

# RACE TO THE TOP – DISTRICT COMPETITION: APPLICATION SUBMISSION AND DETAILS



**August 2013**



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## Welcome

Today's webinar slides are available for download at:

<http://www2.ed.gov/programs/racetothetop-district/resources.html>

If you are having difficulties hearing the audio through your computer, we have a limited number of spaces available via phone.

Please dial: 888-391-6587; Participant code: 3952296



# Questions

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- ❑ Please note that due to the large number of participants on today's webinar, we will only be accepting questions via the chat feature and will answer as many as possible by the end of today's webinar.
- ❑ We will not respond to questions individually; instead we will share the questions and responses with all participants.
- ❑ Please feel free to send in technical, clarifying, or logistics questions. As mentioned in the RSVP message, we are unable to answer questions about a specific approach or individual proposal.
- ❑ If you have questions that are not addressed during the webinar or in the FAQs, please submit them by email to [2013.racetotheschooltop.district@ed.gov](mailto:2013.racetotheschooltop.district@ed.gov).
- ❑ We will be hosting additional webinars to answer questions submitted to our email box. Additional webinars will be held approximately every other week depending on the number of questions that we receive. Please see the Department's website for dates and registration information for future webinars.



# Agenda

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- Who Is Eligible To Apply?
- What Are the Components of the Application?
  - High-Quality Plan
  - Required Signatures
  - Budget Requirements
  - Performance Measures
  - Appendix
- How Should Applications Be Submitted?
- Questions
- Resources



# Eligibility Requirements

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- Eligible applicants:
  - Individual LEAs (as defined) or a consortium of LEAs serving a minimum of 2,000 *participating students* (as defined)
  - Consortium of LEAs serving fewer than 2,000 participating students, provided that those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined)
- An LEA may only participate in one Race to the Top - District application
- Successful applicants (i.e., grantees) from past Race to the Top – District competitions may not apply for additional funding.
- At least 40 percent of participating students across all *participating schools* (as defined) must be from low-income families
- Applicants must demonstrate commitment to the core educational assurance areas (as defined)
- Application must be signed by the superintendent or chief executive officer (CEO), local school board president, and local teacher union or association president (where applicable).

FAQ  
C-1

FAQ  
C-9

FAQ  
C-11

FAQ  
C-13

FAQ  
C-14



# Eligibility Requirements

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- Local educational agency is an entity as defined in section 9101(26) of the ESEA, except that an entity described under section 9101(26)(D) must be recognized under applicable State law as a local educational agency.



# Eligibility Requirements

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## Consortium versus Partnership

- Consortium
  - Made up of eligible entities (*i.e., districts that meet the definition of LEA in the Notice Inviting Applicants*)
  
- Partnerships
  - Can include additional parties (*i.e., educational service agencies, regional centers, institutions of higher education, or local or national not-for-profit organizations*)

FAQ  
C-3

FAQ  
C-4

FAQ  
C-19



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# High-Quality Plan

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## **(E)(4) Evaluating effectiveness of investments (5 points)**

A high-quality plan to rigorously evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology.

*In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.*

*The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments and the rationale for their inclusion must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.*



plan

*The high-quality plan (as defined in this notice) should include key goals, activities to be undertaken and the rationale for the activities, the timeline, the deliverables, and the parties responsible for implementing the activities. The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.*



# High-Quality Plan

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(Application page 84)

## High-Quality Plan

*(High-Quality Plan is a defined term and can be found in Part XII of the Application)*

**High-Quality Plan-** means a plan that includes key goals, activities to be undertaken and the rationale for the activities, the timeline, the deliverables, and the parties responsible for implementing the activities.

Evidence:

Applicants should submit this information for each criterion that the applicant addresses that includes a plan.

Applicants may also submit additional information that they believe will be helpful to peer reviewers.



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# Required Signatures

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- To be eligible for a grant under this competition:
  - (e) Required signatures for an individual LEA applicant or lead LEA in a consortium are those of the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).



