

WEBINAR - RESPONSES TO QUESTIONS

Effective School Practices to Support the Whole Child

QUESTION CATEGORIES

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DEMOGRAPHICS (AGE, GRADE, GEOGRAPHY, ETC.)

Q: Are we allowed to submit an application for grades 6-8, or does the application need to address grades 6-12?

A: This RFA is open to applicants that serve either the entire range or a subset of the specified age range, students ages 11-18. A project that serves middle school students up to 8th grade would meet this criteria.

Q: Can the practice be applied to additional students beyond 11-18 year olds or does it need to be limited in scope to 11-18 year olds? (E.g. can it be applied across grades K-12 in a school or does it need to only be implemented for grades 6-12?)

A: The practice can be applied to students outside out of the 11-18 year old range but the focus of the project funded by the grant should be students within specified age range.

Q: Can a K-8th grade school that also has youth workforce services through age 24 be eligible? Or is it only schools that serve through 12th grade?

A: This RFA is open to applicants that serve either the entire range or a subset of the specified age range, students ages 11-18. If your school provides services beyond this age range, you would still be eligible but the focus of your application should be on how you would improve the practice you identify specifically for students ages 11-18.

Q: Will funding for adult education be considered (i.e. GED, career pathways, industry-backed credentials, etc.) through the lens of how greater parental earning and literacy levels supports better outcomes for children and families?

A: No, this RFA is open to applicants that directly serve the entire age range or a subset of the specified range, students ages 11-18.

Q: Are there equivalent opportunities for K-5 programs? Could the case be made for a K-5 program which meets the rest of the prioritization criteria?

A: CZI is not currently offering similar funding opportunities for K-5 programs. This opportunity will only consider practices that serve the entire range or a subset of the specified age range, students ages 11-18.

Q: Do you recognize poor rural white communities as a valid subject for equity work?

A: Yes. Addressing inequity means ensuring factors such as geography, race, and income will not predict educational outcomes.

Q: Does CZI have a particular geographic and/or school type interest (public, charter)?

A: We are interested in great practices in all types of schools in all geographies.

Q: Does the size of the school(s) matter?

A: The size of the school will not play a factor in our funding decision.

Q: Do you have an interest in geographic diversity across the portfolio of projects? Is there any advantage to working with a school in a qualified opportunity zone?

A: The practice must be school-based and we welcome geographic diversity.

PRACTICES

Q: Is the practice supposed to directly build "self-direction" and "curiosity" or can it address barriers that prevent student growth in these without necessarily be a specific intervention for these outcomes (as long as they're measured)?

A: The RFA is focused on integrated practices that build self-direction and curiosity, but the practices could address these in addition to others and doesn't need to be specific for only those outcomes.

Q: Do instructional routines designed to build self-direction and curiosity count as practices?

A: Yes, instructional routines would count as practices.

Q: Are we eligible if we have a set of practices within a particular academic discipline?

A: Yes, as long as the set of practices are integrated into the school model

Q: Do you consider mentoring as an advisory practice? If not, can you please share an example of a mentoring practice that might be eligible?

A: Yes, mentoring could be considered an advisory practice as long as it is a core part of the school model and takes place during regular, in-school hours.

Q: Is regular check-ins with students the practice? (many different way to do that) or would the practice be the use of a specific protocol (the 3-minute or 7-minute or conversation calendars or huddles, etc.)?

A: Regular check-ins could be the practice, with the goal being to improve the practice based on the science of learning and adolescent development.

Q: Can advisory be the practice? Or is the goal to study a narrow practice that happens inside the advisory? In other words, can this opportunity be used to study the impact of Advisory (which is a bundle of quite a few strategies) on building blocks?

A: Advisory could be a set of practices to be improved as a project within this RFA.

Q: Would the learning-sciences informed use of digital technologies be considered a practice?

A: The tools would need to be grounded in the science of learning and human development and would need to be integrated within the school experience.

Q: If a school district integrates the practice adult mentoring and peer to peer relationships; can an in-scope project connect the district with university partners with evidenced based work in these practices to work with the district toward improvement?

