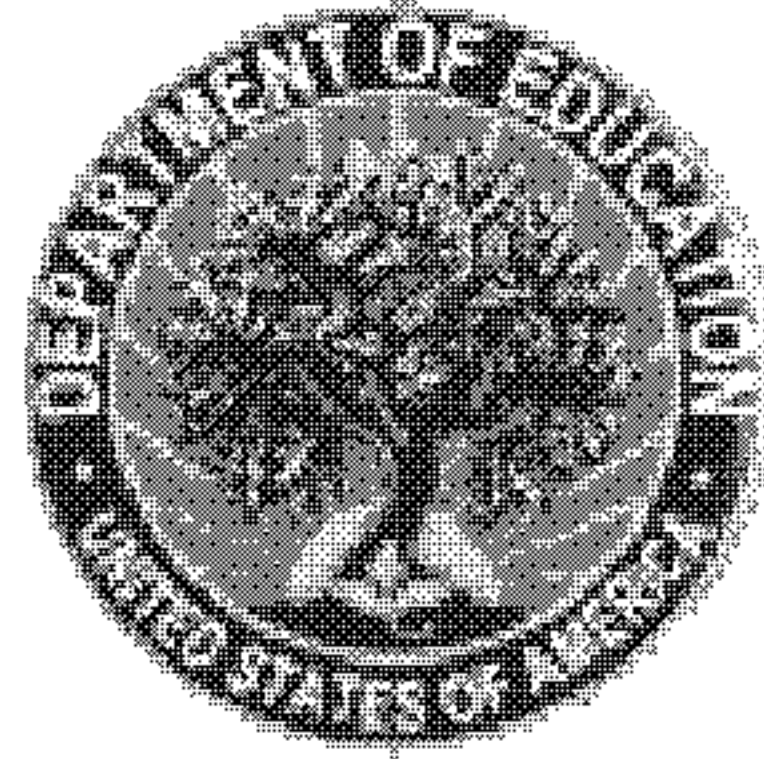


U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**GRANTS FOR NATIONAL LEADERSHIP ACTIVITIES
CFDA # 84.282N
PR/Award # U282N100019**

Closing Date: MAY 14, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
5/14/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: WestEd

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
943233542	074653882

d. Address:

* Street1:	730 Harrison Street
Street2:	
* City:	San Francisco
County:	San Francisco
State:	CA
Province:	
* Country:	USA
* Zip / Postal Code:	94107

e. Organizational Unit:

Department Name:	Division Name:
	Innovation Studies

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Dr.	* First Name:	Sarah
Middle Name:			

* Last Name: Feldman

Suffix: Ph.D

Title: Project Director

Organizational Affiliation:

Innovation Studies

* Telephone Number: (415)615-3372 Fax Number: (415)512-2024

* Email: SFELDMA@WESTED.ORG

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Joint Powers Agency

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282N

CFDA Title:

Grants for National Leadership Activities

*** 12. Funding Opportunity Number:**

ED-GRANTS-032310-003

Title:

Office of Innovation and Improvement: Charter Schools Program (CSP) Grants for National Leadership Activities CFDA 84.282N

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Arizona, Michigan, Washington, D.C., California

*** 15. Descriptive Title of Applicant's Project:**

Online Learning for Charter School Teachers

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: CA-008

* b. Program/Project: AZ-all, MI-all

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title : WestEd_SF424_Congressional_Districts

File : WestEd_SF424_Congressional_Districts.pdf

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2013

18. Estimated Funding (\$):

a. Federal	\$ 1747023
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 1747023

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on 4/29/2010.

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Teresa

Middle Name:

* Last Name: Johnson

Suffix:

Title: Director of Contracts

* Telephone Number: (510)302-4239 Fax Number: (415)565-3012

* Email: TJOHNSO@WESTED.ORG

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Online Learning for Charter School Teachers

Form SF424

#16: Additional Program/Project Congressional Districts

Listed below are the Congressional Districts in which WestEd will provide services:

AZ-all

MI-all

DC-all



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
WestEd

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 219,893	\$ 191,328	\$ 175,346	\$ 0	\$ 0	\$ 586,567
2. Fringe Benefits	\$ 75,594	\$ 66,821	\$ 61,444	\$ 0	\$ 0	\$ 203,859
3. Travel	\$ 6,000	\$ 3,000	\$ 1,500	\$ 0	\$ 0	\$ 10,500
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 1,607	\$ 1,375	\$ 1,207	\$ 0	\$ 0	\$ 4,189
6. Contractual	\$ 136,181	\$ 193,306	\$ 232,306	\$ 0	\$ 0	\$ 561,793
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 87,046	\$ 75,005	\$ 65,686	\$ 0	\$ 0	\$ 227,737
9. Total Direct Costs (lines 1-8)	\$ 526,321	\$ 530,835	\$ 537,489	\$ 0	\$ 0	\$ 1,594,645
10. Indirect Costs*	\$ 61,668	\$ 49,519	\$ 41,191	\$ 0	\$ 0	\$ 152,378
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 587,989	\$ 580,354	\$ 578,680	\$ 0	\$ 0	\$ 1,747,023