# Required Signatures

*(Application Section IV Application Assurances, page 12)*

Superintendent or CEO of individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name):	Telephone:
Signature of Superintendent or CEO of individual LEA or lead LEA, or Legal Representative of Eligible Legal Entity:	Date:
Local School Board President (Printed Name):	Telephone:
Signature of Local School Board President:	Date:
President of the Local Teacher Union or Association, where applicable, if not applicable provide rationale on pg.18 or pg.24 (Printed Name):	Telephone:
Signature of the President of the Local Teacher Union or Association:	Date:

# Required Signatures: Individual LEA

*(Application Section V Program-Specific Assurances For Individual LEA Applicants, page 17)*

- ❑ Individual LEAs for whom the signature of the president of the local teacher union or association is not applicable should provide a rationale for why the signature is not applicable in the table below.

<b>Rationale why signature of President of the Local Teacher Union or Association is not applicable</b>	
<b>LEA Name</b>	<b>Where not applicable, provide a rationale for why the signature is not applicable</b>
1.	

# Required Signatures: Consortium

(Application Section VI Program-Specific Assurances For Consortia Applicants, page 23)

- ❑ Consortia applicants should provide the names of signatories to the MOUs in the table below. If the signature of the president of the teacher union or association is not applicable, applicants should provide a rationale of why the signature is not applicable.

List of Individuals Who Have Signed MOUs Submitted with the Application				
LEA Name	Name of Superintendent or CEO who signed the MOU	Name of Local School Board President who signed the MOU	Name of Local Teacher Union or Association President who signed the MOU, where applicable (write "N/A" if not applicable)	Where "not applicable," provide a rationale for why the signature is not applicable
1. [Add more rows as needed]				
2.				
3.				
4.				
5.				



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# Budget Requirements

(1) An applicant’s budget request for all years of its project must fall within the applicable budget range as follows:

Number of participating students (as defined in this notice)	Award range
2,000-5,000 or Fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice)	\$4-10 million
5,001-10,000	\$10-20 million
10,001-20,000	\$20-25 million
20,001+	\$25-30 million

The Department will not consider an application that requests a budget that is less than or greater than the applicable range of awards for the applicable number of participating students.



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# Selection Criterion A – Vision (40 points)

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(A)(4) The extent to which the applicant’s vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student **subgroup** (as defined), for each participating LEA in the following areas:

- (a) Performance on summative assessments (proficiency status and growth);
- (b) Decreasing achievement gaps (as defined);
- (c) Graduation rates (as defined);
- (d) College enrollment (as defined) rates.

Optional: The extent to which the applicant’s vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals for each participating LEA in the following area:

- (e) Postsecondary degree attainment.

FAQ  
E-2

FAQ  
E-4

FAQ  
E-7



# Performance Measures

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- Subgroup means each category of students identified under section 1111(b)(2)(C)(v)(II) of the ESEA, and any combined subgroup used in the State accountability system that is approved by the Department in a State's request for ESEA flexibility.

# Performance Measures

## (A)(4) LEA-wide goals for improved student outcomes

(A)(4)(a) Performance on summative assessments (proficiency status and growth)								
Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):								
Methodology for determining status (e.g., percent proficient and above):								
Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
[e.g., subject, grade, proficiency status or growth]	OVERALL							
	[Subgroup 1]							
	[Subgroup 2]							
	[Subgroup 3]							
	[Subgroup 4]							
	[Subgroup 5]							
	[Subgroup 6]							
	[Subgroup 7]							
	[Subgroup 8]							

# Performance Measures

## (A)(4) LEA-wide goals for improved student outcomes

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):

Methodology for determining proficiency (e.g., percent proficient and above):

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
[e.g., subject, grade, proficiency status or growth]	OVERALL							
	[Subgroup 1]							
	[Subgroup 2]							
	[Subgroup 3]							
	[Subgroup 4]							
	[Subgroup 5]							
	[Subgroup 6]							
	[Subgroup 7]							
	[Subgroup 8]							

Fill in subgroup

Insert baseline data here

Enter ambitious, yet achievable targets

Fill in subject, grade, proficiency status or growth



# Performance Measures: Achievement Gaps

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- Achievement gap is defined in the notice as the difference in the performance between each subgroup within a participating LEA or school and the statewide average performance of the LEA's or State's highest-achieving subgroups in reading or language arts and in mathematics as measured by the assessments required under ESEA, as amended. In this table, the applicant is asked to identify subgroups and comparison groups.

