

INSTRUCTIONS for participants.

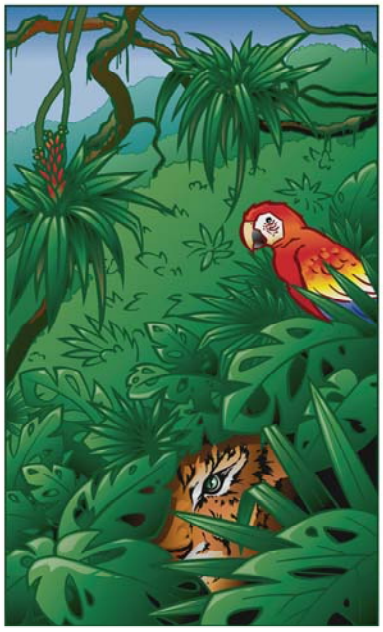
Please sign in with your school name, IRN and give an email address so you can be contacted with additional information.

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.

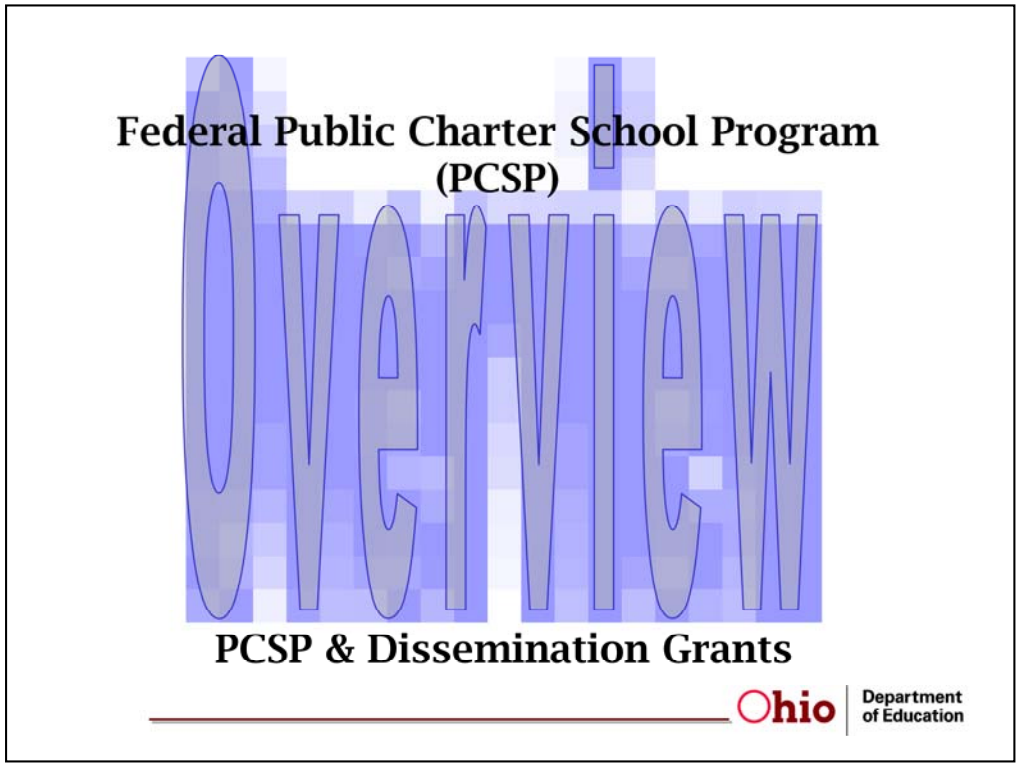
Susan H. Moss, Ph.D.

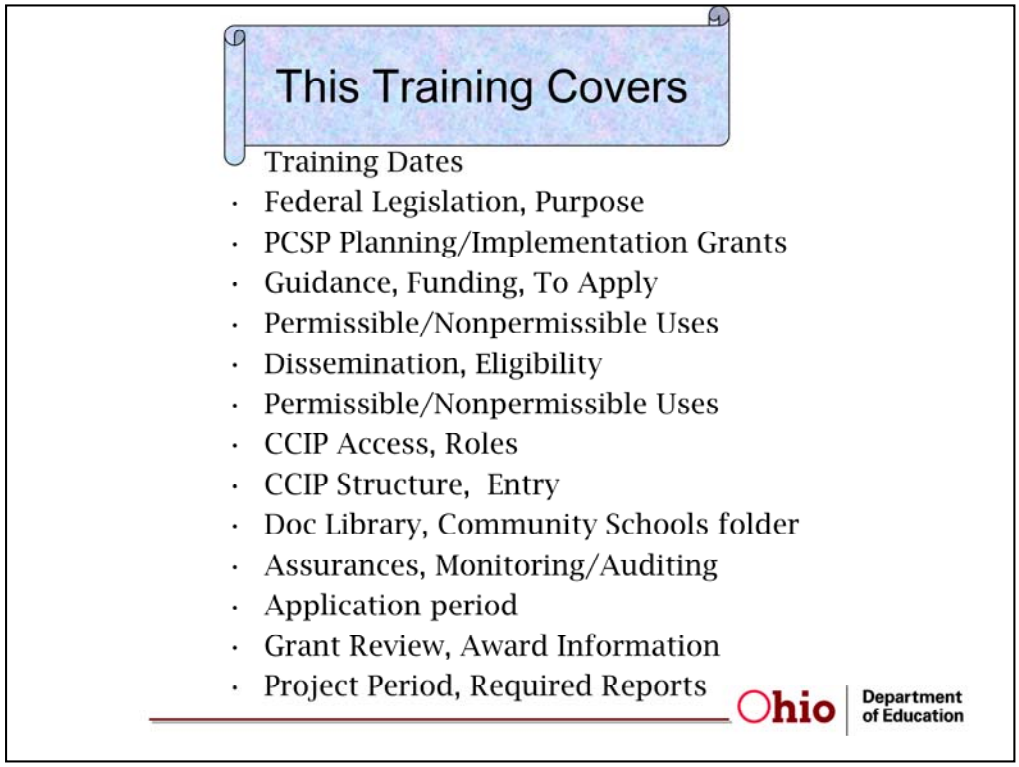
Grants Administrator
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susan.moss@ode.state.oh.us



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Contact person for questions about the grants.


Federal Public Charter School Program
(PCSP)
Overview
PCSP & Dissemination Grants
Ohio
Department
of Education



Outline of topics to be covered. Each topic is covered in greater detail in one or more of the three previous trainings.

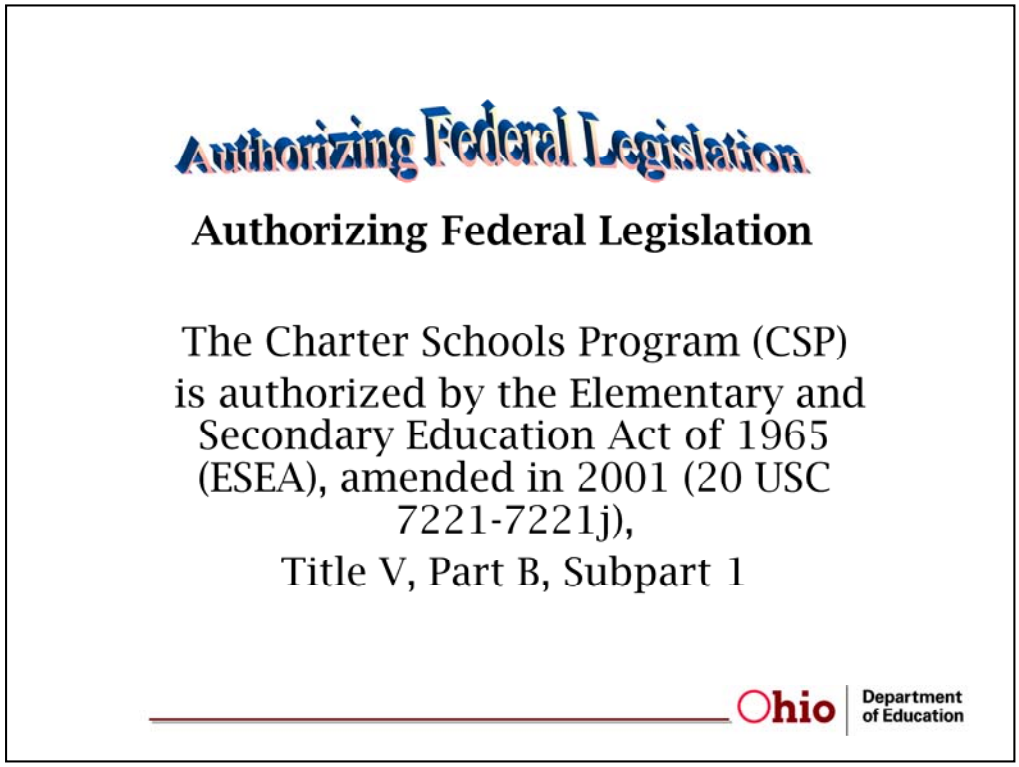
The Office of Community Schools (OCS) holds
Elluminate trainings on
Public Charter School Program (PCSP) grants on
Tuesdays throughout February.

- First Tuesday
  How to Use the CCIP
- Second Tuesday
  PCSP Planning and Implementation Grants
- Third Tuesday
  The PCSP Dissemination Grant
- Fourth Tuesday
  Overview of PCSP Grants for Sponsors and Others



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The Office of Community Schools offers Elluminate trainings for PCSP grant applicants throughout February. The completed trainings are then available for repeat viewing from the Elluminate Web site or from links on the OCS grants Web page called “Elluminate Trainings.” Anyone may view the trainings by using the password “grant.” To join a future session, go to the OCS Calendar of Events, where a link is available.



Where you can find the federal definition of the program and its intention.



Authorizing Federal Legislation

CSP is subject to the
Education Department General
Administrative Regulations (EDGAR)
at 34 CFR parts 75, 76, 77, 79, 80,
81, 82, 85, 86 and 99.

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The federal government carefully tracks states' GRPA performance. In addition, Ohio has selected performance on the OGT as one of the measures to judge our success with PCSP funding.

Two Public Charter School Program (PCSP) Grants

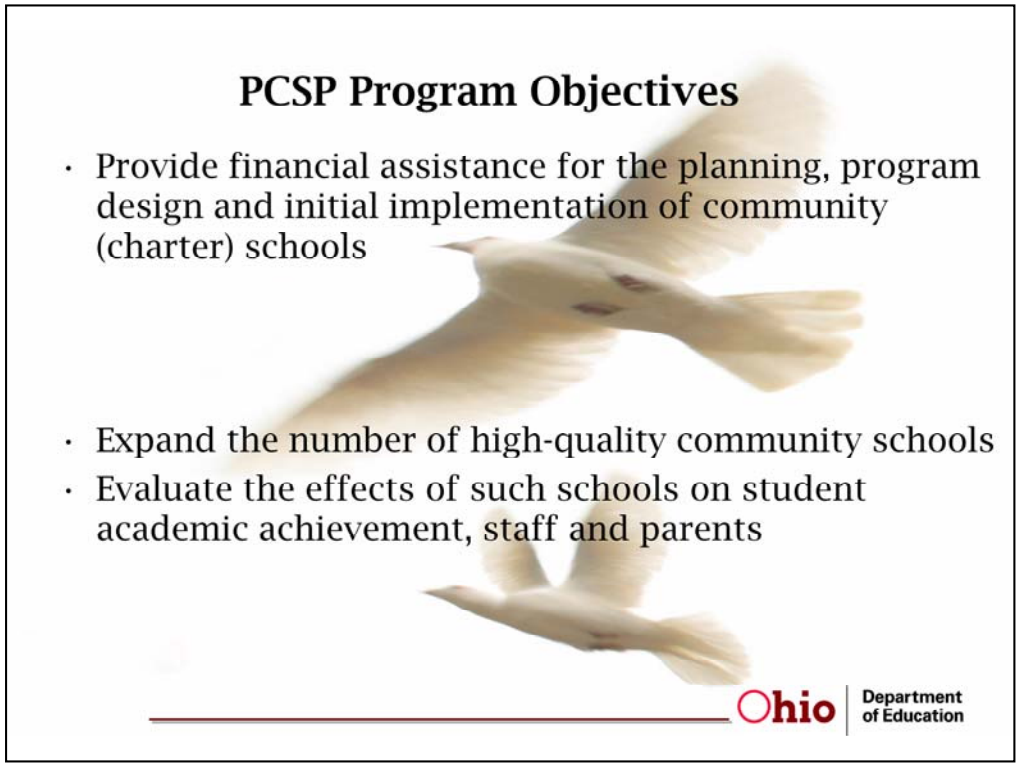
1. PCSP planning and implementation grants are for schools in their first three years of operation
2. PCSP dissemination grants are for schools in operation more than three years with a promising practice to disseminate



