for a dissemination grant are critical. Each text box in the CCIP can hold 4,000 characters; however the planning tool can hold more text, and should be used to provide specific details about the intended dissemination activity.



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Typically the Planning Tool represents the goal, strategies and action steps for the applicant school.

However, the dissemination project will not align with, and cannot be used to support, school activities. Thus, creating a separate goal for this grant should be done to keep different focuses and separate funding uses.

How to Use the Planning Tool for the Dissemination Application

- Create a few **strategies** to outline the major types of activities needed to achieve the goal, such as creation of project materials, recruitment of suitable dissemination partners, training and capacity building at the recipient schools, etc.



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However, the dissemination project will not align with, and cannot be used to support, school activities. Thus, creating a separate goal for this grant should be done to keep different focuses and separate funding uses.

How to Use the Planning Tool for the Dissemination Application

- Create at least one **Action step** for each year of the project, to record annual activities. The step/s should be of sufficient length that the reviewer can understand what will be accomplished that year in fulfillment of the goal. The action steps should allow the school to demonstrate accountability for the funding received.



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How to Use the Planning Tool for the Dissemination Application

- With each **Action step** be sure to include a well chosen benchmark for the year.

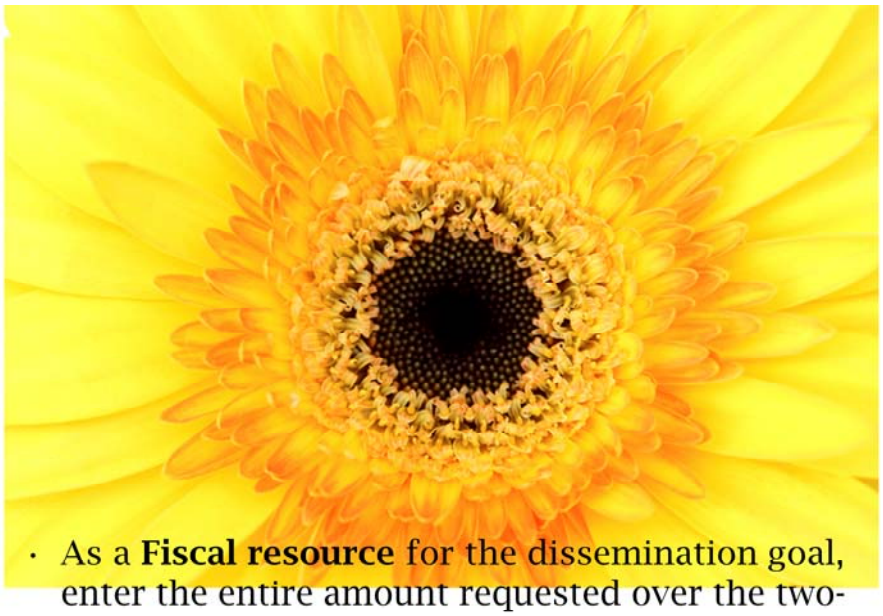


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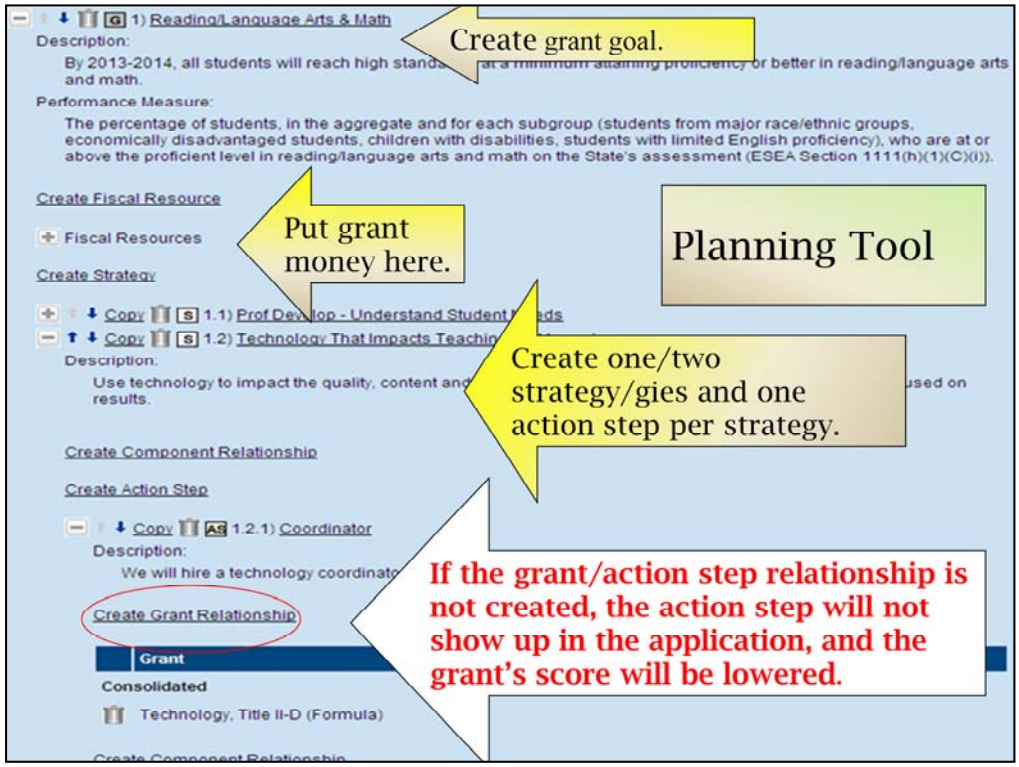
However, the dissemination project will not align with, and cannot be used to support, school activities. Thus, creating a separate goal for this grant should be done to keep different focuses and separate funding uses.



