

Housekeeping Items:

- Participants' phone lines will be muted throughout the presentation.
- To ask a question, please type your question in the "Chat" box and click Enter.
- If you are disconnected from the webinar event on your PC or from the conference call line please contact technical support at 1-888-376-0105 and provide your Conference ID: 61565
- Suggestion: have a copy of the application package nearby to reference during the presentation.
- The week of July 5, one updated set of frequently asked questions will be posted at two locations:

<http://www2.ed.gov/programs/slcp/faq.html>

<http://slcp.ed.gov/>



Smaller Learning Communities

FY 2010 Grant Competition

Smaller Learning Communities Program (SLCP) Team

Office of Elementary and Secondary Education

United States Department of Education

Smaller Learning Communities Overview

- \$32,674,540 in available funds.
 - An estimated 14 grants will be made.
 - Awards made in September 2010.
- Notice inviting applications
 - June 23, 2010 *Federal Register*.
- Application package:
 - <http://e-grants.ed.gov>.
- Deadlines:
 - **July 15, 2010**: Notice of intent to apply (optional).
 - **August 6, 2010**: Application submission.

Topics for Discussion

- »» What's new.
- Eligibility.
- Grant award and duration.
- Priorities.
- Program & application requirements.
- Selection criteria.
- Budget narrative.

Smaller Learning Communities

What's New in FY 2010?

- We established new priorities, requirements, criteria, and a definition in a Notice of Final Priorities published in the Federal Register on [June 23, 2010](#).
 - Absolute Priority on teacher common planning time
 - Two Competitive Priorities – Including Low-Achieving Schools
 - Requirement for project director time and effort
 - Performance Indicators – collection method and data
 - Budget Periods – Initial award for 24 months, subsequent funds awarded every 12 months, upon evidence of substantial progress.
 - Additional \$750,000 available per school.

Smaller Learning Communities

What's New in FY 2010?

- Equipment definition and expenditures cap.
- Applicants may include up to 5 high schools in the application.
- Applicants may not include high schools that are included in SLC grants that extend beyond **September 30, 2010**.
- *We no longer require* applicants to propose an independent evaluation.
- *We no longer require* applicants to submit a “report card” for each school named in the application.
- Selection Criteria: Multiple additions and eliminations

Eligibility and Grant Award Duration

- » Eligible Entities
- Budget Periods
- Grant Award Ranges
- Maximum Amounts

Eligibility

Local Educational Agency (LEA)

- Local educational agency (LEA)
 - with governing authority over schools in application; OR
 - educational service agency, with support from LEA with governing authority over schools in application.
- Educational service agency
 - “A regional public multiservice agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies.” [sec. 9101(17) of ESEA]
- Includes charter school LEAs and schools funded by Bureau of Indian Education.

Eligibility

Consortium Applications

- A consortium of LEAs may apply as a group.
- Must include a consortium agreement that--
 - Details the activities that each member of the group plans to perform; and
 - Binds each member of the group to every statement and assurance made by the applicant in the application.
- **Agreement must be signed by LEA official with authority to make legal commitments on behalf of LEA.**
- An LEA may submit only one application.
 - Independently or as a member of a consortium.

Eligibility

Large Public High School

- Apply on behalf of a large public high school that:
 - Includes grades 11 and 12; and
 - Has 1,000 or more students enrolled in grades 9 and above during most recent school year.
- Up to **5** high schools may be included in an application.
- High schools included in SLC grants that are active beyond September 30, 2010 **may not** be included.

Eligibility Requirements and Certification

Along with its application, each applicant must provide for each school included in its application:

- (a) The school's name, postal mailing address, and the 12-digit identification number assigned to the school by the National Center for Education Statistics.
- (b) A signed and dated certification from the Superintendent of the LEA in which the school is located that, based upon data from the current school year or the most recently completed school year, the school is a large public high school as that term is defined in the 2005 SLC NFP.

Eligibility Requirements and Certification

An individual who knowingly and willfully provides false information about a school's eligibility may be subject to criminal, civil, or administrative penalties (18 U.S.C. § 1001).