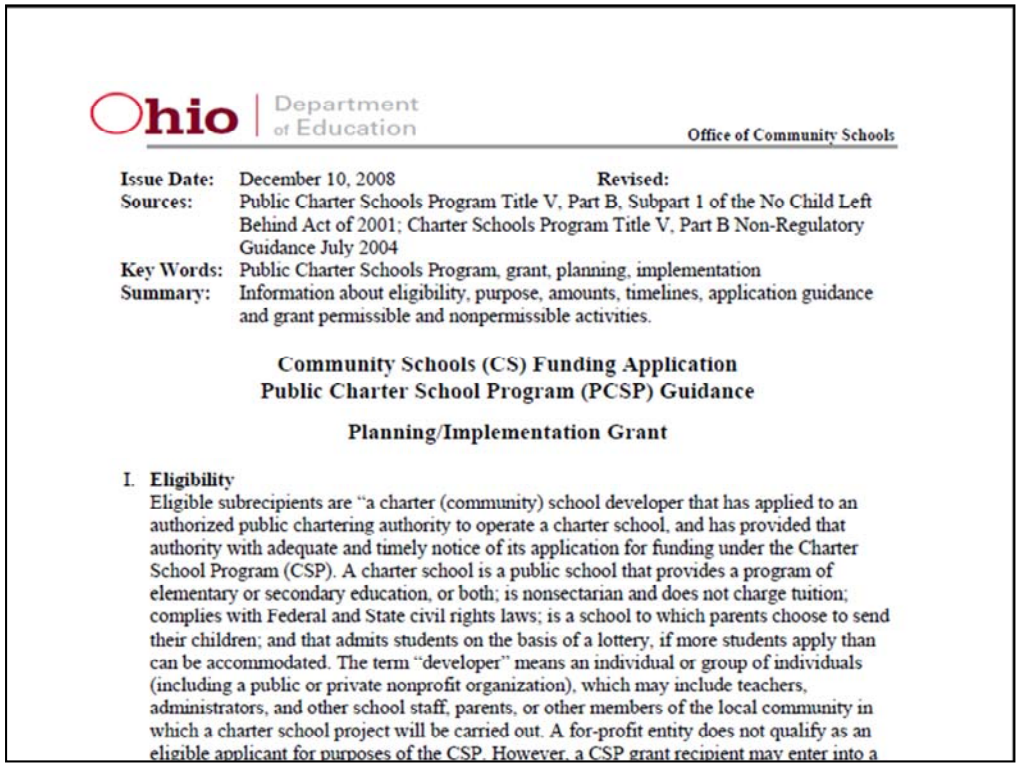


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Planning/Implementation grants were covered on the second Tuesday in February; the dissemination grant on the third Tuesday.



Establishing high-quality community schools that serve the individual needs of the students is the ultimate goal of PCSP funding.



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Office of Community Schools

Issue Date: December 10, 2008 **Revised:**
Sources: Public Charter Schools Program Title V, Part B, Subpart 1 of the No Child Left Behind Act of 2001; Charter Schools Program Title V, Part B Non-Regulatory Guidance July 2004
Key Words: Public Charter Schools Program, grant, planning, implementation
Summary: Information about eligibility, purpose, amounts, timelines, application guidance and grant permissible and nonpermissible activities.

Community Schools (CS) Funding Application
Public Charter School Program (PCSP) Guidance

Planning/Implementation Grant

I. **Eligibility**

Eligible subrecipients are "a charter (community) school developer that has applied to an authorized public chartering authority to operate a charter school, and has provided that authority with adequate and timely notice of its application for funding under the Charter School Program (CSP). A charter school is a public school that provides a program of elementary or secondary education, or both; is nonsectarian and does not charge tuition; complies with Federal and State civil rights laws; is a school to which parents choose to send their children; and that admits students on the basis of a lottery, if more students apply than can be accommodated. The term "developer" means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators, and other school staff, parents, or other members of the local community in which a charter school project will be carried out. A for-profit entity does not qualify as an eligible applicant for purposes of the CSP. However, a CSP grant recipient may enter into a

This is a complete guidance document for the PCSP grant. What we cover in this slide show is taken largely from this document. Please go to the CCIP Doc Library for Community Schools (or the OCS grants Web page) to get your copy.

Planning and Implementation Grants

- **$500,000 over three fiscal years**

1. $50,000 for planning and program development for one year before a school opens *which leads to*
2. $225,000 annually for two years of implementation after the school opens



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A complete planning/implementation grant will cover three fiscal years.

An implementation only grant will run for two fiscal years.



The PA is needed in order to secure an IRN for your school.

The IRN is needed to apply in the CCIP for funding.

Planning grant activities are listed on pp. 4-5 of the PCSP Guidance Document. The activities help ensure that the school develops knowledge of ODE's systems that will enable it to receive appropriate funding by providing essential student data.

To Apply for Implementation Funding Only

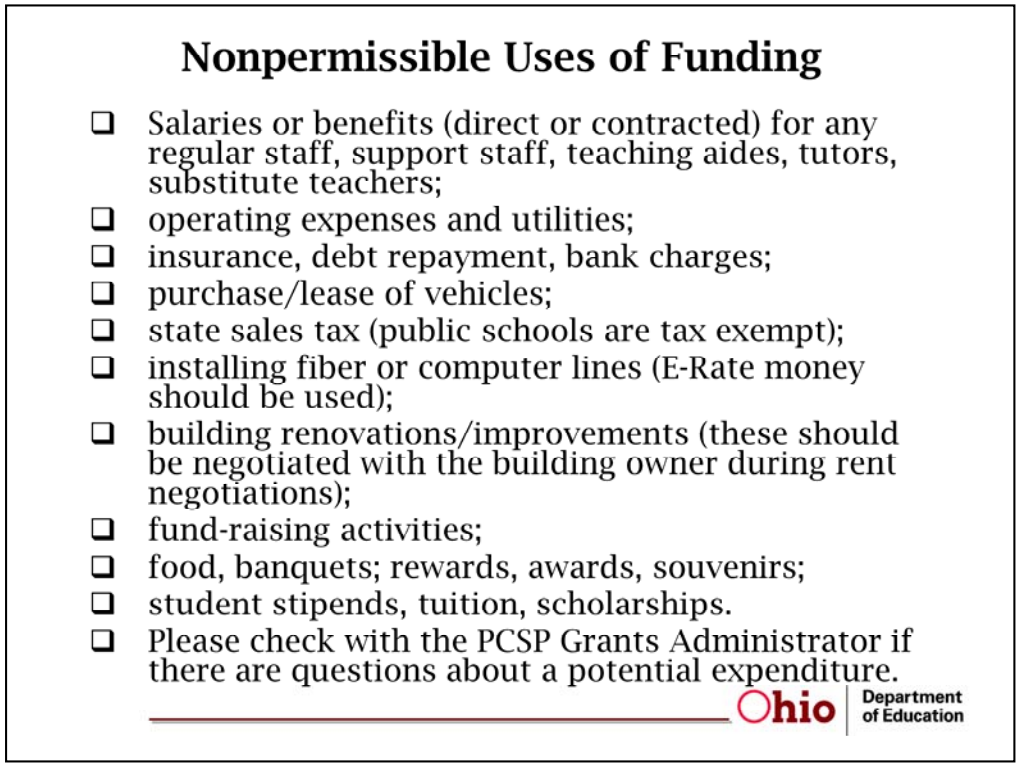


- A contract must have been or will be executed by May 15
- The school has already opened or will open by the upcoming September (or by one year from the date of the contract, if the school is dropout recovery)

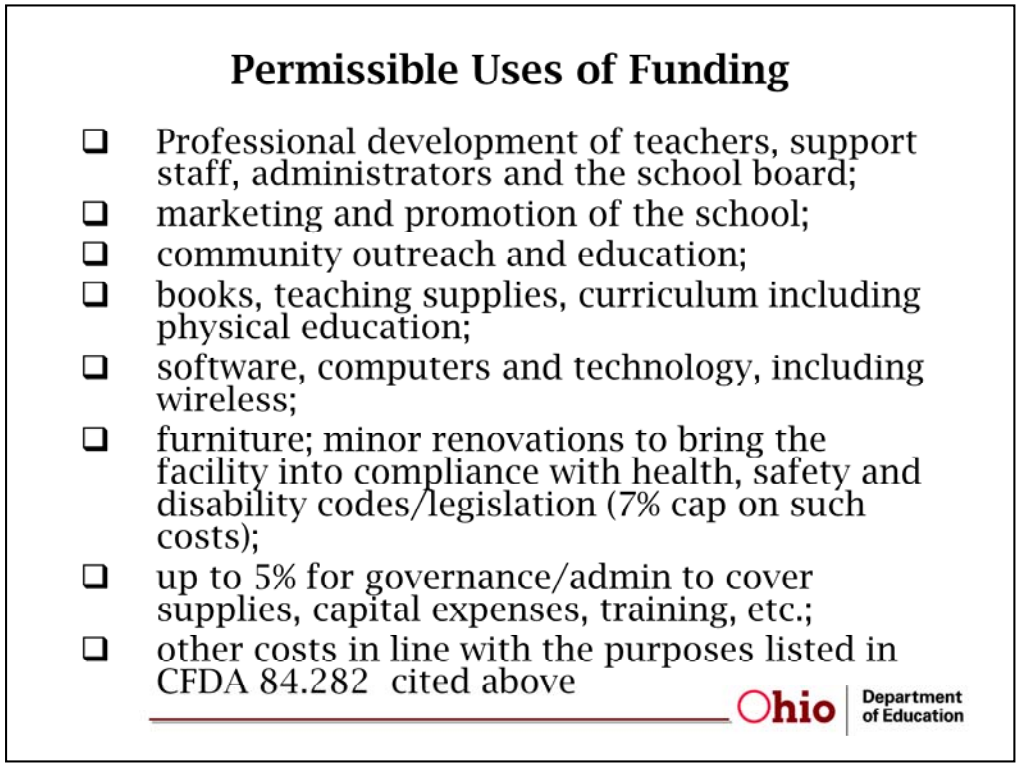
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If you have already received a planning grant and you complete the required activities during the planning year in a timely fashion, you will be automatically entitle to receive implementation funding.

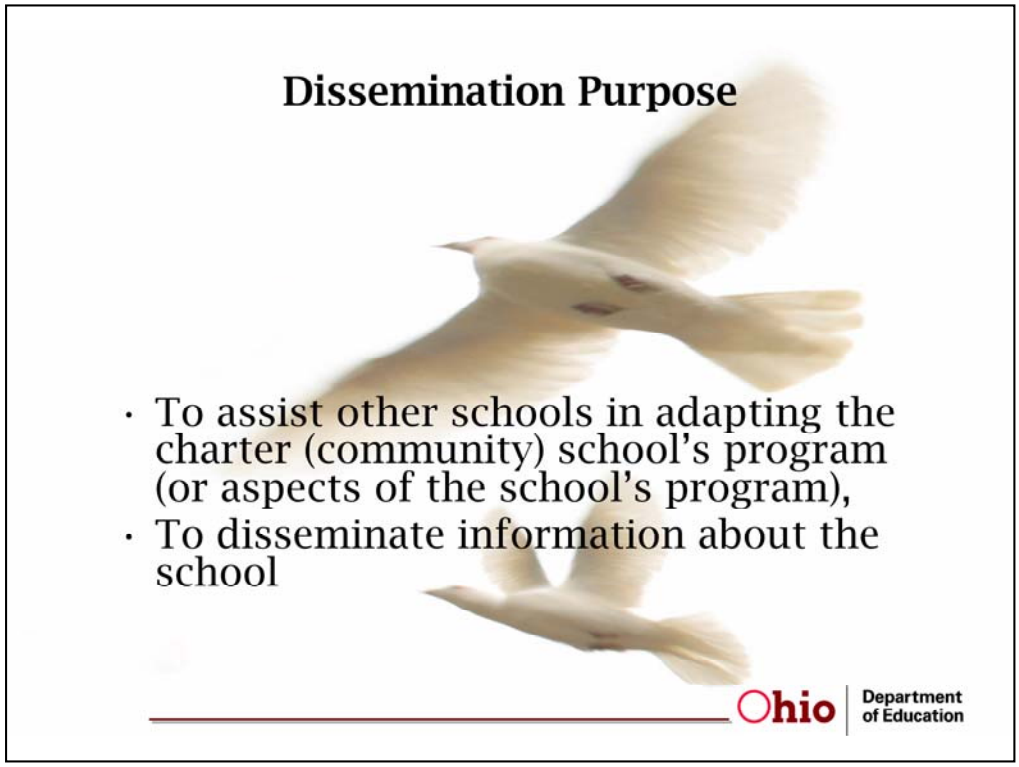
However, note carefully that each year you are to receive funding you must fill out an application in the CCIP by the deadline.