- As a **Fiscal resource** for the dissemination goal, enter the entire amount requested over the two-year period into the fiscal year box for each year.

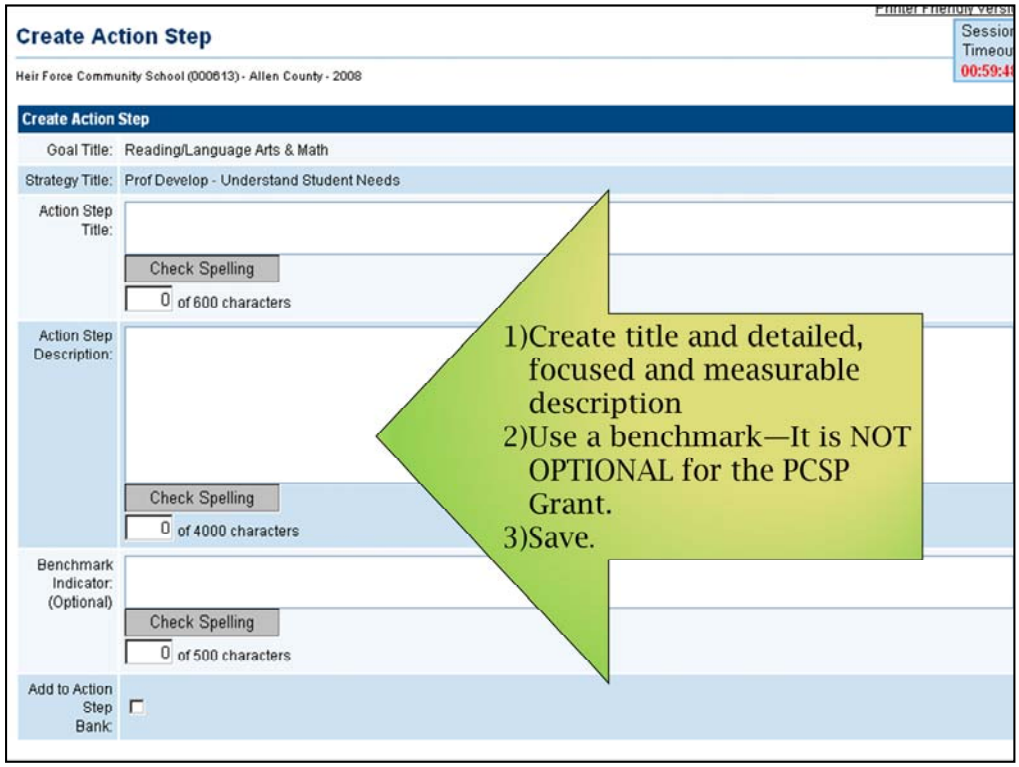
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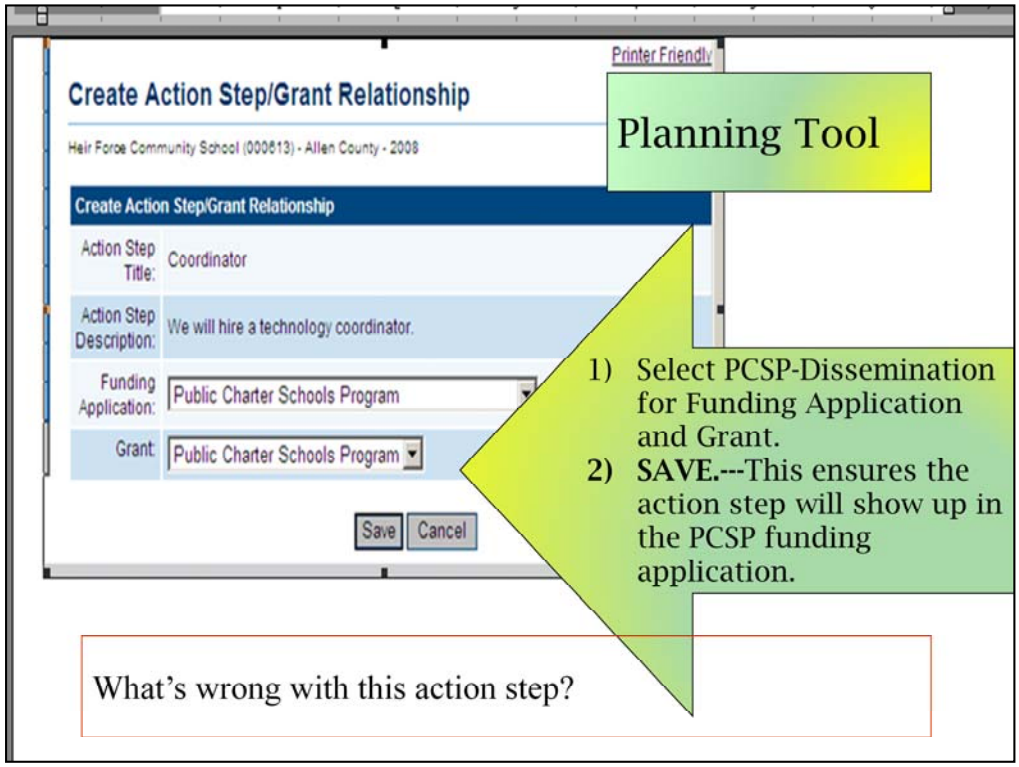
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1) A grant goal may be used by more than one funding application; NEVER delete a goal if others use it because it will erase everything connected with it.
2) For the dissemination grant, create a new dissemination goal—the rest of the goals in the CCIP plan refer to funding to be used by the school itself for its program. The dissemination grant cannot be used to fund the school that receives it, so it is confusing to try to use a school-related goal.
3) Fiscal resources will show the only grant that uses this goal.
4) Create an Action Step for each strategy to show how you will use the grant money for that year. Make the action steps detailed enough that the grant reader will easily understand what you will be doing, and how the action step will support and further your dissemination project. Please be sure to indicate how and when it will begin to help students at other schools to succeed academically. The ultimate purpose of the dissemination grant is to enable students in other schools to benefit academically from a practice developed by the disseminating school.
5) Add a grant relationship to show the grant that is funding these specific action steps. This action step will then show up on the funding application side for the grant.