FAQ  
E-5

FAQ  
E-29

# Performance Measures

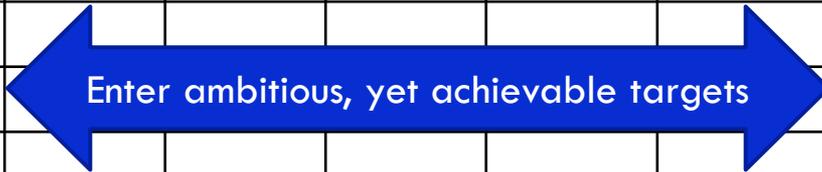
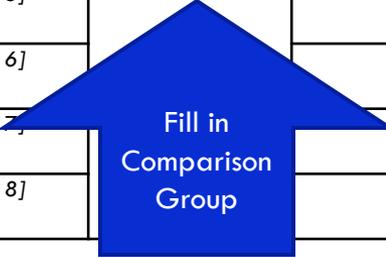
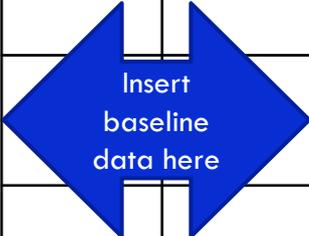
(Application page 34)

<b>(A)(4)(b) Decreasing achievement gaps (as defined in this notice)</b>									
Specific methodology for determining achievement gap (as defined in this notice), specified for each assessed grade in reading or language arts and in mathematics:									
Goal area	Identify subgroup and comparison group		Baseline(s)		Goals				
	Subgroup	Comparison Group	SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
[Achievement Gap measurement (specify grade, subject, and assessment for each )] e.g., Mathematics State Test, Grade 5	[Subgroup 1]	[Comparison Group]							
	[Subgroup 2]								
	[Subgroup 3]								
	[Subgroup 4]								
	[Subgroup 5]								
	[Subgroup 6]								
	[Subgroup 7]								
	[Subgroup 8]								

# Performance Measures

(Application page 34)

<b>(A)(4)(b) Decreasing achievement gaps (as defined in this notice)</b>									
Specific methods for determining achievement gap (as defined in this notice), specified for each assessed grade in reading or language arts and in mathematics									
Goal area	Subgroup and Comparison group		Baseline(s)		Goals				
	Subgroup	Comparison Group	SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
[Achievement Gap measurement (specify grade, subject, and assessment for each )] e.g., Mathematics State Test, Grade 5	[Subgroup 1]	[Comparison Group]							
	[Subgroup 2]								
	[Subgroup 3]								
	[Subgroup 4]								
	[Subgroup 5]								
	[Subgroup 6]								
	[Subgroup 7]								
	[Subgroup 8]								



# Selection Criterion E –

## Continuous Improvement (30 points)

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(E)(3) Ambitious yet achievable performance measures, overall and by subgroup (as defined), with annual targets for required and applicant-proposed performance measures. For each applicant-proposed measure, the applicant must describe--

- (a) Its rationale for selecting that measure;
- (b) How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern; and
- (c) How it will review and improve the measure over time if it is insufficient to gauge implementation progress.

The applicant should have a total of approximately 12 to 14 performance measures.

The chart below outlines the required and applicant-proposed performance measures based on an applicant's applicable population.

Applicable Population	Performance Measure
<b>All</b>	<ul style="list-style-type: none"><li>a) The number and percentage of participating students (as defined), by subgroup (as defined), whose teacher of record (as defined) and principal are a highly effective teacher (as defined) and a highly effective principal (as defined); and</li><li>b) The number and percentage of participating students (as defined), by subgroup (as defined), whose teacher of record (as defined) and principal are an effective teacher (as defined) and an effective principal (as defined).</li></ul>