And we have listed some of the main nonpermissible uses that have been asked about in the past.



To make life a bit easier, we have developed lists of the major permissible uses of PCSP funding.



Please remember that student academic achievement is the goal of all PCSP funding. That can best be accomplished by high-quality community schools that serve the individual needs of the students.

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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How to Use the Planning Tool for the Dissemination Application

- Create a NEW GOAL that indicates the nature of the dissemination project.



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The Planning Tool contains 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.

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.

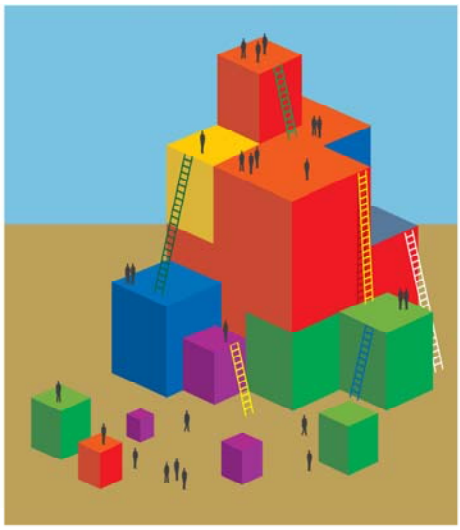


- Up to five (5) percent of the approved budget may be used for governance/admin.

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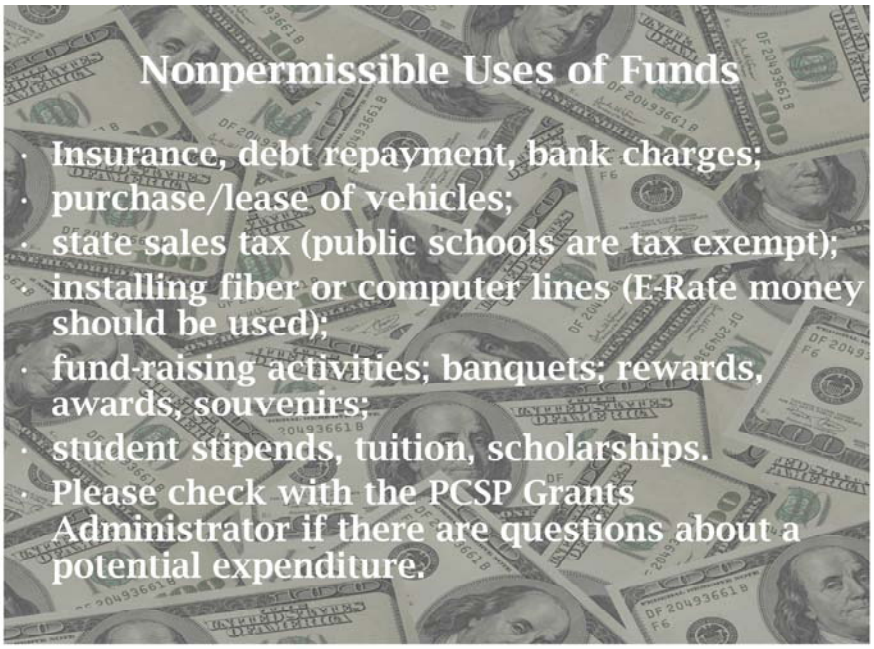
For definitions of supplanting and supplementing, please check the Doc Library Financial Information section. The link to this document is lower down on the blue menu.

Nonpermissible Uses of Funds

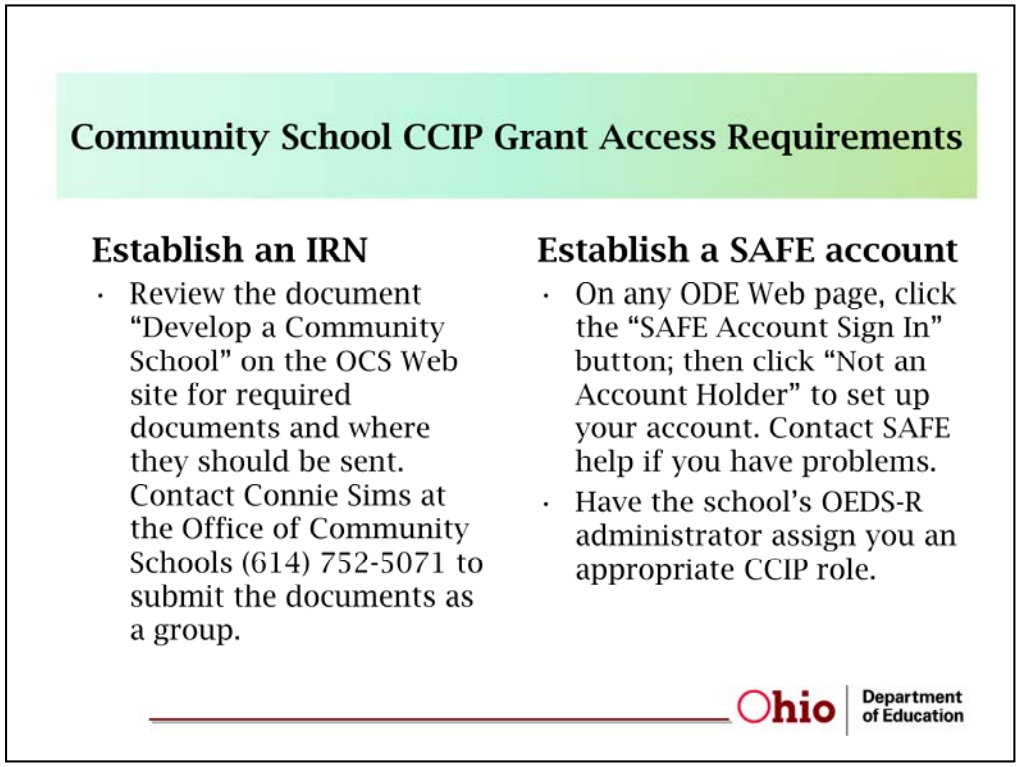


- Any expenditure to promote, equip, remodel or renovate the school creating the dissemination project. If the school does not currently possess the requisite technological resources to do the project, it may be considered not to have the capacity to do the project and will not be awarded.

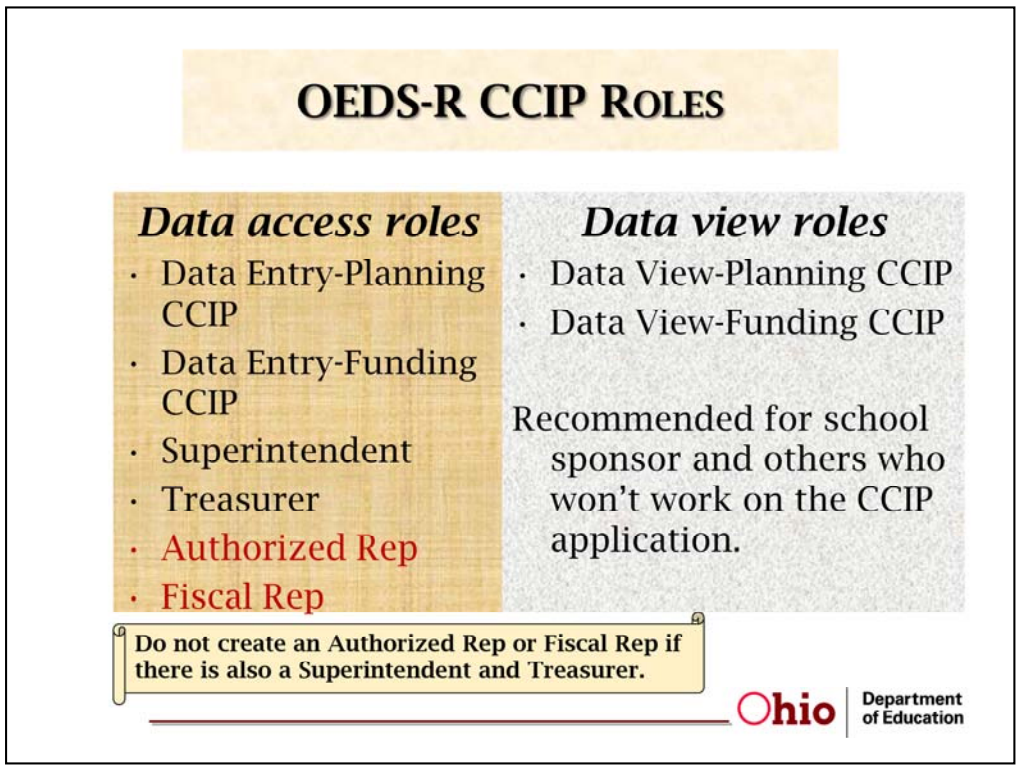
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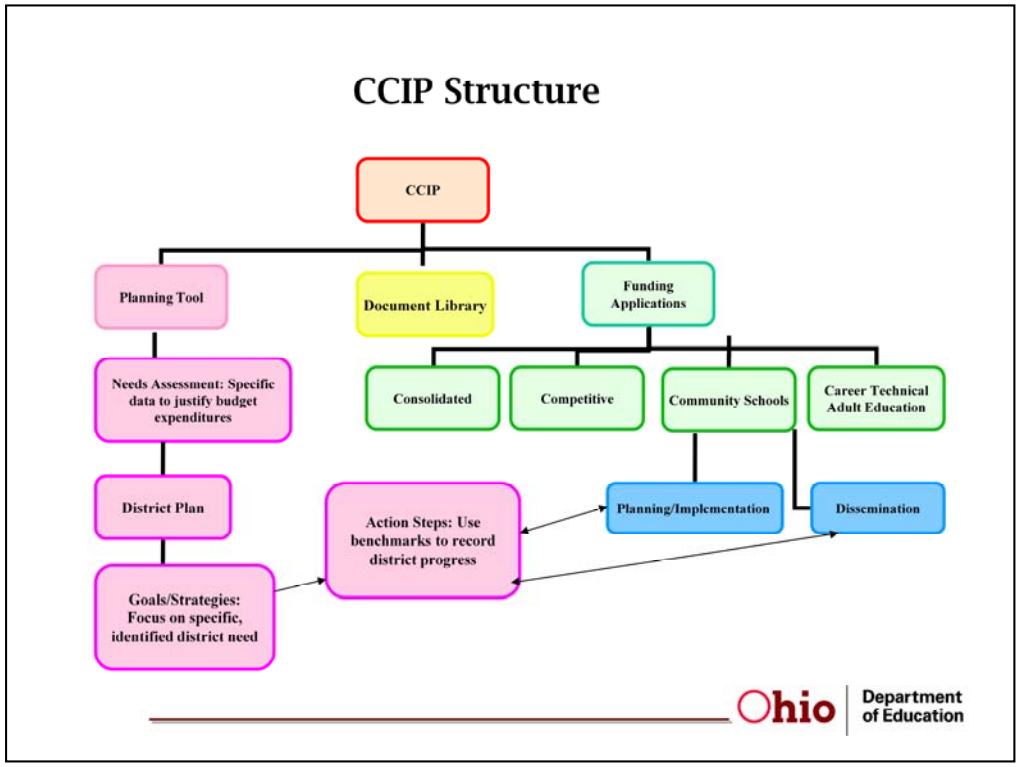


Once you know you are eligible for either the planning grant or the implementation grant, and you have an IRN so you can enter your application into the CCIP, there are two further steps to gain access to the CCIP: establish a SAFE account and be assigned a CCIP role.