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

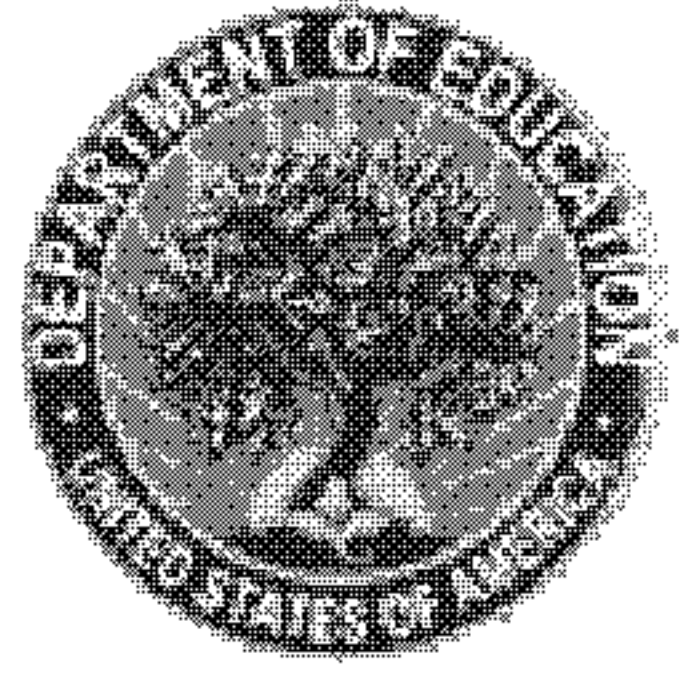
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 12/1/2009 To: 11/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 12.4%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
WestEd

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Teresa Johnson

Title: Director of Contracts

Date Submitted: 05/13/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: WestEd Address: 730 Harrison Street City: San Francisco State: CA Zip Code + 4: 94107-1242 Congressional District, if known: 08	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education: OII	7. Federal Program Name/Description: Grants for National Leadership Activitie CFDA Number, if applicable: 84.242N	
8. Federal Action Number, if known: ED-GRANTS-032310-003	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Teresa Johnson Title: Director of Contracts Applicant: WestEd Date: 05/13/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

WestEd

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Ms.	First Name: Teresa	Middle Name:
-------------	--------------------	--------------

Last Name: Johnson	Suffix:
--------------------	---------

Title: Director of Contracts

Signature:	Date:
------------	-------

_____	05/13/2010
-------	------------

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : WestEd_GEPA_FINAL

File : WestEd_GEPA_FINAL.pdf

GEPA Section 427 Response

Online Learning for Charter School Teachers

In compliance with Section 427 of the General Education Provisions Act, the Online Learning for Charter School Teachers project will ensure equitable access for participants with special needs and address barriers of race, color, national origin, gender, disability, or age.

Charter schools often deliberately seek students from low-income families and diverse ethnic backgrounds to provide a better education for those underserved by traditional public schools. In the beginning, this project will work to recruit urban and rural schools in Arizona, Michigan, and Washington DC, especially those that are not part of charter school networks. In Washington DC, 88% of students are African American, and 80% are economically disadvantaged. In Arizona, we will reach out to rural schools serving Native American students as well as urban and rural schools with a high concentration of English learners. Efforts in Michigan will target schools in the Detroit area, where 70% of students qualify to receive free or reduced-price lunch.

Our key outreach strategy is to engage our partnerships with charter service organizations (CSOs) in these states, and other states over the course of the three-year grant. These CSOs are familiar with the schools in their states, so they can develop communication strategies targeted to local priorities and needs. The CSOs' status as a known and trusted resource increases the likelihood that schools will respond to communications they receive. Broad outreach to schools will also take place through announcements in charter publications, email messages to association listservs, and postcards.

Online learning modules are the primary delivery mechanism, and maximizing accessibility will be a central concern in designing the materials. Much of the source content is

from *Doing What Works*, a website sponsored by the U.S. Department of Education. The U.S. Department of Education has made every effort to ensure that *Doing What Works* meets all accessibility requirements for people with a wide range of abilities. To achieve these goals, the website's design and content was developed following the guidelines set forth by the Web Accessibility Initiative (WAI) of the World Wide Web Consortium (W3C) and the Electronic and Information Technology Accessibility Standards (Section 508). For example, the DWW website uses:

- Keyboard and accessibility shortcuts
- Alternative text and descriptions for images and presentations
- Cascading style sheets (CSS)
- Logical and consistent navigation

Project Narrative

Abstract

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Online Learning for Charter School Teachers – Abstract

To improve instruction, and as a result, student learning, charter school teachers need opportunities for collaborative, ongoing, and job-embedded professional development. Teachers in stand-alone charter schools, who are not part of a network, may find it especially challenging to access effective professional development.