**FAQ**  
**E-22**

**FAQ**  
**E-23**

**FAQ**  
**E-25**

# Selection Criterion E –

## Continuous Improvement (30 points)

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Applicable Population	Performance Measure
<b>PreK-3</b>	<ul style="list-style-type: none"><li>a) Applicant must propose at least one age-appropriate measure of students' academic growth (e.g., language and literacy development or cognition and general learning, including early mathematics and early scientific development); and</li><li>b) Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development).</li></ul>
<b>4-8</b>	<ul style="list-style-type: none"><li>a) The number and percentage of participating students (as defined), by subgroup (as defined), who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined);</li><li>b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and</li><li>c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.</li></ul>
<b>9-12</b>	<ul style="list-style-type: none"><li>a) The number and percentage of participating students (as defined) who complete and submit the Free Application for Federal Student Aid (FAFSA) form;</li><li>b) The number and percentage of participating students (as defined), by subgroup (as defined), who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined);</li><li>c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students (as defined) who are or are on track to being career-ready;</li><li>d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and</li><li>e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.</li></ul>





# Performance Measures

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FAQ E-7: What is the difference between the goals in selection criterion (A)(4) and the performance measures in (E)(3)?

The goals in selection criterion (A)(4) apply to all students and schools in the LEA and are focused on student outcomes. The performance measures in (E)(3) apply only to participating students (as defined in the notice) and participating schools (as defined in the notice) and help measure ongoing progress during implementation and provide leading indicators of success. Please note, the Department will use both goals and performance measures to manage grantee implementation after the awards are made.

# Performance Measures: Ambitious yet Achievable

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## **Ambitious yet Achievable Goals, Performance Measures, and Annual Targets**

*(As described in Section XIV of the Application Scoring Overview and Chart)*

In determining whether an applicant has ambitious yet achievable goals, performance measures, and annual targets, reviewers will examine the applicant's goals, measures, and annual targets in the context of the applicant's proposal and the evidence submitted (if any) in support of the proposal.

There are no specific goals, performance measures, or annual targets that reviewers will be looking for here; nor will higher ones necessarily be rewarded above lower ones. Rather, reviewers will reward applicants for developing "ambitious yet achievable" goals, performance measures, and annual targets that are meaningful for the applicant's proposal and for assessing implementation progress, successes, and challenges.

FAQ  
E-23

FAQ  
H-1



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# Appendix: Proprietary Information

As stated in the NIA “Submission of Proprietary Information”:

Given the types of projects that may be proposed in applications for the Race to the Top—District program, an application may include business information, generally commercial or financial information, that the applicant considers proprietary. The Department’s regulations define “business information” in 34 CFR 5.11. Following the process used with our previous Race to the Top competitions, we plan to post applications on our Web site, so you may wish to request confidentiality of business information. Consistent with Executive Order 12600, please designate in your application any information that you feel is exempt from disclosure under Exemption 4 of the Freedom of Information Act. In an attachment in Appendix A, titled “Disclosure Exemption,” please list the page number or numbers on which we can find this information. For additional information please see 34 CFR 5.11(c).



# Appendix: Proprietary Information

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- The appendix of the application includes a space where an applicant may include business or financial information that the applicant considers proprietary
  - This information would be exempt from disclosure under Exemption 4 of the Freedom of Information Act

Proprietary Information	Page Number(s)
1. <i>[Add more rows as needed]</i>	
2.	
3.	
4.	
5.	



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# Application Submission

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- We strongly recommend you limit the application narrative to no more than 200 pages, using the following standards:
  - A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
  - Each page has a page number.
  - Line spacing for the narrative is set to 1.5 spacing, and the font used is 12 point Times New Roman.
- Applicants should not include hyperlinks to websites in their applications.
- We recommend that applicants format their applications in black and white. When the Department prints the applications for peer reviewers, the applications will not be printed in color.

Note: Length does not equal quality

FAQ  
I-6

FAQ  
I-8

FAQ  
I-10



# Application Submission

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- Applications must be submitted in electronic format on a CD or DVD, with CD-ROM or DVD-ROM preferred, by mail or hand delivery.
- We strongly recommend that the applicant submit three CDs or DVDs. Each of these three CDs or DVDs should include the following four files:
  - (1) A single file that contains the body of the application narrative, including required budget tables, that has been converted into a searchable .PDF document. Note that a .PDF created from a scanned document will not be searchable;
  - (2) A single file that contains all application appendices in a .PDF format;
  - (3) A single file in a .PDF format that contains all of the required signature pages. The signature pages may be scanned and turned into a PDF. Consortia applicants should also include all signed MOUs or other binding agreements for each LEA in the consortium; and
  - (4) A single, separate file of the completed electronic budget spreadsheets (e.g., .XLS or .XLSX formats) that includes the required budget tables and budget justifications.