There are six possible CCIP roles for each school: superintendent, treasurer, Data Entry-funding, Data Entry-Planning and Data View-Funding, Data View-Planning. Each school should have only one superintendent and one treasurer (and no additional "authorized reps"—this is a violation of fiscal security). A school can have any number of data entry or view roles assigned. Data Entry-Planning means the user can change any data in the planning tool, Data Entry—Funding means the user can change any data on the funding/budget side of the application, but not approve the application. The superintendent and treasurer already have data entry rights along with approval rights.

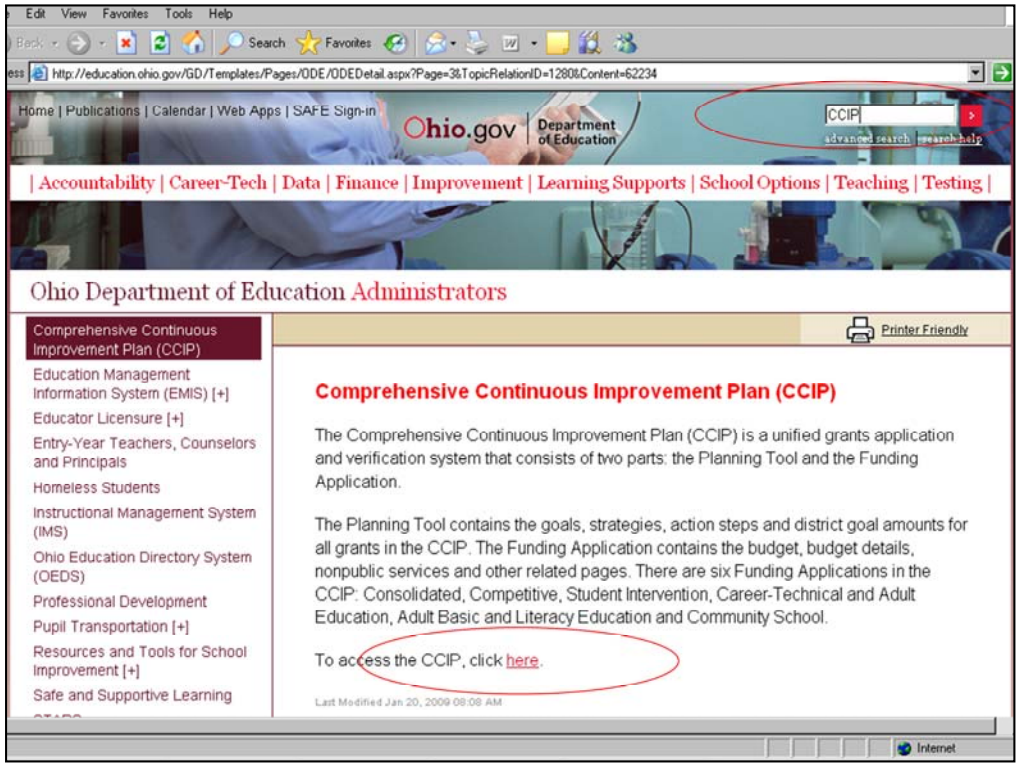
Authorized rep and fiscal rep should only be used when there is no superintendent or treasurer for the school.



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

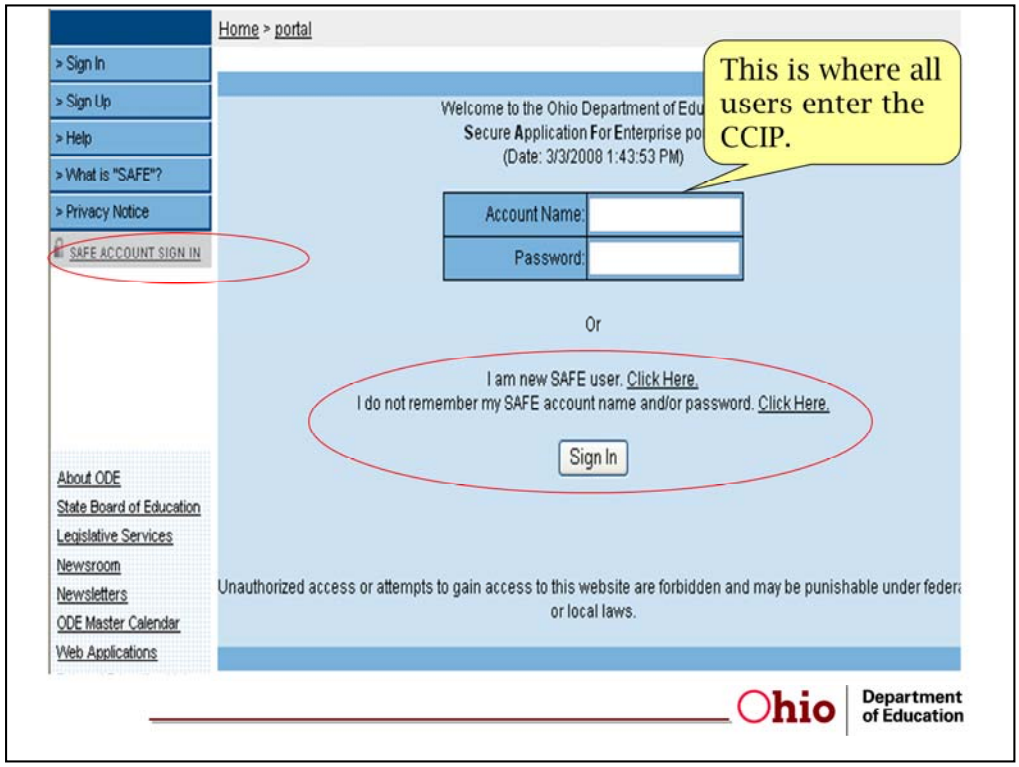
All grants a school receives are connected to the planning tool through the action steps.

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 limited in number and 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.

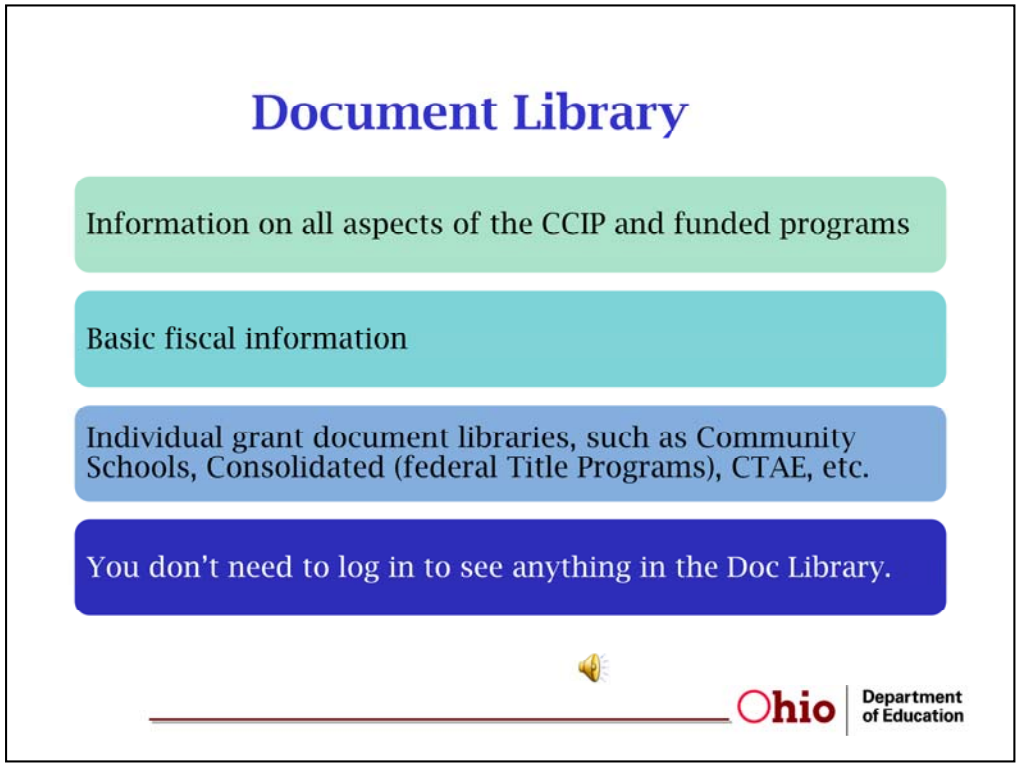


Here's how to get to the CCIP.

On the home page of ODE's Web site, enter CCIP into the Search box (upper right), click and this page appears. Then click "here" to go to the actual log-in page.

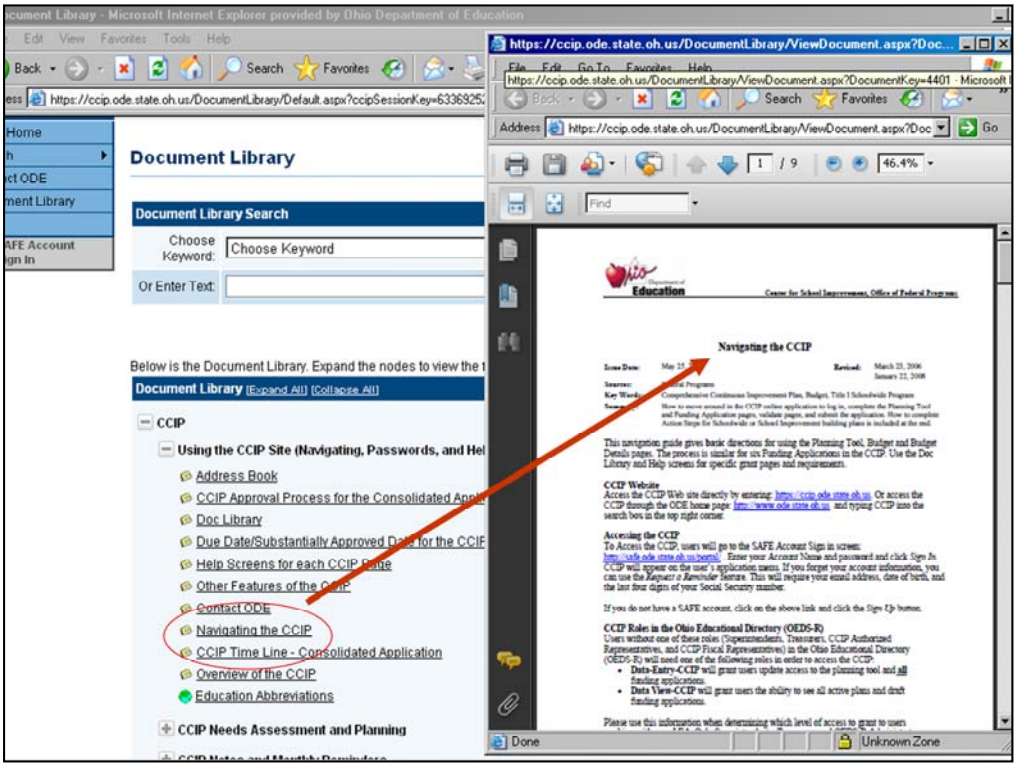


To access your CCIP application, first create a SAFE account. A new user must register using the link in the center of the page. The user must then have a CCIP role assigned through OEDS-R as was discussed previously today and in the first training, "Using the CCIP."

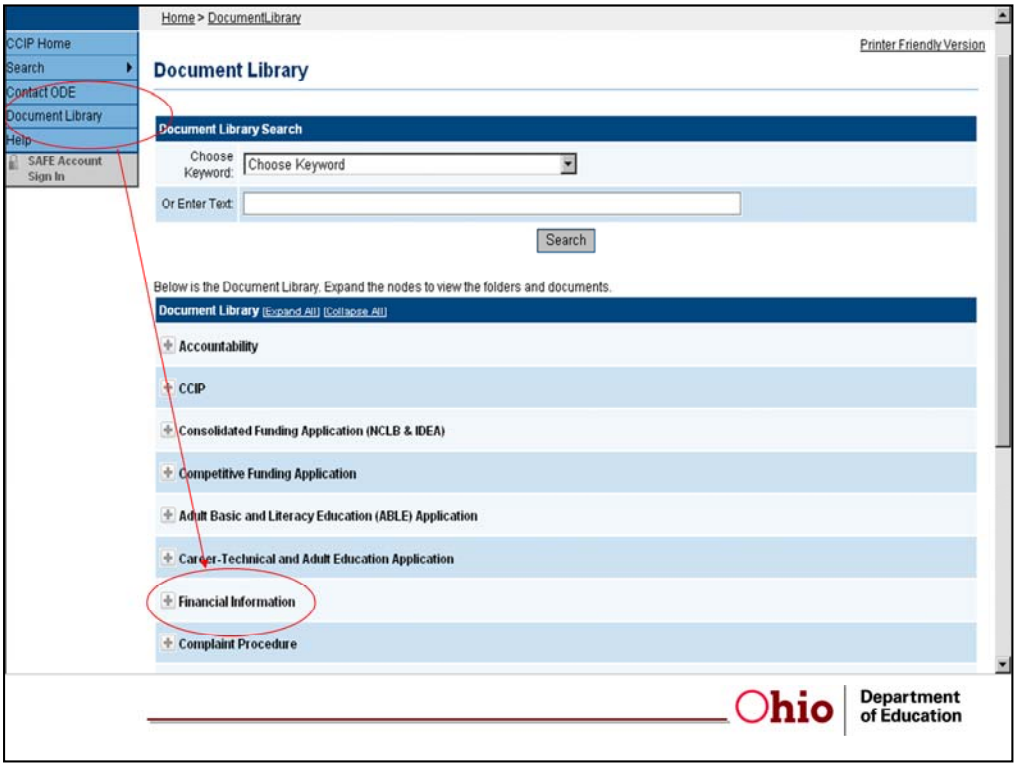


The following three slides run automatically with music.