Grant Award Duration and Amount

- Grant awarded for up to 60 months.
- Funds for first **24** months awarded on or around September 30, 2010.
- Funds for each subsequent year awarded annually: (FY12, FY13, FY14)
 - Grantee must demonstrate it has made substantial progress in achieving its goals.
- **Maximum award amount = up to \$2.5 million per school over 60 months (not per year).**
 - Amount determined by school enrollment.
 - **Applications that request more than the maximum amount *will not* be read as part of the regular review.**

Grant Award Amount (cont'd)

Grant Award Ranges

SLC Award Ranges (for entire 60-month period)	
Student Enrollment	Award Ranges Per School
1,000 – 2,000 Students	\$1,750,000 – \$2,000,000
2,001 – 3,000 Students	\$1,750,000 – \$2,250,000
3,001 Students and Up	\$1,750,000 – \$2,500,000

Priorities

- »» Two absolute priorities
- Two competitive priorities

Priorities

Absolute Priority #1 (required)

- Preparing all students to succeed in postsecondary education and careers.
 - Projects that are part of a comprehensive effort to prepare all students to succeed in postsecondary education and careers without remediation.
- Use SLC grant funds *or* own funds to meet the absolute priority.
- Includes five required components.

Priorities

Absolute Priority #1 (required)

1. Provide intensive interventions to assist students who enter high school with reading/language arts or math skills that are significantly below grade level to “catch up” quickly and attain proficiency by the end of 10th grade;
2. Enroll students in a coherent sequence of rigorous English language arts, mathematics, and science courses that will equip them with the skills and content knowledge needed to succeed in postsecondary education and careers without need for remediation;

Priorities

Absolute Priority #1 (required)

3. Provide tutoring and other academic supports to help students succeed in rigorous academic courses;
4. Deliver comprehensive guidance and academic advising to students and their parents that includes assistance in selecting courses and planning a program of study that will provide the academic preparation needed to succeed in postsecondary education, early and ongoing college awareness and planning activities, and help in identifying and applying for financial aid for postsecondary education;

Priorities

Absolute Priority #1 (required)

5. Increase opportunities for students to earn postsecondary credit through Advanced Placement courses, International Baccalaureate courses, or dual credit programs.

Priorities

Absolute Priority #2 (required)

- Providing common planning time for teachers

Projects that increase the amount of time regularly provided to teachers who share the same students or teach the same academic subject for common planning and collaboration during or immediately following the school day without decreasing the amount of time provided to teachers for individual planning and preparation during the school day.

- Use SLC grant funds *or* own funds to meet the absolute priority.

Priorities

Absolute Priority #2 (required)

To meet this priority, teacher common planning time must be used for one or more of the following activities:

- Structured examination of student work and outcome data.
- Collaborative professional development and coaching, including classroom observation.
- Identifying instructional and other interventions for struggling students.
- Curriculum and assessment development.

Priorities

Competitive Priority 1 (optional)

Competitive Preference Priority 1 (4 points)

Projects in which 50 percent or More of the Included Schools are Low-Achieving.

This priority supports projects in which 50 percent or more of the schools to be served by the SLC grant are in any of the following categories:

- (a) Persistently lowest-achieving schools (as defined in the final requirements for the School Improvement Grants program (see 74 FR 65618, 65652)).
- (b) Title I schools that are in corrective action or restructuring under section 1116 of the ESEA.
- (c) Schools that are eligible for, but do not receive Title I funds provided that, if the schools received Title I funds, they would be in corrective action or restructuring under section 1116 of the ESEA.
- (d) Title I schools and schools that are eligible for, but do not receive Title I funds that have a graduation rate, as defined in the State's approved accountability plan for Part A of Title I of the ESEA, that is less than 60 percent.

Priorities

Competitive Priority 2 (optional)

Competitive Preference Priority 2 (2 points)

Projects in which at Least One, but Less than Fifty Percent, of the Included Schools are Low-Achieving.