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Make the title descriptive of the action that will be described. Explain the action step for that year; possibly refer briefly to what was done in the past, especially if it illuminates the reason for your action step. The benchmark will show what you intend to accomplish during the year and should provide the starting point for next year's action step.



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Problems with this action step are:

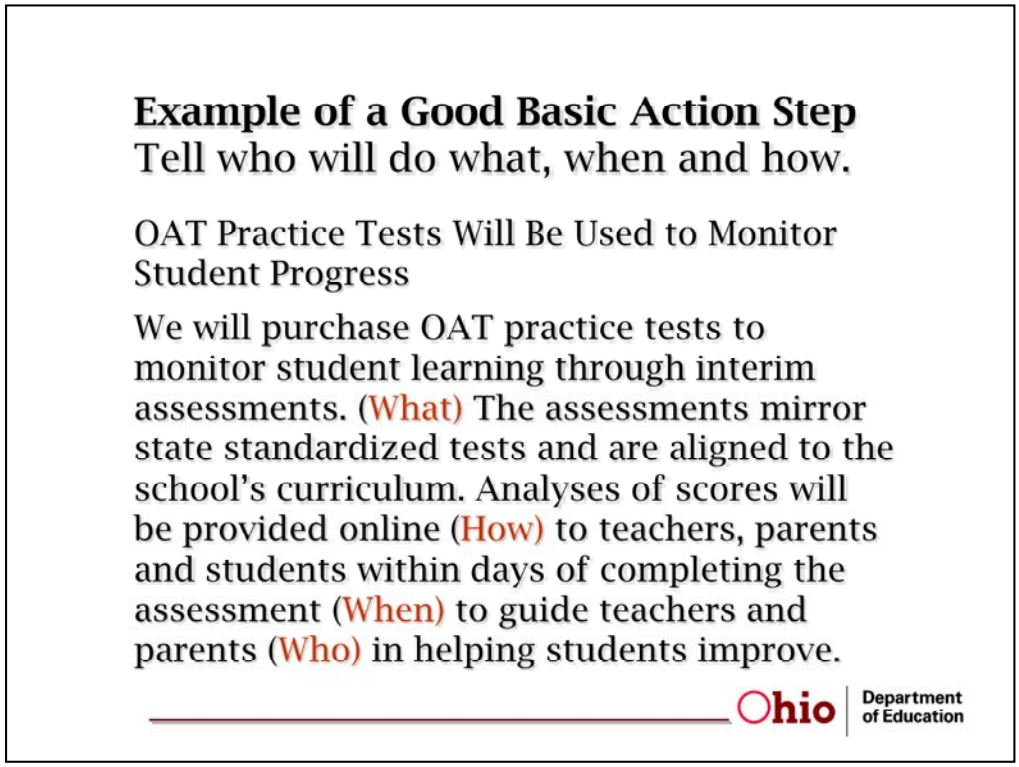
•the action step title should be more informative,

•the description must be well-written, focused and lengthy enough that the grant reader will understand what the school will be doing and why.

•Most important, PCSP funding cannot be used to hire personnel or pay for operating costs.