Introduction to Doc Library layout starting from the top and ending with what the community schools doc library contains.

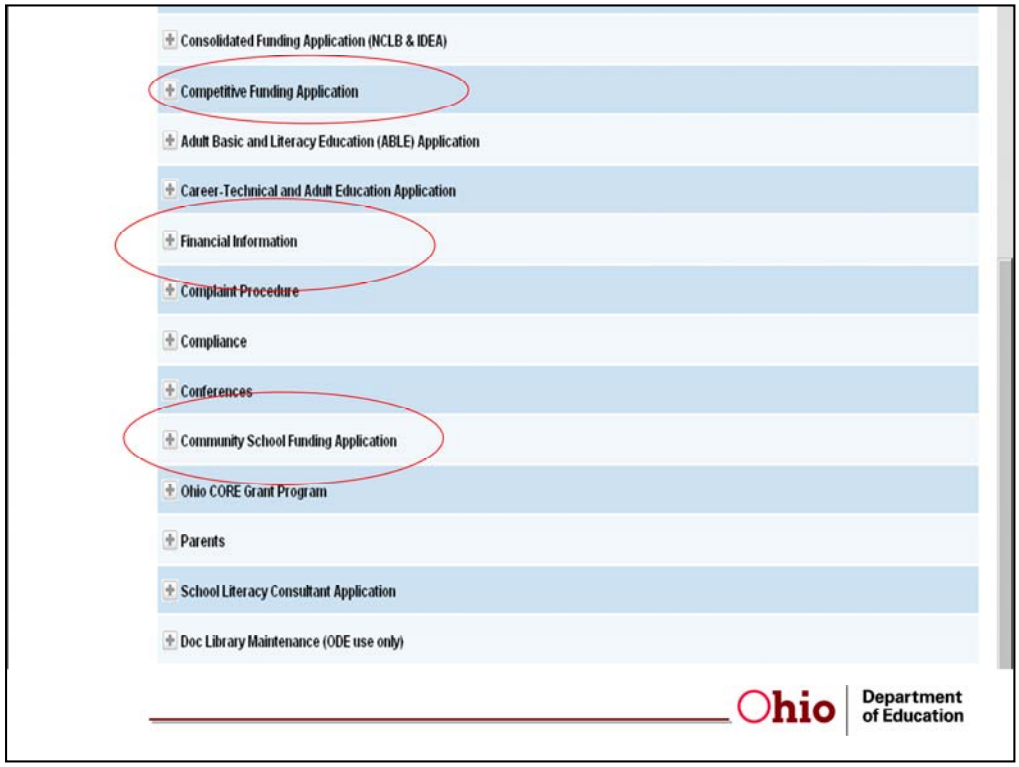


This document also covers details about accessing the CCIP, CCIP roles and OEDS-R. Only the first two pages are pertinent for the Public Charter Schools Program (PCSP) grant. If you want to receive federal title funds through the consolidated application, the subsequent pages will be useful.



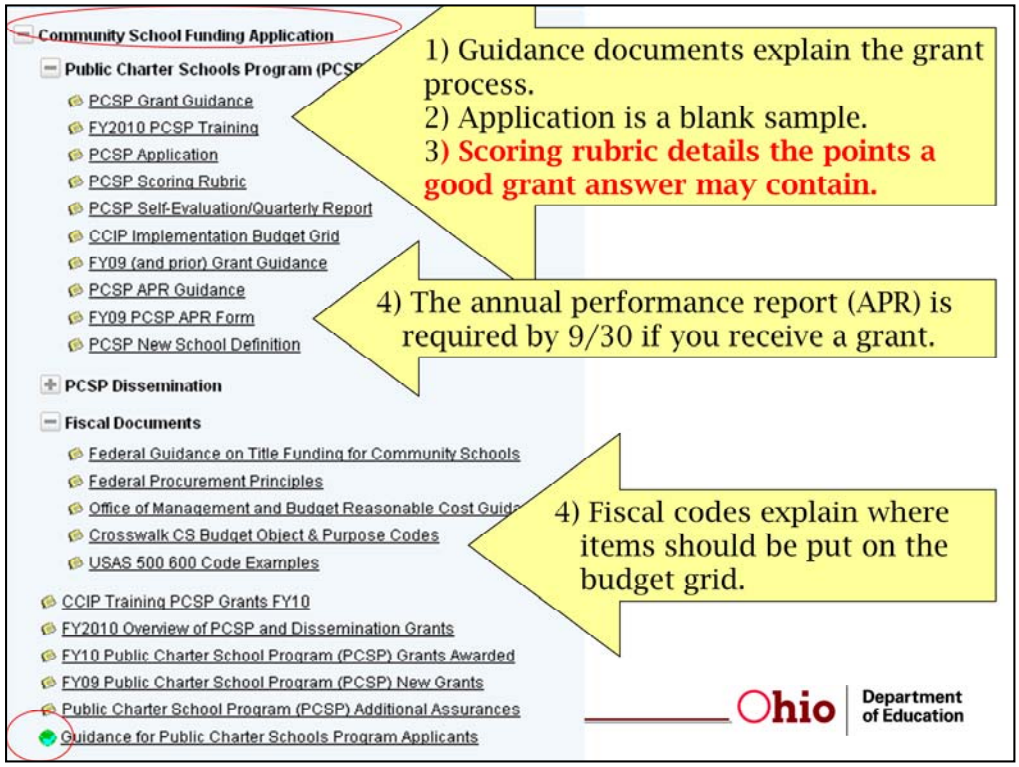
Here's the link to the Doc Library, and what it looks like when it opens.

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.

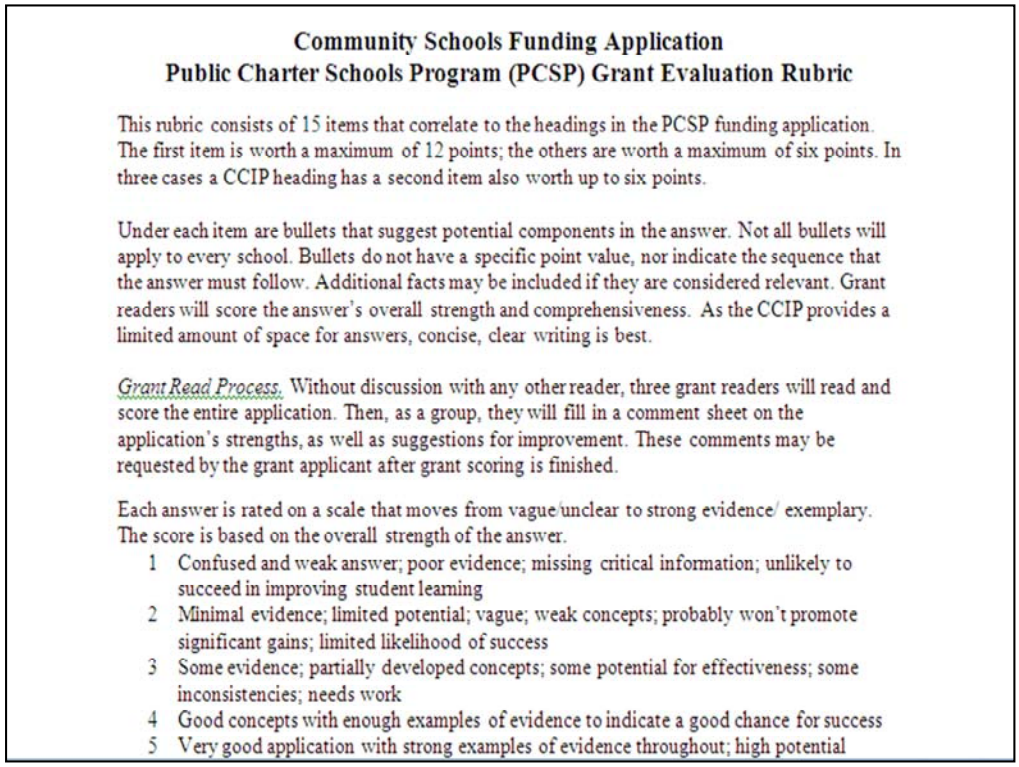


The Consolidated Application includes information on Title funding (Titles 1-6), IDEA and Early Childhood Special Education. After a new school is opened, this funding becomes available when an enrollment number is confirmed through EMIS reports. An allocation amount will be posted in your CCIP account 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.



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.



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

This rubric consists of 15 items that correlate to the headings in the PCSP funding application. The first item is worth a maximum of 12 points; the others are worth a maximum of six points. In three cases a CCIP heading has a second item also worth up to six points.

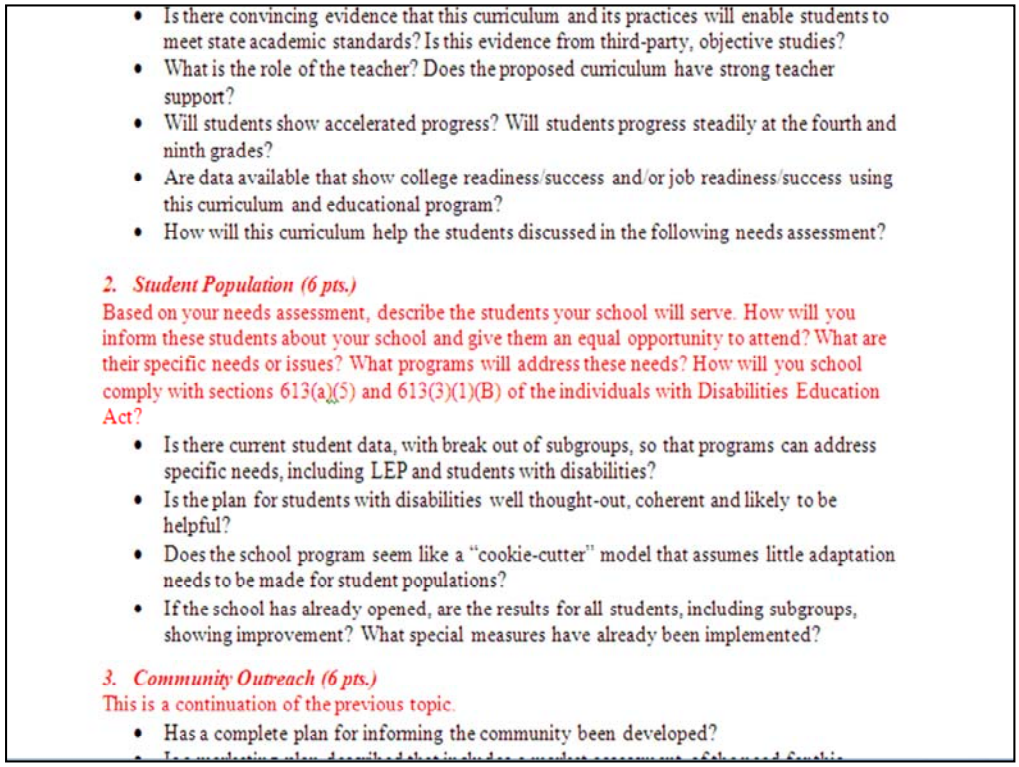
Under each item are bullets that suggest potential components in the answer. Not all bullets will apply to every school. Bullets do not have a specific point value, nor indicate the sequence that the answer must follow. Additional facts may be included if they are considered relevant. Grant readers will 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 inconsistencies; needs work
4 Good concepts with enough examples of evidence to indicate a good chance for success
5 Very good application with strong examples of evidence throughout; high potential

This is the new scoring rubric, which uses a different format from previous years. We try to indicate under each answer some of the questions that the grant readers will want answered. Please do not assume that every question needs to be answered, or that your answer must follow the sequence of points. However, a strong answer will probably cover most of the bullets in a logical and coherent response that will help the grant reader to decide whether the school should be funded.