This priority supports projects in which at least one, but less than 50 percent of the schools to be served by the SLC grant are in any of the following categories:

- (a) Persistently lowest-achieving schools (as defined in the final requirements for the School Improvement Grants program (see 74 FR 65618, 65652)).
- (b) Title I schools that are in corrective action or restructuring under section 1116 of the ESEA.
- (c) Schools that are eligible for, but do not receive Title I funds provided that, if the schools received Title I funds, they would be in corrective action or restructuring under section 1116 of the ESEA.
- (d) Title I schools and schools that are eligible for, but do not receive Title I funds that have a graduation rate, as defined in the State's approved accountability plan for Part A of Title I of the ESEA, that is less than 60 percent.

Priorities

Competitive Priorities (optional)

For example, if your application includes **3** schools:

# of Schools Included in the Application That are <u>Certified</u> as Falling Under any One of Categories a, b, c, or d	Competitive Priority Points Possible
0	0
1	2
2	4
3	4

Priorities

Competitive Priorities (optional)

To meet either competitive priority, an applicant must submit a signed and dated certification from the Superintendent of the LEA in which the school or schools are located. The certification must:

- be based upon the data from the current school year or the most recently completed school year;

and

- identify the specific category of the priority that applies to each school included in the application.

Priorities

Competitive Priorities (optional)

What is the definition of low-achieving school?

- Title I school in improvement, corrective action, or restructuring that (i) is among the lowest-achieving five percent of Title I schools in improvement, corrective action or restructuring in the State (or the lowest-achieving five such schools, whichever number of schools is greater) or (ii) is a Title I high school that has had a graduation rate that is less than 60 percent over a number of years.
- Any secondary school that is eligible for, but does not receive, Title I funds that (i) is among the lowest-achieving five percent of secondary schools in the State (or the lowest-achieving five secondary schools, whichever number of schools is greater) that are eligible for, but do not receive, Title I funds or (ii) is a high school that has had a graduation rate that is less than 60 percent over a number of years.

Priorities

Competitive Priorities (optional)

Are we still eligible for this grant if we don't have schools that meet this "low-achieving school" definition?

Yes. An applicant is **not** required to meet either competitive priority in order to be eligible for a grant.

If we don't include any schools that qualify for these competitive priority points, is it still worth our applying?

Yes. In the past two SLCP competitions, less than half of awarded grantees have qualified for similar competitive priority points.

Program and Application Requirements

- »» Definition of SLC
- Eliminated Requirements
- Including All Students
- Student Placement
- Administration of Grant Award
- Definition/ Uses of Funds
for Equipment
- Performance Indicators

Definition

Smaller Learning Community

- “An environment in which a core group of teachers and other adults within the school knows the needs, interests, and aspirations of each student well, closely monitors each student's progress, and provides the academic and other support each student needs to succeed.”
 - Freshman academies, “houses,” career academies, and other structures.
 - Student advisories, mentoring programs, and other personalization strategies.

Requirements

Requirements Eliminated in FY2010

Applicants are no longer required to provide the following in their applications:

- **Annual Independent evaluation:** An applicant *may propose* to include an annual evaluation as part of their proposed project. However, the applicant's project narrative should clearly describe how they will use it to support substantial progress toward their project goals and objectives.
- **School "report card":** This official report for each does not need to be included in the grant application.

Requirements

Including All Students

- Projects must include every student within the school by no later than the end of the 5th school year of implementation.
 - Does not require assignment of all students to academies or other smaller organizational units.
 - While we expect projects to include a structural component, applicants determine how to create the environment of strong personal and academic support described by the SLC definition.
 - One of the selection criteria evaluates the extent to which project is likely to be effective in creating this environment for “each student.”

Requirements

Student Placement

- Students may not be placed in an SLC structure according to ability or any other measure (e.g., test scores, grades).
- Placement must be random or by student or parent choice.
- Prohibited uses of funds:
 - “Newcomers’ Academy,” in which all students with limited English proficiency are placed in a single structure.
 - “Honors Academy,” in which students with high test scores or GPAs are placed in a single structure.