**FAQ**  
**I-3**

**FAQ**  
**I-4**

**FAQ**  
**I-5**

**FAQ**  
**I-7**



# Application Submission

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- ❑ Each of previously listed items must be clearly labeled with the LEA's or lead LEA's name, city, State, and any other relevant identifying information.
- ❑ Applicants must not password-protect these files.
- ❑ Additionally, please ensure that: (1) all three CDs or DVDs contain the same four files; (2) the files are not corrupted; and (3) all files print correctly.
- ❑ In addition to the electronic files, applicants must submit signed originals of certain sections of the application.
  - ❑ An individual LEA applicant must submit signed originals of Parts IV, V, and VII of the application.
  - ❑ An application from a consortium of LEAs must include signed originals of Parts IV, VI, and VII of the application as well as a signed memorandum of understanding (MOU) from each LEA in the consortium.



# Application Submission

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The Department must receive all grant applications **on or before** 4:30:00 p.m., **Washington DC time**, on October 3, 2013

## **Submission of Applications by Mail**

U.S. Department of Education  
Application Control Center  
Attention: (CFDA Number 84.416)  
LBJ Basement Level 1  
400 Maryland Avenue, SW.  
Washington, DC 20202-4260

## **Submission of Applications by Hand Delivery**

U.S. Department of Education  
Application Control Center  
Attention: CFDA Number 84.416  
550 12th Street, SW.  
Room 7041, Potomac Center Plaza  
Washington, DC 20202-4260

If the Department receives an application after the application deadline, we will not consider that application. To avoid delays, we strongly recommend sending applications via overnight mail.



# Application Submission

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Note for Mail or Hand Delivery of Applications: When you mail or hand deliver your application to the Department--

- (1) You must indicate on the envelope the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and
- (2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.



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# Questions

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- ❑ Please feel free to send in technical, clarifying, or logistics questions through the chat feature.
- ❑ Please note that due to the large number of participants, we will answer as many questions as possible that are submitted using the chat feature; however, the questions we will answer will be provided over the audio portion of the conference to all participants.
- ❑ We are unable to answer questions about a specific approach or individual proposal.
- ❑ We will be muting the line periodically while we review the questions submitted through the chat feature. We will return momentarily.
- ❑ If you have questions that are not addressed during the webinar or in the FAQs, please submit them by email to [2013.racetothetop.district@ed.gov](mailto:2013.racetothetop.district@ed.gov) and they will be considered for future webinars and FAQs.



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# Resources

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- ❑ FY 2013 Executive Summary
- ❑ Application
  - ❑ Electronic Budget Spreadsheets
  - ❑ Application Formatted for Added Accessibility
- ❑ Frequently Asked Questions
- ❑ FY 2013 Notice of Final Priorities (NFP)
- ❑ FY 2013 Notice Inviting Applications (NIA)
- ❑ Fast Facts
- ❑ Background on FY 2013 Race to the Top - District Competition
- ❑ These resource are available at:

[www.ed.gov/programs/racetothetop-district](http://www.ed.gov/programs/racetothetop-district)



# Resources

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- ❑ The Department conducted webinars on:
  - ❑ August 7 – Overview of the FY 2013 Race to the Top – District competition
  - ❑ August 13 – Applying as a consortium
  - ❑ August 15 – Answers to questions submitted to the email box
  - ❑ Materials from these webinars are available at:  
<http://www2.ed.gov/programs/racetothetop-district/resources.html>
- ❑ Submit questions by email to: [2013.racetothetop.district@ed.gov](mailto:2013.racetothetop.district@ed.gov)
- ❑ Information on future webinars including completing the budget, updates to FAQs, and all other resources are available at:  
[www.ed.gov/programs/racetothetop-district](http://www.ed.gov/programs/racetothetop-district)