WestEd and partner charter support organizations (CSOs) propose to develop eight innovative online learning modules for charter school teachers to learn to implement research-based instructional practices. The primary source material for the modules will be the *Doing What Works* (DWW) website. Built around recommended practices from research reviews by the Institute of Education Sciences, DWW supports implementation through media, examples from schools, and downloadable tools, in a “Learn-See-Do” structure. Selected DWW resources will be organized into highly interactive learning experiences on topics such as vocabulary development for adolescents. In each module, a cohort of teachers will participate together over four to six weeks, engaging in webinars (and sometimes face-to-face interaction), guided activities, classroom implementation, discussion, and sharing what works through an online forum. Some modules will integrate examination of local assessment data.

At the end of the grant, all charter schools nationwide will have access to the eight modules in an online, self-guided format. Partner CSOs (initially from Arizona, Michigan, and Washington D.C., with four others joining over the course of the grant) will have built expertise with facilitation of online learning. Business plans for ongoing support will be developed with partner CSOs and other interested parties.

Project Narrative

Invitational Priority

Project Narrative

Project Narrative

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Charter Schools Program (CSP) Grants for National Leadership Activities

CFDA 84.282N

Online Learning for Charter School Teachers

Proposal Narrative

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Need for the Project

Concerned about developing high-quality charter schools, the Charter School Program (CSP) office established Government Performance Results Act (GPRA) performance indicators examining the percentage of fourth and eighth grade charter schools students who are achieving at or above proficient on state assessments in reading and mathematics. There is justified concern given that the Nation's Report Card in Reading (NAEP, 2009) showed that nationwide, 67% of fourth and eighth graders are at or below basic in reading with only 33% of students at or above proficient. Charter schools tend to score even lower than traditional public schools. On state assessments, the reading proficiency rate for charter school students was 5 percentile points lower than the rate for students from traditional public schools (Flaherty, Nakamoto, & Salaam, 2009). In 2008-09, 63% of traditional schools met AYP, while only 56% of charters did so (Flaherty, 2010). Performance needs to improve, not just for the lowest-performing schools but for the average charter school.

High teacher quality and effective instructional practices are critical for improving student achievement outcomes both in charter and traditional public schools. Yet charter schools often have teachers with fewer years of experience who are paid at lower salaries than traditional public schools, operate with less revenue than host school districts, spend less money per pupil on instruction, and require more money for facility costs leaving fewer resources for instructional budgets (Nelson, Muir, & Drown, 2003). Improving teacher quality requires getting high-quality resources and training to teachers so they can implement effective teaching practices in their classrooms that result in improved outcomes for students. Charter schools with limited resources tend to rely on in-house professional development training for their teachers. In a recent study of charter schools in Boston, MA, Merseth et al. (2009) concluded that the instructional practices

were unremarkable at best. Yet we know that good teaching matters when it comes to improving student achievement (Darling-Hammond, 1999; Education Week, 2004; Grissmer & Flanagan, 1998; Hanushek, 2009; Rivkin, Hanushek, & Kain, 2005; Sanders & Rivers, 1996). Research indicates that ongoing opportunities for effective professional development can have a positive impact on classroom instruction and ultimately student achievement performance in both math and reading. The impact of professional development is especially strong for long-term, job-embedded professional development (Garet et al., 1999).

Charter school teachers often do not have access to high-quality professional development to learn research-based practices. Charter schools may not be invited to participate in district professional development, and most charter schools are not part of a charter management organization (CMO/EMO) with larger reserves of resources, as discussed below. One goal of the CSP is to disseminate promising practices, especially to schools seeking better approaches to the education of at-risk students (African American students, Hispanic students, students with disabilities, English learners, or children from low-income families) in urban and rural areas. This means reaching charter schools that are operating on lean budgets that serve targeted populations of students and working with them to transform instructional practice.