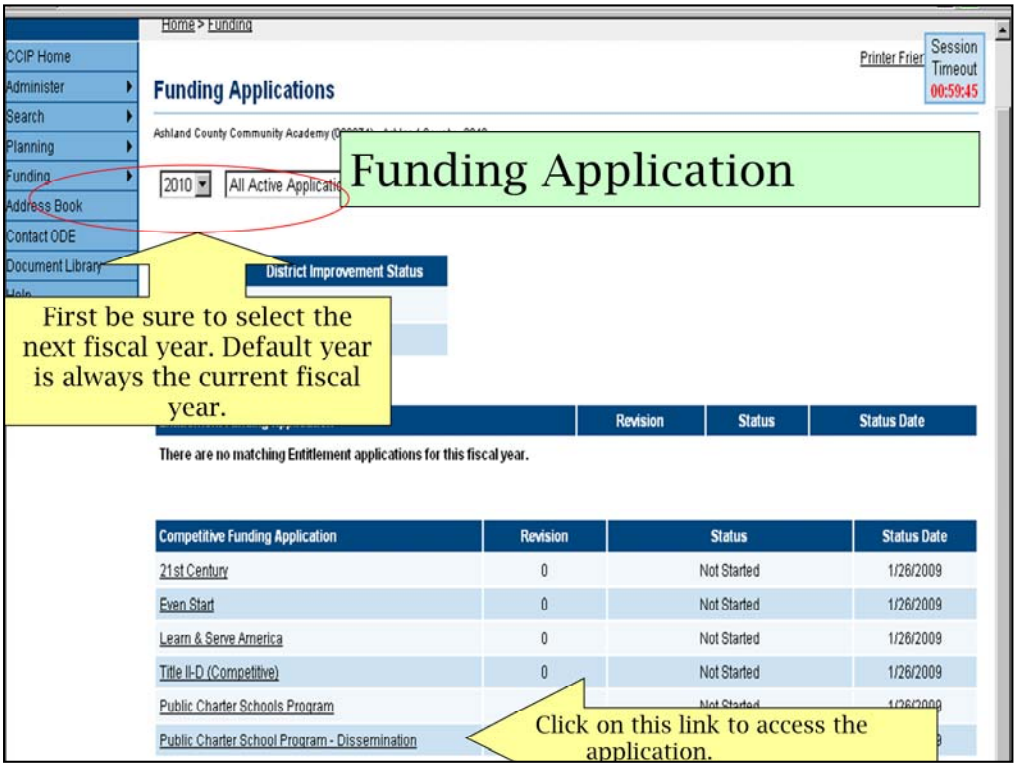
Fortunately, this is not an actual application.

Our next slide will discuss the key components of a good action step.



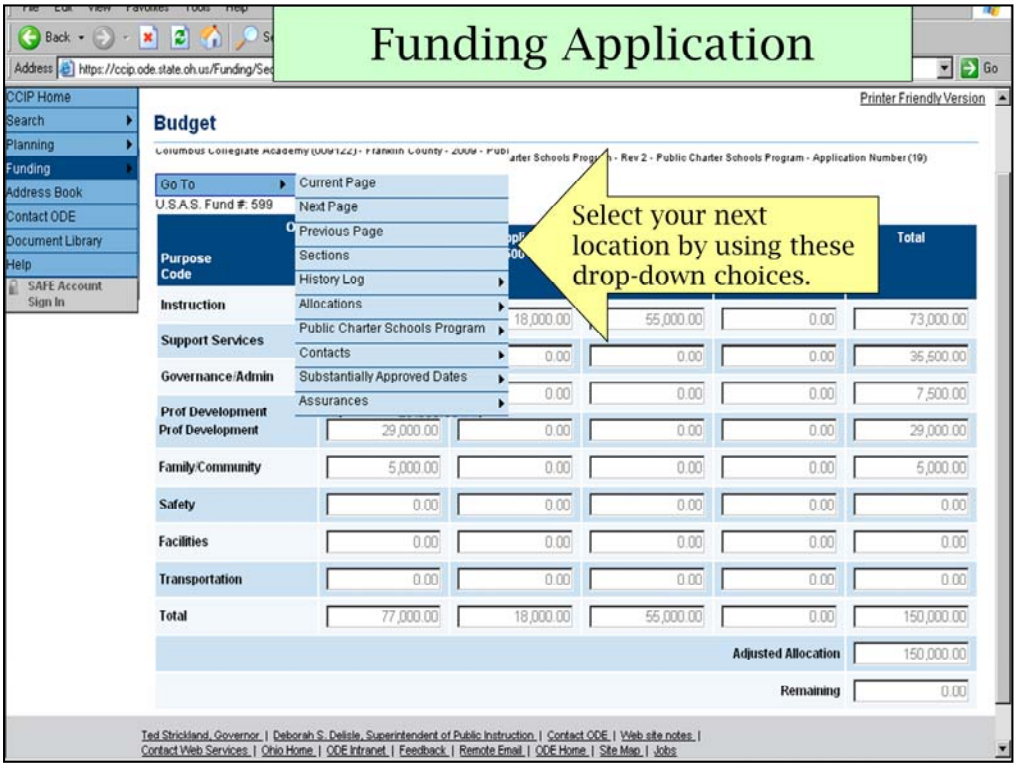
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There should be more detail about how the tests will be used, particularly what data will be focused on, or how it will be used to reshape approaches to individual students. But this is a good brief outline of what the action step should do.



