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 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
6 Excellent concepts; exceptional evidence; well thought-out with a high likelihood of success, exemplary

1. Eligibility to Apply for the Dissemination Grant (12 pts.)

School Data. School performance (AYP rating; Value-Added rating); successful management of the school (no state audit findings; no EMIS corrective action plans); and parental satisfaction (student enrollment increasing or stable) help establish the school's eligibility to apply for this grant.

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?

- What were the gravest initial financial problems the school had to resolve? Does the resolution to these problems show fiscal insight and good use of resources?
- Did the school receive any special funding or support to help it overcome these initial problems? Does this funding or support indicate acknowledgement of the school's quality?
- What are the current primary sources of funding, and will they be available in the future?
- If the proposed dissemination project played a role in the school's success, is that role explained fully? Does this explanation support the reason why this project should be funded?

5. Description of Dissemination Project (Select one of the options and describe it. (12 pts.)

Your project will focus on supporting student achievement by: 1) assisting the start-up of new, independent community schools that use your model, 2) developing partnerships with other schools to disseminate your model or promising practice/s, 3) developing curriculum/assessment materials based on your successful practice/s, 4) conducting evaluations/documentation of your promising practice/s. Describe your project and cite any scientific evidence that validates your activity.

- Does the description of the proposed project provide convincing evidence that the project will be of value to other schools to help them increase student achievement?
- Is sufficient detail provided about the project that it appears to be well thought out?
- Is there scientific research that validates what the school intends to disseminate? Is this research from third-party objective sources?
- Does the applicant explain why it is interested in the selected dissemination option?

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

How will you solicit or involve other schools in your project? Have schools already shown interest in your model or asked for your help?

- What process is described for involving other schools in the project?
- Does this process seem likely to reach a maximum number of potential recipients?
- Will the participants be actively or passively involved in the project?
- What schools have already shown interest, and why are they interested?
- Is it likely that the schools who participate will make substantial improvements in student achievement by using the disseminated information?
- What specific benefits will participants receive?

7. Timeline (6 pts.)

Provide a two-year timeline for your project.

- Does a detailed two-year timeline provide a thoughtful analysis of the different stages this project will go through?
- Are there benchmarks or milestones to accurately record progress?
- Is sufficient time given to developing new materials for the project?
- Is sufficient time given to working with recipients of the materials?
- Does a steady focus on increasing student achievement underlie the activities?
- How much time will be used to recruit people to facilitate the project?
- Will the time required for the project entail additional work for school staff? How will this be handled, so that school activities are not compromised?
- Is time built into the timeline to take care of delays?
- Does the project conclude with enough time that project managers can make a good assessment of results and file a comprehensive final annual performance report?

8. Personnel Involved (6 pts.)

Describe the personnel who will be involved in the project, their qualifications, current position and responsibilities, anticipated role/s in the project, and salary for the project. What is the capacity of your school to maintain its current high operational level and to support this project?

- Does a good description of the people involved in the project include their qualifications

and the role they will hold in the project?

- Is each person's current position and responsibilities indicated?
- Is each person's total salary for the project indicated? Do the salary levels seem appropriate for public servants and comparable to salaries for others doing similar jobs for schools or government agencies?
- If the personnel come from the school, what plans have been made to cover their normal duties and release them for this project?

9. The funding application must contain <u>one dissemination goal with one or two strategies</u>. (6 pts for goal and strategies.)

Note to applicant: Goals, strategies and action steps are in the applicant's District/Agency plan, which is on the Planning Tool side of the CCIP application.

- Do the goal and strategies align with the description of the project given above in Answer #5?
- Is it clear how the dissemination project will support the fundamental purpose of the PCSP grant, which is to increase student achievement and close the achievement gap?
- Are all components (goals, strategies and action steps) focused?

10. The funding application must contain <u>one annual action step per strategy for each year of the award.</u> (6 pts for action steps)

Note to applicant: Be sure that an action step/grant relationship is established, or the action step will not show up in the final application. If the action step does not show up, it will reduce the final score. Include a benchmark for each action step.

- Does each strategy have two action steps?
- Does each action step accurately describe what will be accomplished during one year of the grant?
- Is the action step measurable and likely to produce positive results?
- Has a well-chosen benchmark been used for each action step?

11. Program Evaluation (6 pts.)

How will you monitor and evaluate your project? What data will you collect? Do you plan to present your project at conferences or workshops?

- Does a detailed description show convincingly how the school will monitor and evaluate progress in its dissemination project?
- What is the training of those who will be collecting and assessing the data?
- Are the kinds of data that will be collected significant measures of the project's effectiveness?
- Are benchmarks used to measure outcomes?
- Will the project be presented at conferences or workshops? What kinds of conferences or workshops will be chosen?
- If no presentation is planned, what reason is given?

12. Budget/Allocation of Resources/Costs/Budget Integration (6 pts.)

Provide a detailed budget narrative for two years that identifies expenditures for each object code in the budget grid. Explain how these expenditures are necessary for your project. Indicate the

total amount (and percentage of the total budget) that will be used to purchase equipment or other items to be retained by the school.

- Is there a clear, efficient and effective explanation how PCSP money will support the project's goal, strategies and action steps during the two-year grant period?
- Does the budget use Uniform School Accounting Standards (USAS) object codes correctly and follow the Auditor of State's manual?
- Does the budget use Comprehensive Continuous Improvement Plan (CCIP) purpose codes correctly? These are defined on the Help menu of the CCIP budget grid.
- Is the funding to purchase equipment or items to be retained by the school a minimal amount and reasonable for the project?
- Is the total amount for the project reasonable and realistic, with appropriate explanations to explain the costs?
- Will the project use proper procurement practices that use bids, so that the best quality can be obtained for the most reasonable cost?

13. Continuation (6 pts.)

Why is it important that your project be funded? Explain how the results of the project will continue to be available after this grant ends.

- Is the explanation of the project's importance convincing?
- Have comparable projects been funded in Ohio or elsewhere? If so, what rationale is provided to justify funding this project?
- Have the anticipated effects of the project been identified and effectively explained?
- Will the benefits of the project be experienced by a significant number of Ohio students?
- Will the benefits extend beyond the grant period? How will this be achieved?