Requirements

Student Placement

- What if the school already hosts a selective admission magnet academy or “newcomer academy?”
 - Does not disqualify the school from receiving SLC funds, but funds may not be used directly or indirectly to support structures that do not adhere to the student placement requirements.
 - Disclose the structures that do not follow the student placement requirements in your application and assure that SLC funds will not be used directly or indirectly to support these structures.

Requirements

Student Placement

- Requirement does **not** apply to placement of students in specific courses or activities.
- Examples of permissible activities—
 - Assigning students to supplemental reading programs based on test scores.
 - Requiring students to participate in after-school tutoring based on test scores or grades.
 - Requiring completion of prerequisites for enrollment in specific courses.
 - Requiring teacher recommendation for enrolling in co-op and other work-based learning programs.

Requirements

Project Director Role and FTE

- Designate a single project director who will be principally responsible for managing and providing leadership for the implementation of the practices, programs, and strategies the grantee identified in its application and for communicating with the Department.
 - Applications that includes only **1** high school must propose a minimum **.5 FTE** project director commitment.
 - Applications that **2** or more high schools must propose a minimum **1.0 FTE** project director commitment.

Definition

Equipment

Equipment: an article of nonexpendable, tangible personal property that has a useful life of more than one year and that has an acquisition cost which equals or exceeds the lesser of the capitalization level established by the governmental unit for financial statement purposes, or \$500.

This definition includes, but is not limited to, office equipment and furnishings, modular offices, telephone networks, information technology equipment and systems, air conditioning equipment, reproduction and printing equipment, and motor vehicles.

Requirements

Equipment

A grantee may not use more than 1 percent of the grant award in any single budget period during the project period for the acquisition of equipment (as that term is defined in this notice).

Budget Period 1	24 months (October 1, 2010 - September 30, 2012)
Budget Period 2	12 months (October 1, 2012 - September 30, 2013)
Budget Period 3	12 months (October 1, 2013 - September 30, 2014)
Budget Period 4	12 months (October 1, 2014 - September 30, 2015)

Requirements

Performance Indicators

- % of students who score at the proficient and advanced levels on **state reading/ language arts** and **math assessments**.
 - All students
 - Major racial and ethnic groups.
 - Students with disabilities.
 - Students with limited English proficiency.
 - Economically disadvantaged students.

Requirements

Performance Indicators

- School's **graduation rate**, as defined in your state's approved Title I accountability plan.
 - All students
 - Major racial and ethnic groups.
 - Students with disabilities.
 - Students with limited English proficiency.
 - Economically disadvantaged students.

Requirements

Performance Indicators

- The percentage of all graduates who **enroll in postsecondary education** in the semester following high school graduation, as well as the percentage disaggregated by the following subgroups:
 - All students
 - Major racial and ethnic groups.
 - Students with disabilities.
 - Students with limited English proficiency.
 - Economically disadvantaged students.

Requirements

Performance Indicators

You must include in your application:

- Performance objectives for each of the GPRA performance indicators (state ELA/reading tests, state math tests, graduation rate) for each year of the project period;
- **Baseline data for performance indicator 3** (postsecondary enrollment); and
- A description of **project-specific performance indicators** to evaluate the progress of the project and performance objectives for these indicators for each year of the project period.

Requirements

Performance Indicators

Note to awarded applicants:

- Grantees** must use administrative records maintained by State, national, or regional entities that already collect data on student enrollment in postsecondary education as the principal source of data for this performance indicator.
- Examples may include state longitudinal databases, data collected by the National Student Clearinghouse, Cal-PASS, other similar third parties that collect official enrollment data from postsecondary education institutions.
 - Grantees may supplement these records with data collected through surveys administered to students or parents after graduation.

