

Number of schools in LEA application	Award ranges
Six schools	1,500,000–2,500,000
Seven schools	1,750,000–2,500,000
Eight schools	2,000,000–2,500,000
Nine schools	2,250,000–2,500,000
Ten schools	2,500,000

As previously noted, LEAs may not apply on behalf of a single high school in more than one application. Schools that benefited from FY 2000 or FY 2001 implementation awards are not eligible to receive additional support under this competition.

Applicants should note that the requirements listed in this notice are material requirements. Please note that a failure to comply with any applicable program requirement (for example, failure to reasonably implement the proposed grant-funded project) may subject a grantee to administrative action, including the imposition of special conditions or termination of the grant.

C. Project Period

Planning grants will fund activities up to 12 months. Implementation grants will fund activities up to 36 months.

Note: Applicants for multi-year awards must provide detailed, yearly budget information for the total grant period requested. Understanding the unique complexities of implementing a program that affects a school's organization, physical design, curriculum, instruction, and preparation of teachers, the Secretary anticipates awarding the entire grant amount for implementation projects at the time of the initial award.

D. Page Limits

Applicants should limit the application narrative to no more than 25 double-spaced pages using the following standards:

- A page is 8.5" x 11", on one side only;
- The page limit includes all narrative, titles, headings, footnotes, quotations, references, and captions, as well as charts, tables, figures, and graphs. Charts, tables, figures, and graphs may be single-spaced;
- The font should be 12-point or larger;

The page limit does not apply to the Application for Federal Education Assistance Form (424); the SLC cover page; the Budget information Form (ED 524) and attached itemization of costs; any other required or supplementary application forms and attachments to those forms; the assurances and certifications; the table of contents; the one-page abstract (which should

precede the narrative section and provide enrollment data for each eligible high school and a short description of the project); or appendices. Appendices used should relate directly to the selection criteria and project activities. Pages should be numbered.

E. Application and Reporting Requirements Related to Expected Outcomes

For both planning and implementation grants, applicants must describe their:

(a) Project activities, including measurable goals, objectives and timelines; and

(b) Indicators to gauge progress toward meeting project objectives.

In addition, the Secretary requires implementation grantees to collect data that address the performance indicators for this program, in order for them to produce annual performance reports. These reports will document the grantees' yearly progress toward expected project objectives. The Secretary will use these reports to measure the success of each grantee's project, as well as the effects of the Smaller Learning Communities program nationwide. A copy of the Smaller Learning Communities Annual Performance Report form for implementation grantees is included in the application package. Planning grantees will be required to submit a performance report, including their implementation plan, at the end of their project.

Applicants for an implementation grant must submit initial baseline data for each student outcome measure described below. Baseline data should come from either the current or previous school year. Applicants *must* report these data as an appendix. Upon notification of award, implementation grantees will be required to submit student outcome data for all participating schools for three years preceding the baseline year within forty-five days of the award date.

Required student outcome measures include:

I. Student Achievement

- Whether the schools achieved adequate yearly progress, as such term is defined under Title I, Part A of the Elementary and Secondary Education Act; and
- The percentage and number of students taking the SAT and ACT, and their average scores;

II. Academic Rigor and Student Retention

- The number of students who take courses for which they receive both

high school and college credit, including AP or International Baccalaureate courses; and

- The overall reported average daily attendance for October.

III. School Climate

- The number of incidents of student violence and alcohol and drug use;
- The number of expulsions, suspensions, or other serious disciplinary actions; and
- The number of students involved in extracurricular activities.

Applicants for implementation grants who do not provide initial baseline data on the student outcome measures indicated above will be declared ineligible and will not receive funding.

Note: Percentages may be used in place of number of students where appropriate.

F. Definitions

(a) Definitions in EDGAR—Definitions defined in 34 CFR 77.1 are applicable to this program.

(b) Other definitions—The following definitions also apply to this program:

BIA school is a school operated or supported by the Bureau of Indian Affairs.

A *group of schools* is two or more schools that each meet the definition of a large high school.

A *large high school* is an entity that includes grades 11 and 12 and has an enrollment of 1,000 or more students in grades 9 and above.

Selection Criteria

The following selection criteria will be used to evaluate applications submitted for planning and implementation grants. Please note:

(a) The maximum score for both planning and implementation grants is 110 points. The additional 10 points will be awarded to those applicants that respond to the competitive preference described earlier in the notice.

(b) The maximum score for each criterion is indicated in parentheses.

Planning Grants

(a) Need for the project. (10 points)

In determining the need for the proposed project, the Department will consider the extent to which the applicant:

(1) Describes and documents evidence of the applicant schools' need for the proposed restructuring of the school learning environment. Need may be demonstrated by such factors as: Low student achievement scores; number of students enrolled; low attendance; low graduation rates; and high dropout rates; incidents of violence, drug and alcohol use, and disciplinary actions;