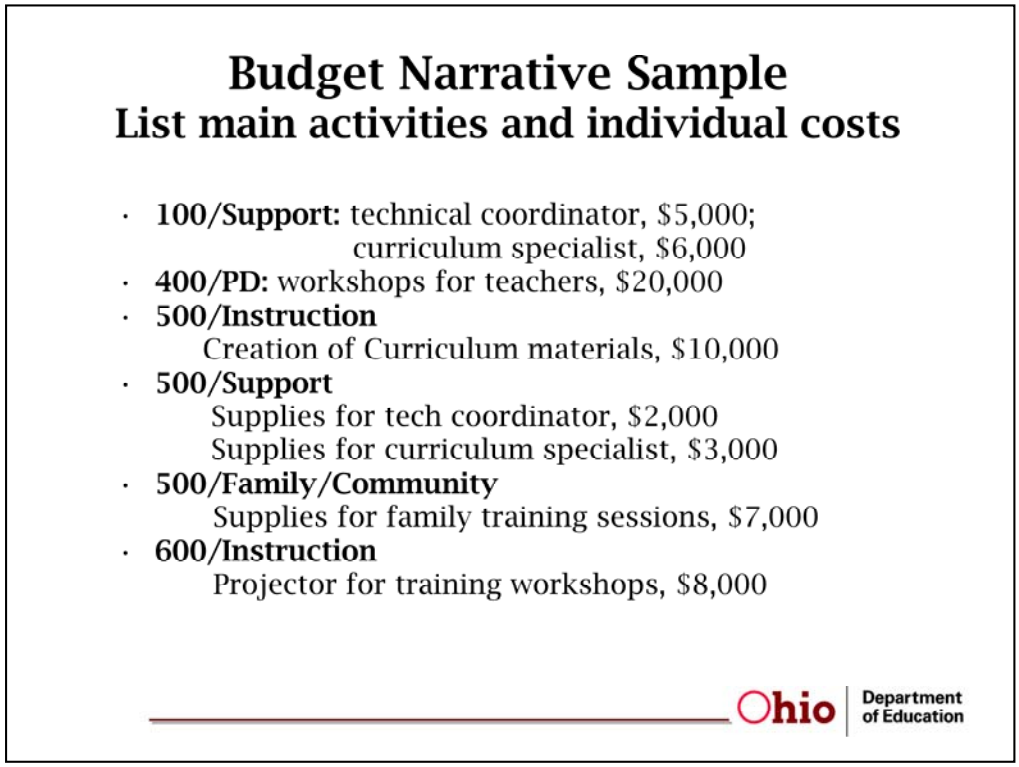
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Once you are logged into the CCIP for your school, you should go to the Funding Side (FA= Funding Application) where you will see the grants your school potentially has available. Each grant has its own consultant, who is listed in the address book for your school. Please review the CCIP training that was held the first Tuesday in February and is available in the Elluminate archives for details about the Address Book and using the History Comment function to send messages to ODE consultants.



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If you select “next page” you go to the application page; the budget page is then the “previous page,” so you can work back and forth between these two pages in the funding application.



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$20,000 would need to be broken down further to be approvable. In general, more detail would be required, including some indication of what the hired personnel would do, what the family sessions would involve, what curriculum materials would be created, etc.

Grant Requirements

- Auditable records coded using the Uniform School Accounting System (USAS).
- Time and effort logs for all personnel involved in the project.
- CCIP Doc Library for Community Schools has examples and more information.



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A document explaining USAS is available in the CCIP Doc Library for Community Schools, on the OCS Web site and also from the Auditor of State's Web site. A sample time/effort log is in the PCSP-Dissemination folder in the Doc library.

Grant Requirements



- As public records, all grant materials, correspondence and emails must be made available both during the project period and for five (5) years after submission of the final expenditure report (FER), or longer if an audit is in progress or other fiscal issues have been raised.