Requirements

Other documents to include

- A copy of your approved indirect cost rate agreement (if you wish to charge indirect costs to the grant).
 - You may not charge indirect costs to the grant if you do not include a copy of the agreement in your application.
- Resumes or job descriptions for project director and key personnel.
 - Note: Resumes are subject to a mandatory 3-page limit.**

Selection Criteria

- » Quality of Project Design
- Quality of Project Services
- Support for Implementation
- Need for Project

Selection Criteria Reminder

- In addressing the selection criteria, you can discuss activities that you are or will be supporting with your own or other funds, as well as activities that will be supported with grant funds.
- Selection criteria total – 100 points.
 - This does not include points earned under the competitive priority.
 - **An applicant that received a perfect peer review score and qualified for competitive priority 1 (application includes 50% or more schools that are low-performing) could potentially earn a total of 104 points.**

Selection Criteria

Quality of Project Design

1. Teachers, school administrators, parents, **and** community stakeholders support the proposed project and **have been and will continue to be** involved in its development and implementation (**5**);
 - Note that the criterion evaluates not just support for the proposed project, but the extent to which there will be continued involvement in project development and implementation.
 - Remember to address all four categories—teachers, school administrators, parents, and community stakeholders.

Selection Criteria

Quality of Project Design

2. The applicant has carried out **sufficient planning** and preparatory activities to enable it to implement the proposed project **during the school year** in which the grant award will be made (**5**);
 - Grants awarded in September 2010.
 - Implementation in the 2010-11 school year.
 - Applicants that propose **only** planning activities in Year 1 are unlikely to be rated highly.

Selection Criteria

Quality of Project Design

3. School administrators, teachers, **and** other school employees will receive effective, ongoing technical assistance **and** professional development in implementing **structural and instructional** reforms and providing effective instruction (**5**); and
 - Note that the criterion evaluates the extent to which “effective” and “ongoing” technical assistance and support will be provided.
 - The criterion mentions both “structural and instructional reforms.”

Selection Criteria

Quality of Project Design

4. The applicant demonstrates that the proposed project is **aligned** with **and advances** a coordinated, district-wide strategy to improve student academic achievement and preparation for postsecondary education and careers without need for remediation **(5)**.

- What is the LEA's strategy to improve student academic achievement and preparation for postsecondary education?

Selection Criteria

Quality of Project Services

Extent to which the proposed project is likely to be effective in –

1. Creating an environment in which a core group of teachers and other adults within the school know the needs, interests, and aspirations of each student well, **closely monitor** each student's progress, and **provide** the **academic and other support** each student needs to succeed (**10**);
 - Evaluates the extent to which the project will provide the environment described in the SLC definition.
 - Recall that all students must be included by the end of the 5th year of the project.

Selection Criteria

Quality of Project Services

Extent to which the proposed project is likely to be effective in –

2. Equipping all students with the reading/English language arts, mathematics, and science knowledge and skills they need to succeed in postsecondary education and careers without need for remediation (8);
 - This criterion evaluates the likely effectiveness of the strategies, activities, and services the project will implement to help all students acquire the knowledge and skills taught in these courses.

Selection Criteria

Quality of Project Services

Extent to which the proposed project is likely to be effective in --

3. Helping students who enter high school with reading/English language arts or mathematics skills that are significantly below grade-level to “catch up” and **attain, maintain and exceed proficiency** by providing supplemental instruction and supports to these students during the ninth grade and, to the extent necessary, in **later grades (8)**;
 - Reviewers will evaluate the extent to which the strategies or interventions you describe are “likely to be effective.” Explain why you think they will be.
 - Consider how your response here relates to how you addressed the preceding “Equipping all students” criterion. Are they consistent?

Selection Criteria

Quality of Project Services

Extent to which the proposed project is likely to be effective in –

- 4. Increasing** the amount of time **regularly** provided to teachers for common planning and collaboration **during** the school day, **without decreasing** the amount of time provided to teachers for individual planning and preparation during the school day (**8**);
 - Propose an effective and viable plan.
 - Note the proposed project must reflect an “increase” in the amount of teacher common planning time.
 - Reviewers will consider your interpretation of “regularly.”