- Is there convincing evidence that this curriculum and its practices will enable students to meet state academic standards? Is this evidence from third-party, objective studies?
- What is the role of the teacher? Does the proposed curriculum have strong teacher support?
- Will students show accelerated progress? Will students progress steadily at the fourth and ninth grades?
- Are data available that show college readiness/success and/or job readiness/success using this curriculum and educational program?
- How will this curriculum help the students discussed in the following needs assessment?

2. Student Population (6 pts.)

Based on your needs assessment, describe the students your school will serve. How will you inform these students about your school and give them an equal opportunity to attend? What are their specific needs or issues? What programs will address these needs? How will you school comply with sections 613(a)(5) and 613(3)(1)(B) of the individuals with Disabilities Education Act?

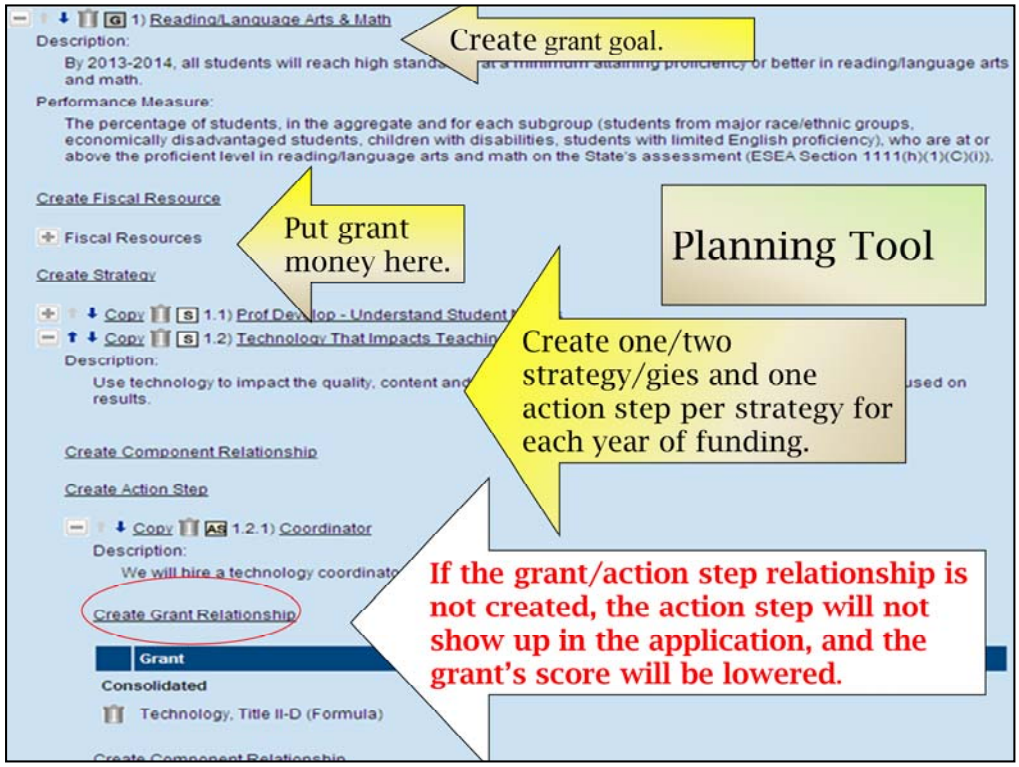
- Is there current student data, with break out of subgroups, so that programs can address specific needs, including LEP and students with disabilities?
- Is the plan for students with disabilities well thought-out, coherent and likely to be helpful?
- Does the school program seem like a "cookie-cutter" model that assumes little adaptation needs to be made for student populations?
- If the school has already opened, are the results for all students, including subgroups, showing improvement? What special measures have already been implemented?

3. Community Outreach (6 pts.)

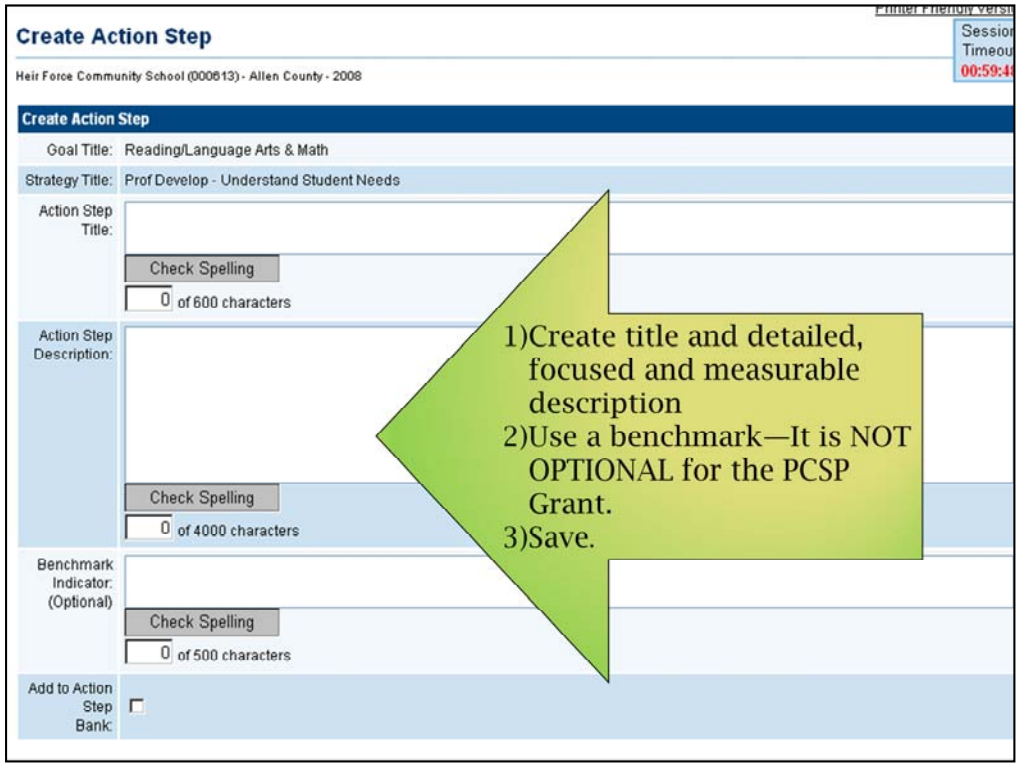
This is a continuation of the previous topic.

- Has a complete plan for informing the community been developed?

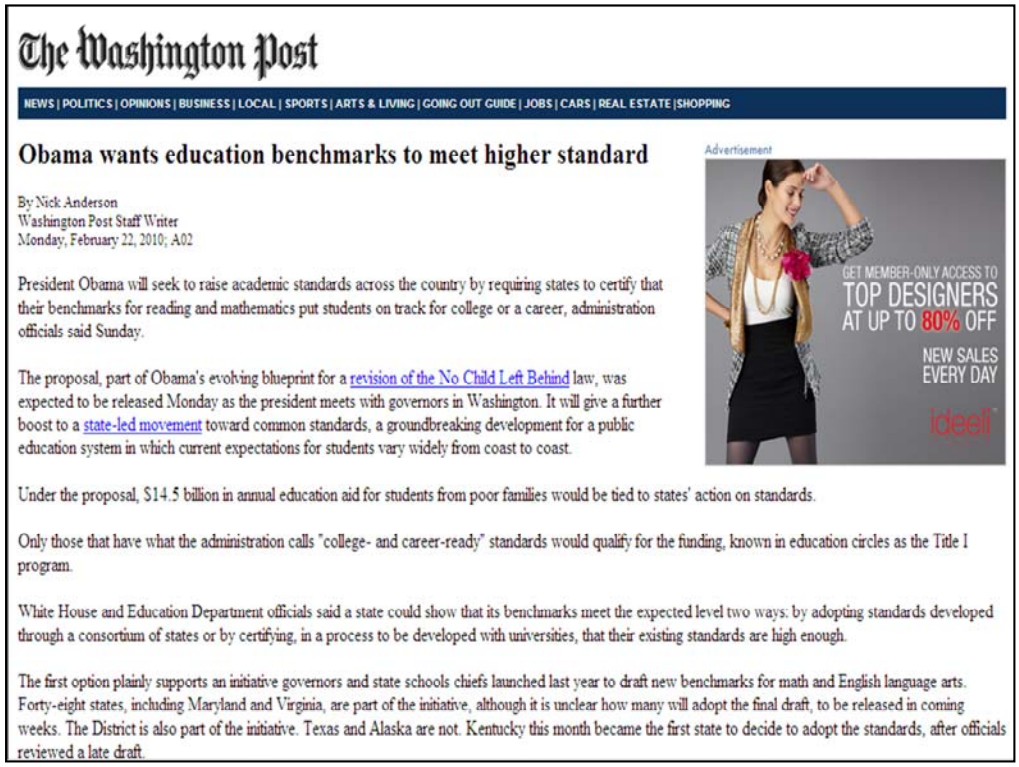
The portions in red are the text from the PCSP funding application. The text in black are the bullet points that should guide the grant writer and later the grant reader. The bullets may not cover everything you would like to describe about your school, so feel free to add additional, relevant material.



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) The best practice is to have only one or two goals for a school, so that money is used in an aligned fashion.
3) Fiscal resources will show the other grants that use the same 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 it will help students at your school to succeed academically.
5) Add a grant relationship to show what grant is funding a specific action step. This information will then show up on the funding application side for the grant.



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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Obama wants education benchmarks to meet higher standard

By Nick Anderson
Washington Post Staff Writer
Monday, February 22, 2010; A02

President Obama will seek to raise academic standards across the country by requiring states to certify that their benchmarks for reading and mathematics put students on track for college or a career, administration officials said Sunday.

The proposal, part of Obama's evolving blueprint for a revision of the No Child Left Behind law, was expected to be released Monday as the president meets with governors in Washington. It will give a further boost to a state-led movement toward common standards, a groundbreaking development for a public education system in which current expectations for students vary widely from coast to coast.

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Under the proposal, $14.5 billion in annual education aid for students from poor families would be tied to states' action on standards.

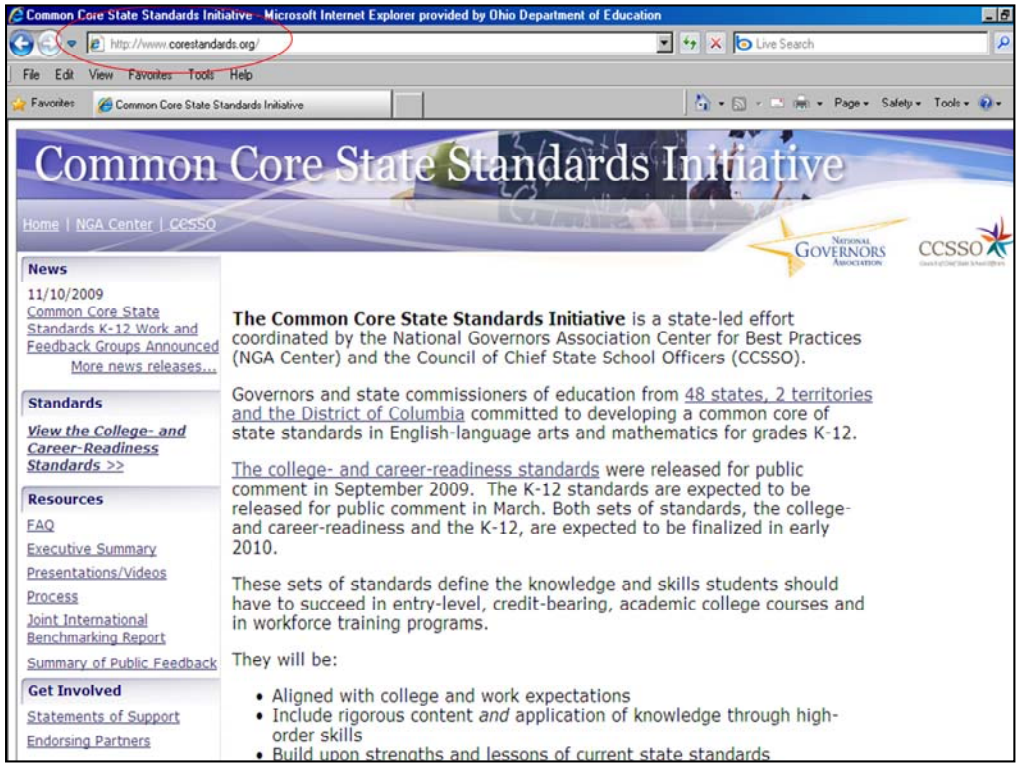
Only those that have what the administration calls "college- and career-ready" standards would qualify for the funding, known in education circles as the Title I program.