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Grant Requirements

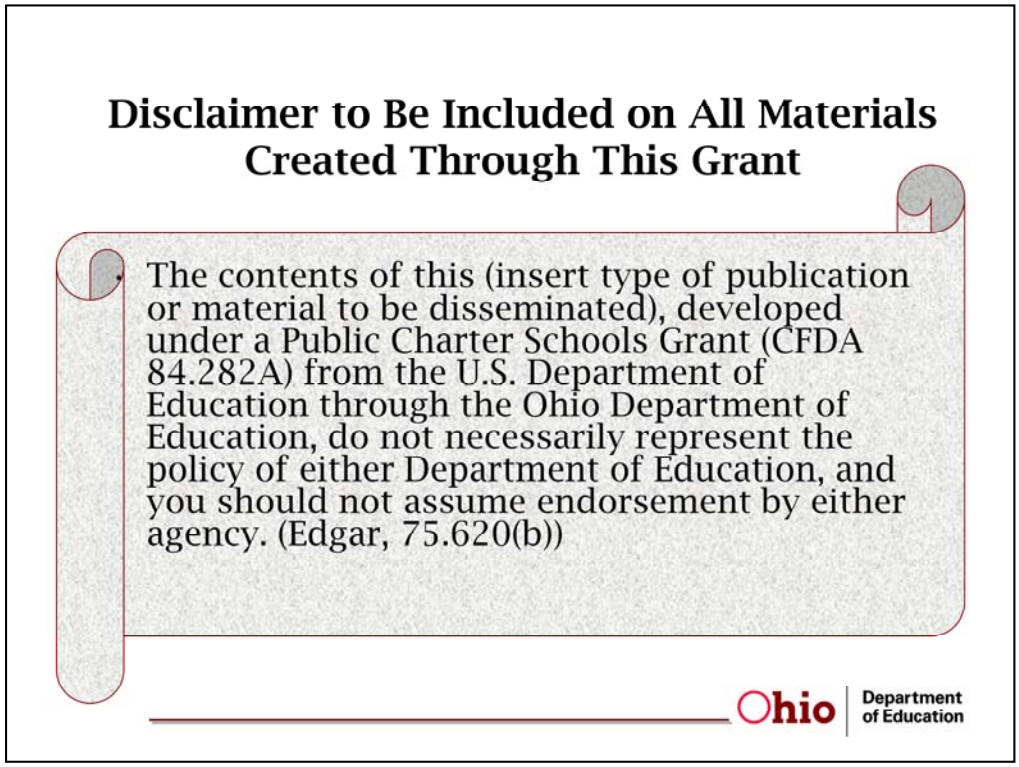


Monitoring will occur during the grant period, both to offer technical assistance and to evaluate the project's progress. Failure to cooperate will result in termination of the grant and cancellation of funding.

ODE will terminate a grant with 30 days notice if funding activities are not supporting the purpose of the grant or are not in compliance with federal or state guidelines.

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Please don't forget to use this federal disclaimer for all items created by the grant.

Permissible Uses of Funds

- Salaries and allowable benefits to staff or contracted personnel directly involved in the project for their participation in the project. Care must be taken to avoid supplanting previous salary for staff. A time and effort log for all project personnel must be maintained.



- Up to five (5) percent of the approved budget may be used for governance/admin.

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For definitions of supplanting and supplementing, please check the Doc Library Financial Information section. The link to this document is lower down on the blue menu.

Permissible Uses of Funds

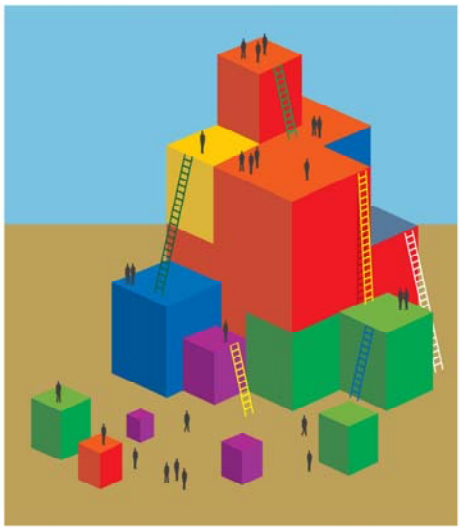


- If the school's Web site must be expanded, or additional electronic items are required for the project, these may be approvable; however, large-scale purchases of technology or multiple items, especially if the items will be retained by the school, will be disallowed.

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Nonpermissible Uses of Funds

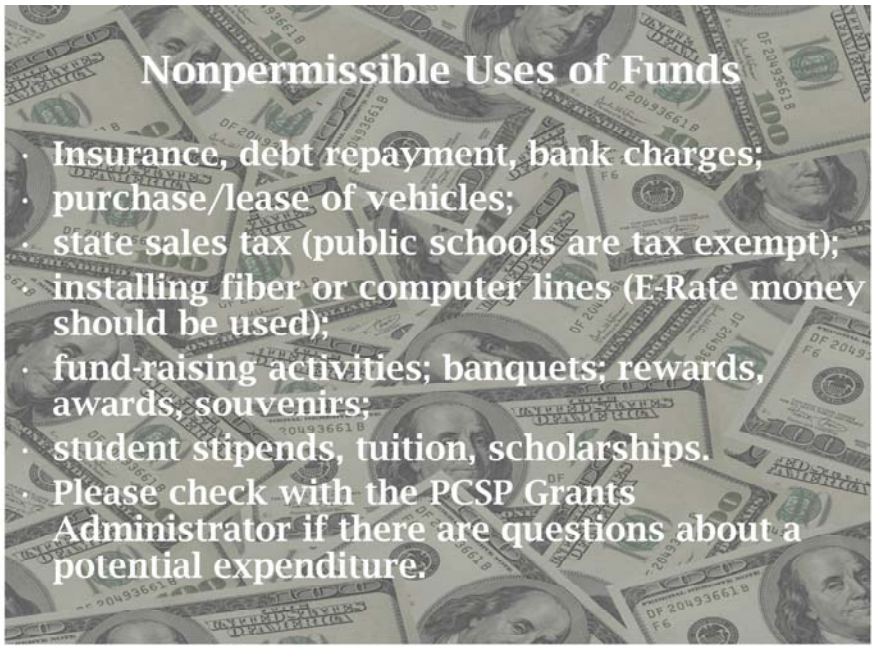


- Any expenditure to promote, equip, remodel or renovate the school creating the dissemination project. If the school does not currently possess the requisite technological resources to do the project, it may be considered not to have the capacity to do the project and will not be awarded.