Selection Criteria

Quality of Project Services

Extent to which the proposed project is likely to be effective in –

5. Ensuring, **through technical assistance, professional development**, and other means, that teachers use opportunities for common planning and collaboration effectively **to improve instruction** and **student academic achievement (8)**;
 - To meet absolute priority two (teacher common planning time) you must propose to implement one of the strategies described in the absolute priority.
 - Reviewers are evaluating your proposed technical assistance, professional development and how these activities as you describe fit into your overall plan. They are also evaluating how these activities help teachers improve student academic achievement.

Selection Criteria

Quality of Project Services

Extent to which the proposed project is likely to be effective in –

6. Increasing the participation of students, particularly **low-income** students, in Advanced Placement, International Baccalaureate, or dual enrollment courses (such as early college programs) that offer students the opportunity to earn simultaneously both high school and college credit (**8**); and

- How will your project not just offer these courses, but “increase the participation of students, particularly low-income students” in them?
- Remember to explain why what you describe is “likely to be effective.”

Selection Criteria

Quality of Project Services

Extent to which the proposed project is likely to be effective in –

- 7. Increasing** the percentage of students who enter postsecondary education in the semester following high school graduation by **delivering comprehensive guidance and academic advising** to students **and** their parents that includes assistance in selecting courses

...

Selection Criteria

Quality of Project Services

(7 cont'd)

...**and** planning a program of study that will provide the academic preparation needed to succeed in postsecondary education, early and ongoing college awareness and planning activities, **and** help in identifying and applying for financial aid for postsecondary education (**8**).

- Your responses to earlier criteria may tie in with your response to this one.
- Note that the criterion asks about “increasing” postsecondary enrollment.
- Remember to explain why what you propose is “likely to be effective.”

Selection Criteria

Support for Implementation

In determining the adequacy of the support the applicant will provide for implementation of the proposed project, we will consider the extent to which—

1. The management plan is likely to achieve the objectives of the proposed project on time and within budget and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks (7 points);

Provide adequate detail that will allow reviewers to evaluate whether or not your proposed capacity, timeline, and milestones are feasible and appropriate given the scope and scale of your proposed project.

Selection Criteria

Support for Implementation

Extent to which the proposed project is likely to be effective in –

2. The project director and other key personnel are qualified and have sufficient authority to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the SLC project effectively (7).

Remember the new project director FTE requirement here and the mandatory **3-page limit on resumes**.

Selection Criteria

Need for the Project

The extent to which the applicant has identified specific gaps and weaknesses in the preparation of all students for postsecondary education and careers without need for remediation, the nature and magnitude of those gaps and weaknesses, and the extent to which the proposed project will address those gaps and weaknesses effectively (6).

- Indicate the “***nature and magnitude***” of the “***specific gaps and weaknesses***” in preparing all students for postsecondary education without need for remediation.
- How are the **needs** specific to the students you describe (all? subgroups?)
- Need is for access the activities you described in your proposed project, not just access to smaller learning communities.

Application Narrative

- » Requirements
- » Recommendations

Application Narrative Requirement

Requirement: Limit the narrative to 40 pages.

- Our reviewers will not read any pages of your application narrative that exceed the page limit.
- The 40-page narrative limit does not apply to:
 - Table of contents
 - Forms
 - Budget, including the narrative budget justification;
 - Assurances and certifications;
 - One-page abstract;
 - **Resumes (these have a mandatory 3-page limit);**
 - Indirect cost agreement; or letters of support.

Application Narrative Recommendations

- Address the selection criteria in order.
 - Clear, concise, and well-focused narratives tend to score more highly.
- Describe the **specific** needs and circumstances of each school in your application and **how your project addresses them**.
- **Set clear, measurable goals and objectives** for your proposed project.

*Writing Goals and Objectives: A Guide for Grantees of the
Smaller Learning Communities Program*

<http://slcp.ed.gov/wp-content/uploads/2010/05/SLC-WGandObj-book-F.pdf>

Application Narrative Recommendations

- Provide a detailed management plan.
- Limit attachments and appendices to no more than 20 pages (recommended, not required).
 - Does not include the indirect cost agreement, letters of support, or resumes. Resumes have a mandatory 3-page limit.
 - **Be sure that your attachments are necessary to explain and support your application narrative.**
- File formats.
 - **All files you submit must be in one of the following formats: .DOC (document), .RTF (rich text), or .PDF (Portable Document) format.**
 - Accept “track changes” in Word before submitting.