White House and Education Department officials said a state could show that its benchmarks meet the expected level two ways: by adopting standards developed through a consortium of states or by certifying, in a process to be developed with universities, that their existing standards are high enough.

The first option plainly supports an initiative governors and state schools chiefs launched last year to draft new benchmarks for math and English language arts. Forty-eight states, including Maryland and Virginia, are part of the initiative, although it is unclear how many will adopt the final draft, to be released in coming weeks. The District is also part of the initiative. Texas and Alaska are not. Kentucky this month became the first state to decide to adopt the standards, after officials reviewed a late draft.

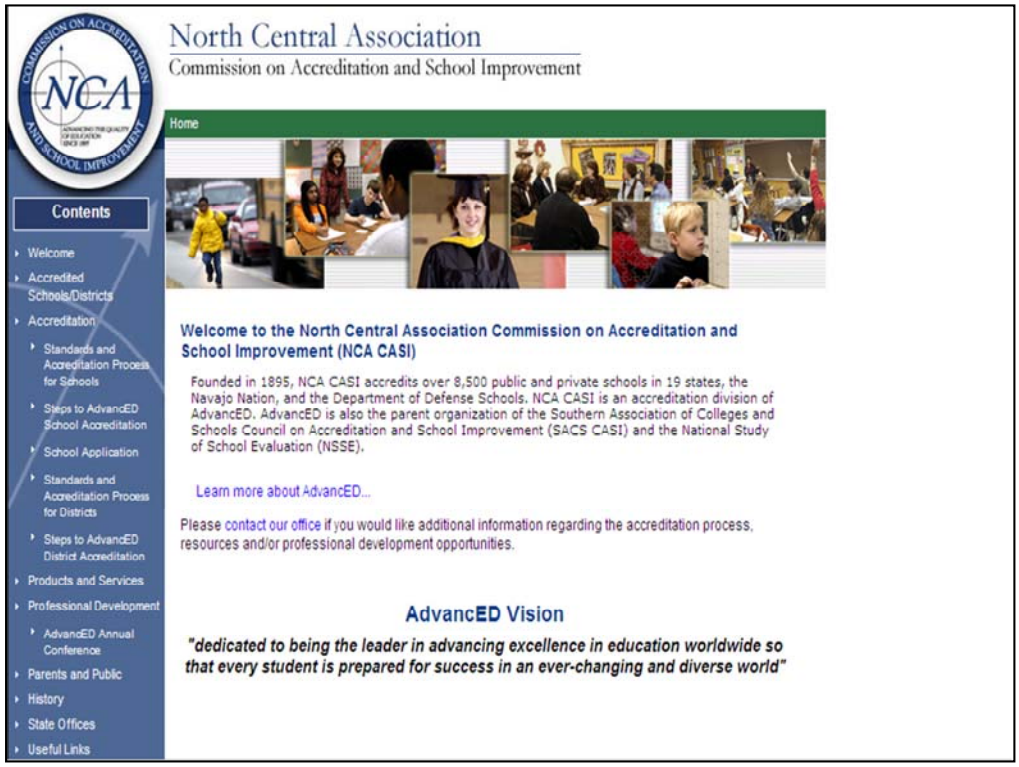
Benchmarks for reading and math should be high enough that a student will be college or career-ready. The initial impact of these changes will be on Title 1 (Consolidated application), but since community schools will be seeking Title 1 within their first year of operation, it is prudent to begin thinking in these terms with the PCSP grant.

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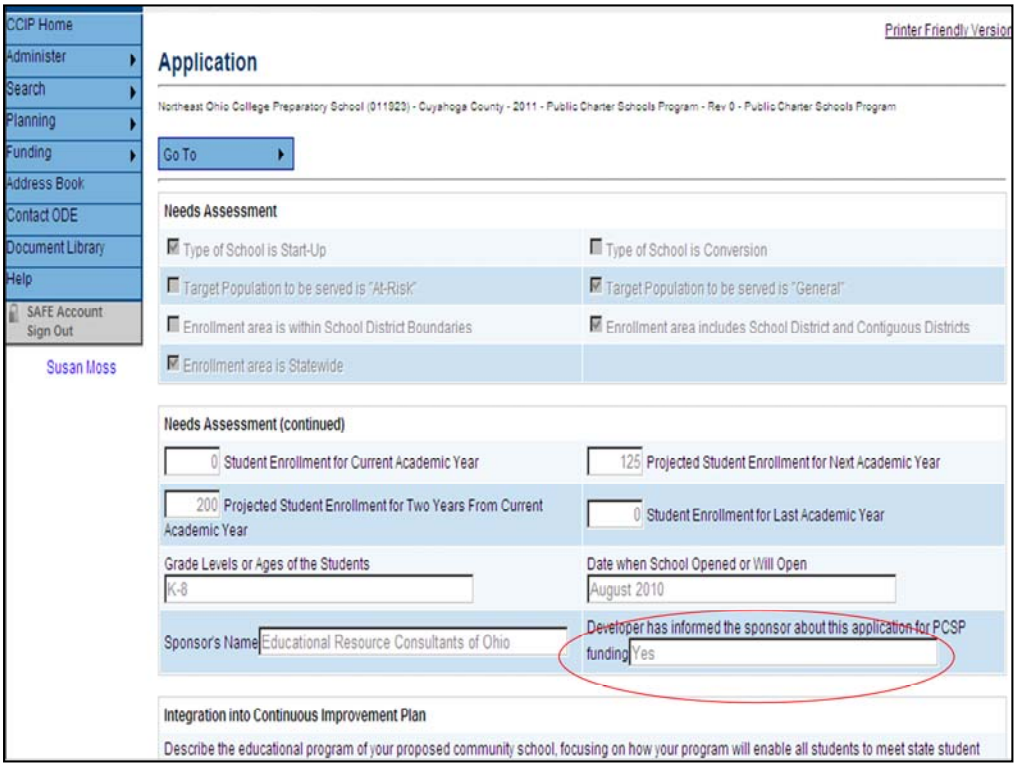
K-12 standards in a draft version are scheduled for release the second week in March. In a nutshell what the standards will be expecting is “fewer, clearer and higher” standards: focus on essentials and assuring that these can be used as the basis for later education or work.

The draft of the college- and career-readiness standards shows what students should be able to achieve when they graduate from high school. Please check in with this site throughout the coming months to stay abreast of developments.

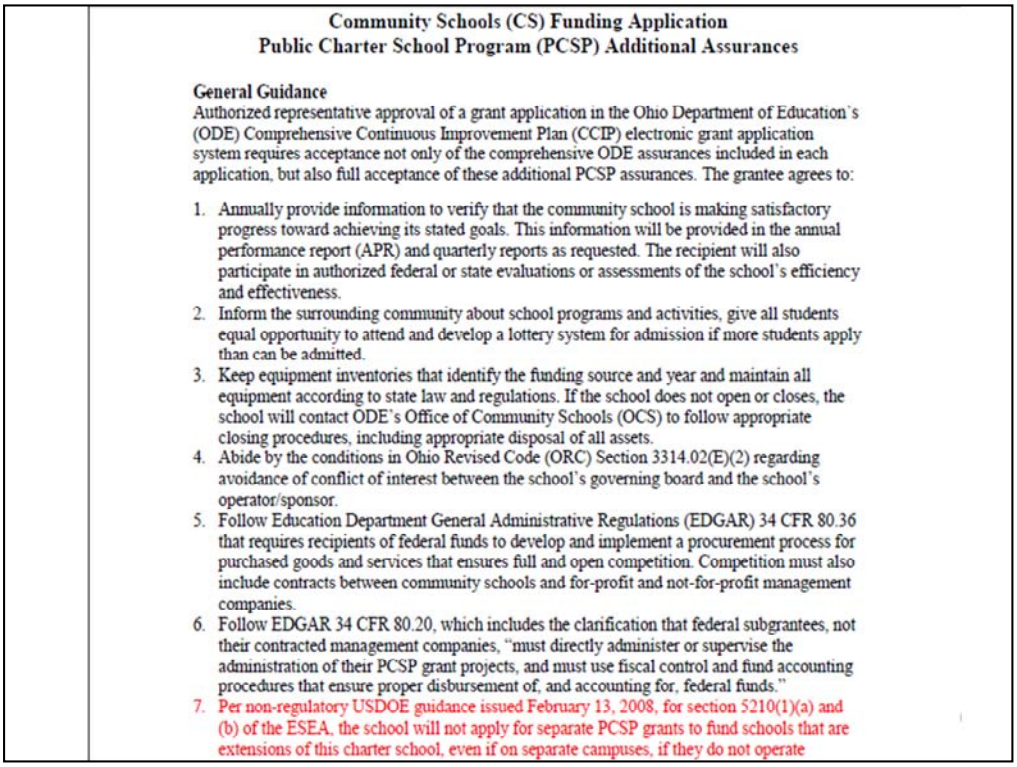


Please contact Sharon.Zimmers@ode.state.oh.us, State Director for Ohio NCA, 877-622-6446. The CCIP approved plan will be accepted by NCA in partial fulfillment of the requirements for certification. School accreditation brings benefits for students: 1) military prefers students from accredited schools 2) some universities also prefer students from accredited schools—scholarships may be restricted to such students 3) NCA commissioned outside researchers to study the benefit of the accreditation process. The intensive review that is part of accreditation helps a school to determine weaknesses in its program and, with the support of NCA reviewers, to target improvement efforts to specific, measurable objectives. The data that is developed can lead to high-quality goals, strategies and action steps. In addition, this self-study helps the school establish itself as a professional learning community, which should make it more attractive to high-quality teaching and administrative staff.

Last, but not least, all schools of one sponsor can go as a group, which reduces the cost of the intensive accreditation process.



The two text boxes at the bottom of the Needs Assessment represent a modification that ensures the state can affirm that the sponsor is aware of this funding application.



Community Schools (CS) Funding Application
Public Charter School Program (PCSP) Additional Assurances

General Guidance
Authorized representative approval of a grant application in the Ohio Department of Education's (ODE) Comprehensive Continuous Improvement Plan (CCIP) electronic grant application system requires acceptance not only of the comprehensive ODE assurances included in each application, but also full acceptance of these additional PCSP assurances. The grantee agrees to:

1. Annually provide information to verify that the community school is making satisfactory progress toward achieving its stated goals. This information will be provided in the annual performance report (APR) and quarterly reports as requested. The recipient will also participate in authorized federal or state evaluations or assessments of the school's efficiency and effectiveness.
2. Inform the surrounding community about school programs and activities, give all students equal opportunity to attend and develop a lottery system for admission if more students apply than can be admitted.
3. Keep equipment inventories that identify the funding source and year and maintain all equipment according to state law and regulations. If the school does not open or closes, the school will contact ODE's Office of Community Schools (OCS) to follow appropriate closing procedures, including appropriate disposal of all assets.
4. Abide by the conditions in Ohio Revised Code (ORC) Section 3314.02(E)(2) regarding avoidance of conflict of interest between the school's governing board and the school's operator/sponsor.
5. Follow Education Department General Administrative Regulations (EDGAR) 34 CFR 80.36 that requires recipients of federal funds to develop and implement a procurement process for purchased goods and services that ensures full and open competition. Competition must also include contracts between community schools and for-profit and not-for-profit management companies.
6. Follow EDGAR 34 CFR 80.20, which includes the clarification that federal subgrantees, not their contracted management companies, "must directly administer or supervise the administration of their PCSP grant projects, and must use fiscal control and fund accounting procedures that ensure proper disbursement of, and accounting for, federal funds."
7. Per non-regulatory USDOE guidance issued February 13, 2008, for section 5210(1)(a) and (b) of the ESEA, the school will not apply for separate PCSP grants to fund schools that are extensions of this charter school, even if on separate campuses, if they do not operate

The general assurances, which are the same for all CCIP grants and cover all generic federal issues, are the final link on the sections page of each application. Acceptance of a grant requires compliance with these assurances. Acceptance of any PCSP grant requires compliance with these additional, specific assurances. In particular, schools must be aware of conflict of interest issues, which may be between the Governing Authority (GA) of the school and school employees, or the employees of a sponsoring school and the GA, etc. Also of importance is understanding of, and adherence to, EDGAR regulations pertaining to proper procurement processes (basically bidding for services or equipment). As new items are added they appear in red. We update this once a year, just before funding is released for the new fiscal year.