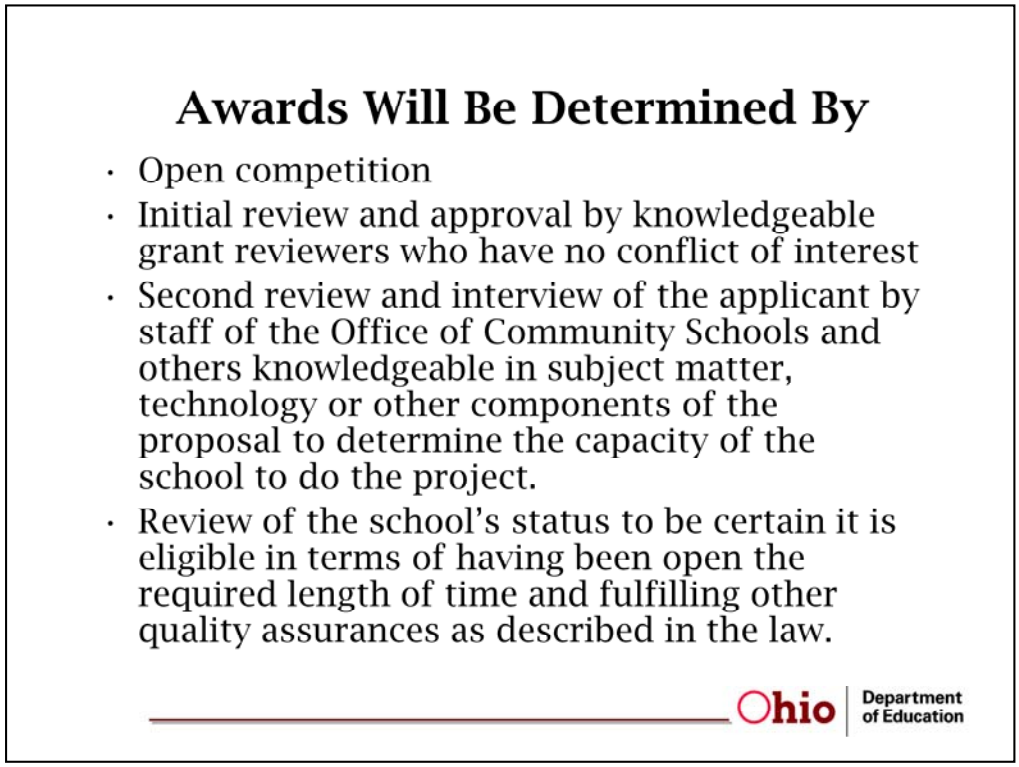
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In line with the intent of this grant, only limited funding can be used to buy equipment or items that will be retained by the disseminating school. We anticipate that only about 5% of the award should go to this purpose.


Nonpermissible Uses of Funds
· Insurance, debt repayment, bank charges;
· purchase/lease of vehicles;
· state sales tax (public schools are tax exempt);
· installing fiber or computer lines (E-Rate money should be used);
· fund-raising activities; banquets; rewards, awards, souvenirs;
· student stipends, tuition, scholarships.
· Please check with the PCSP Grants Administrator if there are questions about a potential expenditure.
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The grant is competitive, and some applications will not be funded or will be funded at a level different from the one requested.

Dissemination Award Process

- May-June: competitive review
- July-August: In-house interviews of potential awardees, budget review and approval
- Applicants will be notified of awards through the CCIP