Budget Narrative

- »» Reminders
- Recommendations
- Frequently Asked Questions

Budget Narrative Reminders

- Prepare budgets for each year of the project.
- ED staff review your proposed budget prior to award (34 CFR 75.232).
 - New definition of equipment under the new NIA.
 - **Maximum 1% of the award in each budget period may go toward equipment costs.**
 - “Necessary, reasonable, and allowable” costs.
 - “Reasonable efficiency and economy.”

Budget Narrative Recommendations

- Review OMB Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments*.
 - <http://www.whitehouse.gov/omb/rewrite/circulars/a087/a087-all.html>.
 - Web site also listed in the application package.
- Describe costs in detail.
 - Review recommended guidelines in application package.
 - Describe the basis for cost estimates.
 - Explain how budget items relate to project goals and objectives.

Budget Narrative

Frequently Asked Questions

- We do not require matching funds.
- Indirect cost rate.
 - May use either *unrestricted* or *restricted* rate; include indirect cost rate agreement in application.
- “Training stipends” line item.
 - Not applicable: include stipends paid to teachers for professional development under *Personnel*.
- District use of funds.
 - No limit on funds used for district-level activities, provided they support project implementation by the *schools in the application*.

Deadlines

- Notice of intent to apply:
 - Encouraged, not required.
 - Deadline: **July 15, 2010**
 - Address: smallerlearningcommunities@ed.gov.
- Application:
 - **Deadline: Friday, August 6, 2010.**
 - Must be submitted by 4:30 pm, Washington, DC time.
 - E-grants

Questions?

Angela Hernandez-Marshall

Team Leader, Smaller Learning Communities

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One updated set of frequently asked questions will be posted at two locations:

- <http://www2.ed.gov/programs/slcp/faq.html>
- <http://slcp.ed.gov/>

E- application

- »» Registration
- Completing Forms
- Completing Narrative Section
- Submitting Your Application

E-application

New User Registration

- If you are a new user, you will need to register to use e-Application.
- Go to e-Grants Portal Page <http://e-grants.ed.gov/>
- Click on the **continue** button
- Click the **register button** on the right side of the next page.
- Select the **e-Application module** and click the **next** button.
- Enter the requested information.
- Your e-Grants password will be sent to the e-mail address you provide.
- Once you receive the e-mail, enter your username and password and click the login button.

E-application

Existing Users

- If you already have a username and password for e-Grants, use them to login.
- If you have access to more than one e-Grants module, you will be directed to select which module you wish to enter.
- Keep in mind that this username and password will be used for all e-Grants modules.
- In order to update your registration for additional e-Grants modules, click the appropriate tab on the top of the screen and provide the requested information

E-application

Completing Forms

Enter a form by clicking on the underlined form title in order to enter data.

Remember to click the "Save" button at the bottom of the form and check the "Form Completed" box for each form as you complete it.

E-application

Completing Narrative Sections

- Click on an underlined narrative form title for the e-Application.
- Enter the title of the document, then click on the "Browse" button to locate your file.
- Remember to click the "Save" button after you upload the document and check the "Form Completed" box when you finish uploading your file(s).
- **Please note for file uploads, we accept .doc, .rtf, and .pdf files only.**

E-application

Submitting your Application

- Only authorized individuals for your organization can submit an application. Please check with your certifying official or sponsored research office before submission.
- Click on the "Ready to submit" button at the bottom of your application.
- Enter and verify the Authorizing Representative information, then click the "Submit" button.
- You will receive an e-mail to confirm that your application was received, and it will include a unique application number. Please print and keep this e-mail for your records. [Reminder: applications must be submitted before 4:30 pm, Washington, D.C. time, on August 6, 2010.
- NOTE: For more detailed information on submitting an e-Application, please see the [User Guide](#). In addition, please try practicing with our e-Application Demo site by clicking on the Demo button found on the upper left corner of the e-Application Home Page.