Grant Requirements

- Auditable records coded using the Uniform School Accounting System (USAS).
- Time and effort logs for all personnel involved in a dissemination project. (No salaries for PCSP grants.)
- 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.

Monitoring/Auditing

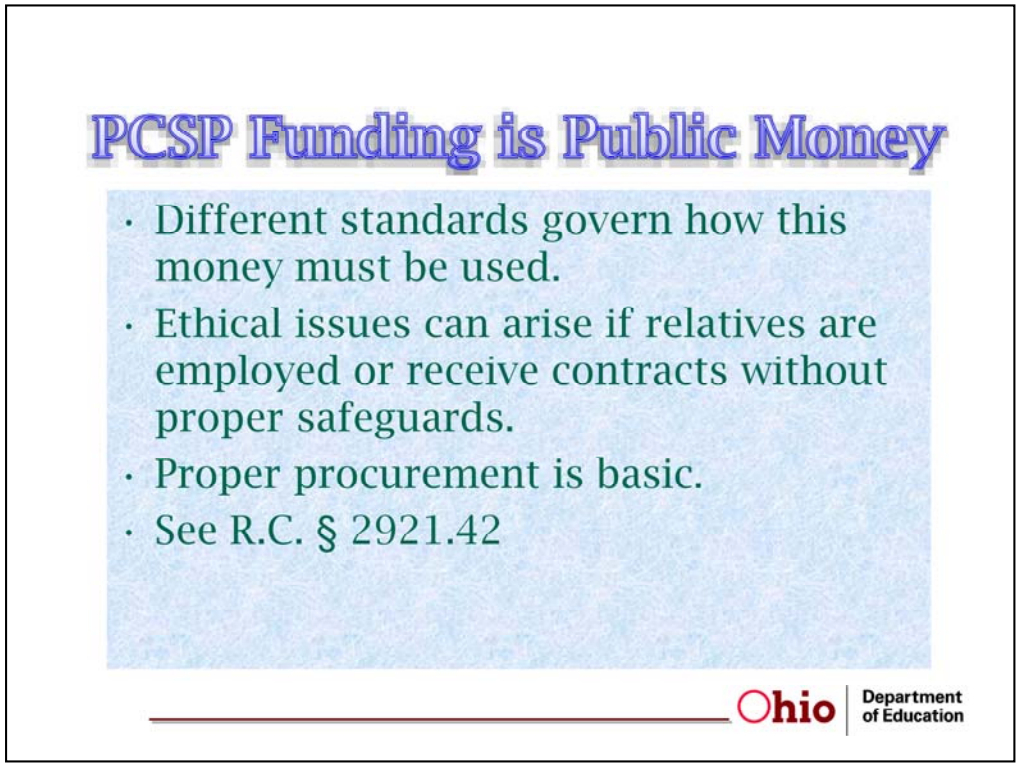
- Grant recipients will be monitored by OCS.



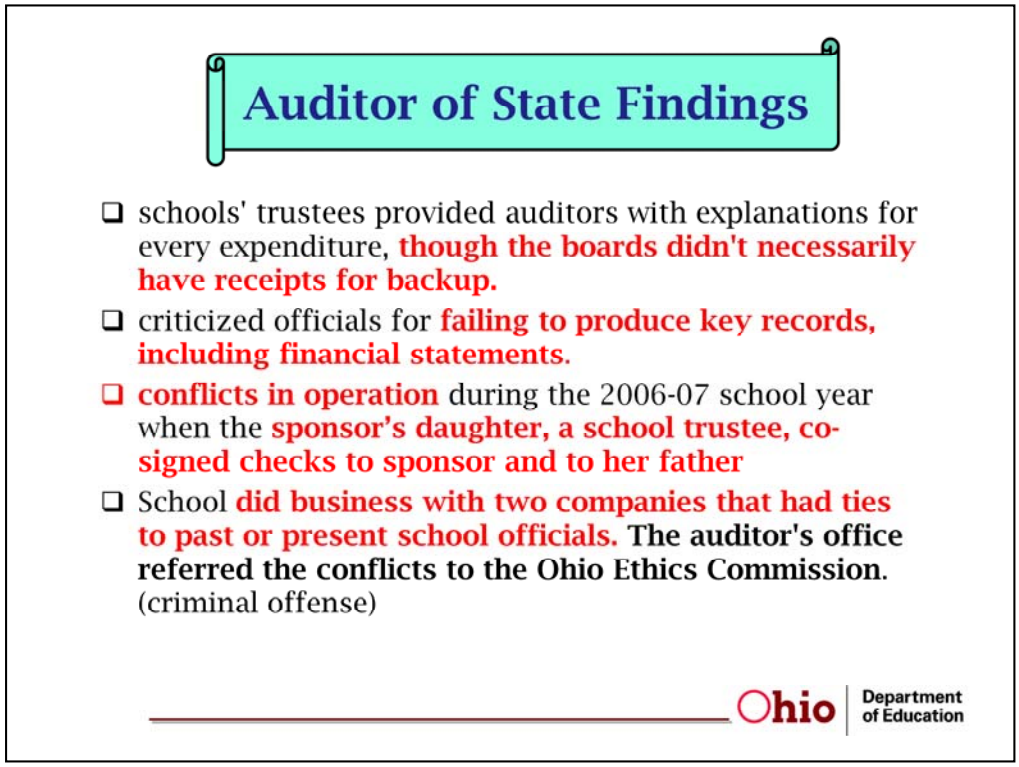
- Schools are audited by the Ohio Auditor of State.

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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.



The Governing Authority of the school has to approve and keep detailed, public records of all expenditures. Those who serve on the governing authority cannot be employees of the school's sponsor or any management company the school uses. Relatives of school employees also cannot serve. Please be very certain about the ethical and legal constraints on the use of public money.



These are excerpts from recent auditor of state findings for several community schools. Remember that a community school is a public entity, and different rules apply. You can't simply put family members into positions because they are available and are qualified. Certain processes must be followed to ensure that other competent individuals knew about positions and were considered. The Governing Authority of the school must keep records of all business transactions, especially those involving funding and employment. Reading the Assurances that must be accepted with this grant is a good introduction to what the school is committed to do by receiving the funding. Also trainings are available from different sources on the proper oversight and running (or governance) of public community schools. Be sure critical school personnel attend these trainings and that the information is shared with all school personnel and incorporated into the school's policy manual if appropriate. As new legislation goes into effect, schools will be subject to new requirements.

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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This is the standard open period for ALL ODE competitive grants.


Grant Review Process
Applications will be reviewed to ensure eligibility requirements are met
A competitive peer review will be completed
Each grant will be scored by three readers
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PCSP & Dissemination Award Process

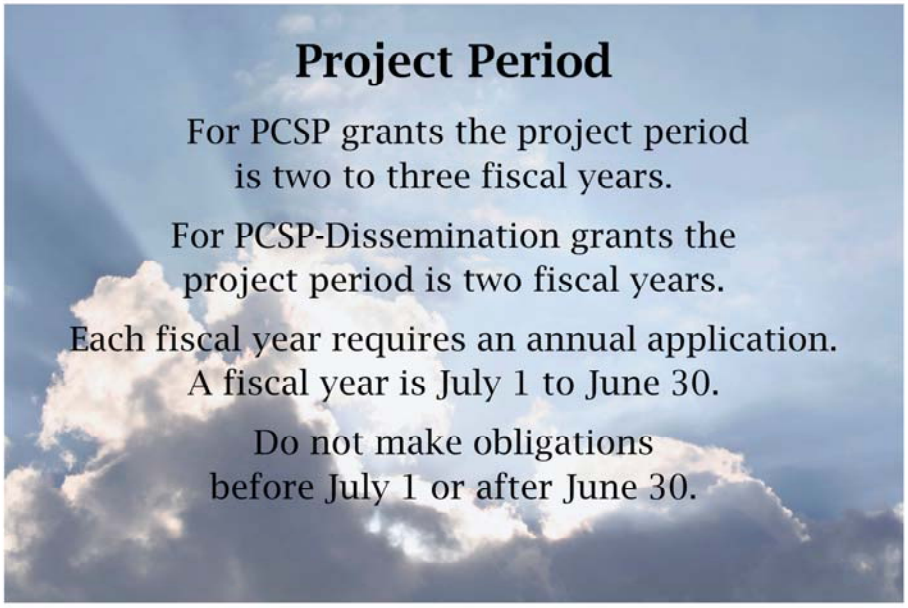
- May-June: competitive review
- July-August: In-house interviews of potential awardees, budget review and approval
- Applicants will be notified of awards through the CCIP

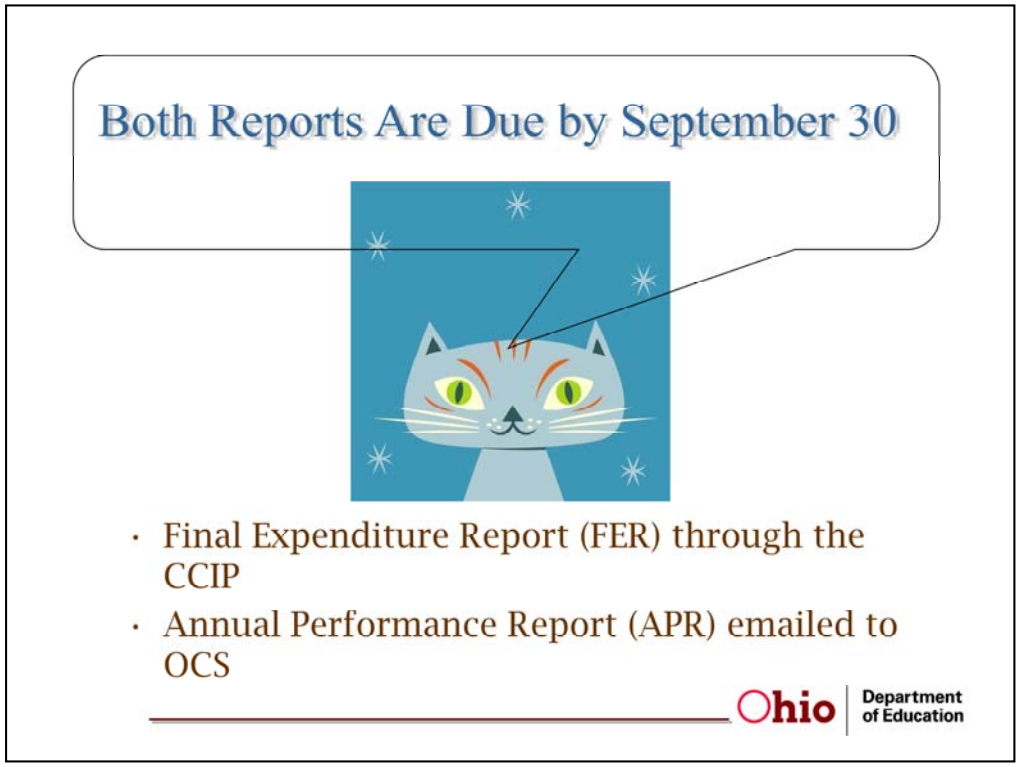


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If budgets are done correctly, the review and approval process will be greatly facilitated.

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.


Project Period
For PCSP grants the project period is two to three fiscal years.
For PCSP-Dissemination grants the project period is two fiscal years.
Each fiscal year requires an annual application. A fiscal year is July 1 to June 30.
Do not make obligations before July 1 or after June 30.
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These are two requirements to close out each fiscal year. Failure to submit these reports 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 annually in the CCIP after June 30.

Timely reporting is also a critical factor in the sponsor evaluation.



Questions?

Ohio Department of Education

Thank you.



Ohio Department of Education