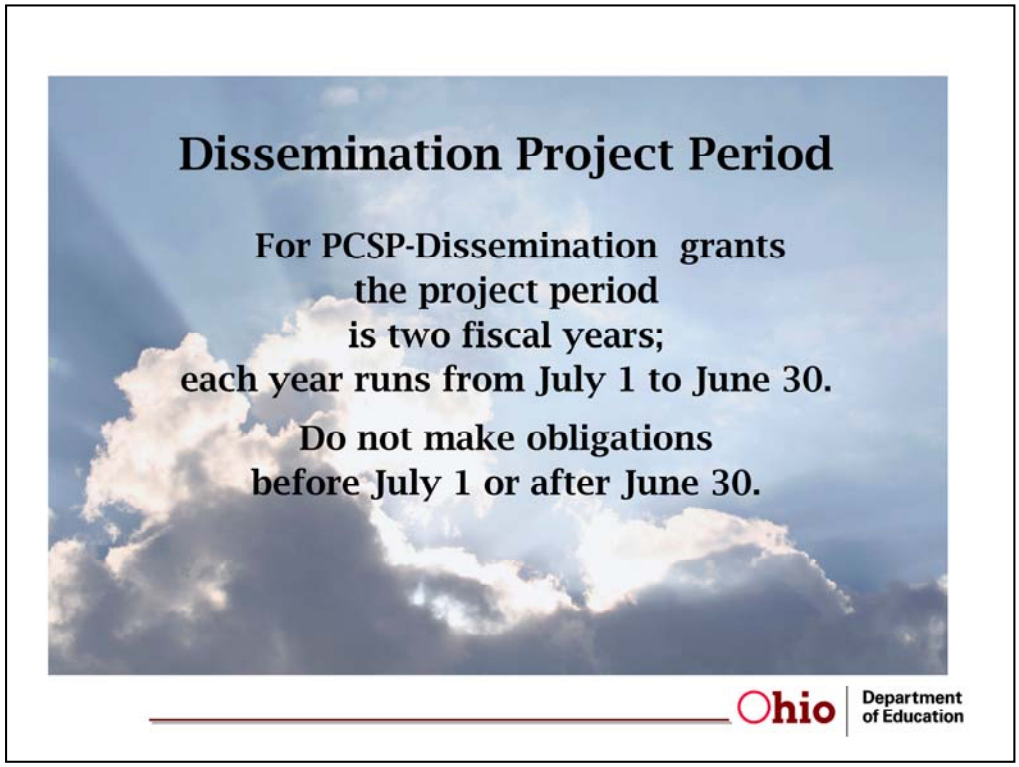


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If budgets are done correctly, the review and approval process will be greatly facilitated.

Because the state closes its fiscal accounting system from 6-15 to 7-15, no funding is possible during this period. Thus the earliest anyone will receive money is near the end of July.



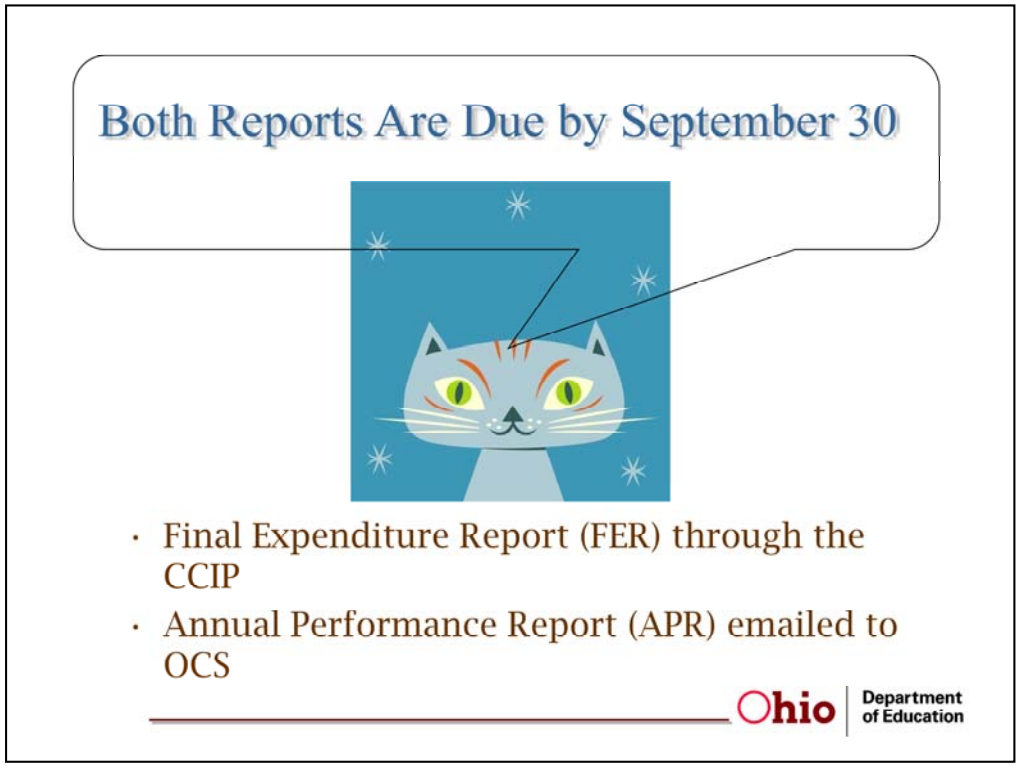
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We do not fund dissemination grants for a one-year period, because it is not a long-enough time for a successful project.



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These can be either hard copy or electronic in nature. We are also interested in any Web link that may be created by the disseminating school to the materials in use or created by the project. Such Web links allow us to let federal monitors and other interested parties see what the school is creating/using for its project.



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These are two requirements to close out each fiscal year. Failure to submit them by the deadline will lower the school's DER (District Efficiency Rating) and impact future funding.

The APR form and guidance are in the Doc Library and on the OCS Grants Web page. The FER becomes available in the CCIP after June 30 annually.



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On the Office of Community Schools Web site there is a link to the Auditor of State's special Web page for Community Schools. There is a lot of useful information on that Web page about auditing requirements for community schools.



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