Although there is national focus on the importance of creating high-quality charter schools and holding schools accountable for student achievement results, there is still a gap when it comes to who will take responsibility for providing effective assistance to charter schools to support them. Typically, charter school authorizers monitor and evaluate the effectiveness of schools but are not responsible for providing resources for school improvement once the needs are identified. State Education Agency (SEA) charter schools offices typically rely on state charter school associations and resource centers, which are typically understaffed, to work with

schools directly. A recent study presented at AERA 2010 found that only 54.3% of CSOs even offer teacher professional development services to schools (Phillips, Teske, & Nicotera, 2010). In a survey of charter school leaders, the Center for Reinventing Public Education (CRPE) found that resource centers and in-state technical assistance providers were ranked lower than meetings with their charter authorizer and informal meetings with other charter school directors in importance of helping them meet the challenges of their job (CRPE, 2000). Ultimately, charter schools may find it difficult to obtain effective technical assistance and professional development services whether due to limited resources, small school size, or lack of local professional development opportunities offered by CSOs and SEAs.

The majority of charter schools also lack access to the resources of a charter management organization (CMO); they are not a part of a CMO, but are freestanding “mom and pop” charter schools. The National Alliance for Public Charter Schools (2010) reported that 78.1% of charter schools were freestanding schools, with 11.5% part of a CMO and 10.1% part of an EMO. And this does make a difference; 2008–2009 AYP data, reported in ED Facts, show a higher percentage of CMO charter schools made AYP than non-CMO charter schools (J. Flaherty, personal communication, April 14, 2010). This project aims to address this gap in achievement and access by creating an innovative, efficient, and effective learning platform aimed at “mom and pop” charter schools in urban and rural areas.

We used several criteria to select states to pilot this initiative. We looked for states that had the following: 1) more than 50 operating charter schools, 2) charter schools with proficiency levels lower than 65 percent in either math or reading on state assessments, 3) a large percentage of non-CMO charter schools, and 4) interest in participating in this project. We spoke with several CSOs that did not have the bandwidth to participate at this time but may be interested in

future years. We were particularly interested in states that have large numbers of either urban or rural students in charter schools and that serve students from ethnic-minority backgrounds. We are most interested in preventing schools from falling into corrective action status and are targeting charter schools in the middle range of performance — not the high-achieving successful schools and not the lowest performers in need of restructuring. We believe we can have the strongest impact by working with the middle range of schools that will benefit significantly from implementing high-quality teaching practices.

In the first year, we will pilot and develop the project in Arizona, Washington D.C., and Michigan. As of 2009–2010, all three locations had more than 50 charter schools, with Arizona boasting 509 schools, 243 charter schools in Michigan, and 57 in Washington D.C. We selected states with a range in the number and size of schools, in order to pilot the curriculum in a range of environments. Each of these states also has districts with large percentages of charter schools. Washington D.C. ranks second in the nation, with 38% of the charter market share with 28,000 students enrolled. Detroit Public Schools in Michigan ranks third with 32% of the charter market share and 43,035 students enrolled (NAPCS, 2010). With 509 charter schools in the state serving 113,393 students, and 63% of those schools (319) independent “mom and pop” schools, Arizona has both more charter schools and more independently managed charter schools than any state in the country except California. Hoping to target “mom and pop” charter schools, we looked for states with a large number of freestanding charter schools. Both Arizona (63.5%) and Washington D.C. (67%) have a large percentage of freestanding charter schools that are not part of a CMO or EMO (NAPCS, 2010). In all three locations, freestanding charter schools have lower percentages making AYP than do CMO charters; in Michigan and D.C., charter schools have lower percentages making AYP than traditional public schools (Flaherty, 2010).

In Washington D.C., we will partner with Friends of Choice in Urban Schools (FOCUS). Charter schools in Washington D.C. serve 38% of public school children in the city, a higher share than any other urban city except New Orleans. Washington D.C. has 57 charter schools on 99 campuses serving 28,000 students who are 88% African American, 8% Latino, and 80% economically disadvantaged, a higher share of those two groups than the traditional public city schools (FOCUS, 2010). Yet charter schools in Washington D.C. receive fewer public funds per student than the traditional public schools and less than half the public facilities funding on a per-student basis (FOCUS, 2010). Working with FOCUS, we will pilot the implementation of learning modules to address the needs of high-minority, urban charter schools.

In Michigan, we will partner with Michigan Association of Public School Academies (MAPSA) to build their capacity to provide high-quality professional development to the 243 charter schools operating (2010–2011) with 110,000 students in the state. Almost 50% of the charter schools in Michigan reside in the Detroit area, a city which has been identified as an area in need of school improvement, with many schools in corrective action. In the Detroit area, 70% of the students in Wayne County who attend charter schools qualify to receive free and reduced lunch, and 76% of the student population is African American. Although MAPSA is currently offering professional development opportunities such as an annual conference, mini conferences, and small cohort training sessions, they struggle to identify and partner with high-quality professional development providers. In Michigan, charter schools are independent Local Education Agencies (LEAs) and they have to create and support professional development for their entire staff. The number of inexperienced teachers working in Michigan charter schools is growing and the state requires new graduates, which are over 50% of the teachers who attend their annual conference, and have five additional hours of professional development in their first