A: This likely would be in-scope, as long as the practices already are implemented at the participating school sites, and leadership of those schools is involved in the application and represented on the applicant team.

Q: When you say the specific practice should "not be an intervention," do you mean that it should impact most/all students in a school?

A: We mean that it should be an integral part of the school model and not a standalone program or curriculum. It may focus on a subset of students in a school but needs to be fully-integrated into the way that subset experiences the school model.

Q: Can a practice have a specific focus like ELL students but include professional development for all adults to enhance all students' experience?

A: Yes, the practice could focus on a subset of the school population and include professional development for all adults, as long as the practice is specifically designed for adolescents, ages 11-18.

Q: Can we serve a subset of students, specifically gifted students?

A: We are interested in great practices for any subset of students.

Q: I am curious as to whether a practice that targets the development of adult (educator) social-emotional competencies (as a lever for student outcomes) would be a fit?

A: Yes. Professional development could be a component, but the project would need to support practices, like professional development, in service of adults that serve students between 11-18 years of age, at a school, during regular in-school hours.

Q: Is a measurement component a required element of the grant opportunity? Is a quantitative measure a requirement?

A: Yes, a measurement component is a required element. Measurements can be quantitative and/or qualitative.

Q: Given that the long term goal is to foster self direction and curiosity, does that mean that projects ought to include measurement of those or can we focus on measurement of foundational or precursory competencies?

The RFA is focused on integrated practices that build self-direction and curiosity, but the practices could address these in addition to others and doesn't need to be specific for only those outcomes. Measurement could focus on foundational or precursory competencies that support self direction and curiosity.

Q: Are measurements/metrics for curiosity and/or self-direction required as part of the proposed work, or can we use measures/metrics for mindsets for self and school exclusively if these are the focus of the practice in the application?

A: Measurement could focus on mindsets for self and school, or foundational or precursory competencies that support self direction and curiosity.

Q: Can you clarify what you mean by the science of learning? What would best practice related to this look like?

A: Please see our website and "An Overview of the Research We Ground In" online:
<https://chanzuckerberg.com/wp-content/uploads/2019/07/An-Overview-of-the-Research-We-Ground-In.pdf>

Q: So, the key is then to test and refine an existing integrated practice that targets self-direction and curiosity? Is that an accurate summary?

A: Yes, that is an accurate summary.

PRACTICE IMPLEMENTATION

Q: Could you please clarify the "already implemented"? The RFP says and/or

A: When we say, "already implemented," we want the school site to have already rolled out the practice as opposed to developing/rolling out during the grant period.

Q: When you say the practice must already be implemented in a school does that mean that it

already has to be implemented in the school that is a part of the application or implemented in at least one school in the country?

A: The practice must be implemented in the school that is part of the application.

Q: Can you clarify whether the practice(s) must be integrated in advance of the grant application, or could they be implemented starting in early 2020 after an award?

A: The practice must already be integrated before applying for funds.

Q: Could it be a practice that is already implemented across different schools?

A: Yes - this practice can be implemented across different schools. However, all schools involved in the application must have the practice implemented on their sites.

Q: When you say the practice/program must be implemented in at least one school, does that mean the applicant must have experience implementing it or could it be that the applicant is improving upon a practice/program implemented by someone else?

A: The applicant can definitely improve on someone else's existing practice. However, this improved practice must already be implemented at the applicant's school and funds from this grant should go toward further improvement, not initial implementation.

Q: Does the practice need to already exist in the school with our work being to research its development?

A: Yes. The practice needs to already be implemented in a school.

Q: We are a nonprofit that has an existing practice deployed across multiple high schools (in partnership with the school district). We are interested in taking the foundation of this practice and building a middle school program; is this in scope?

A: All practices funds from this grant should be used to improve the practice within the context that it is already implemented in rather than developing or implementing the practice in a new context.

Q: For clarification, the practice already has to be in use at a K-12 school for this proposal. We as a research institution can not introduce the practice into the school as part of the proposal?

A: That is correct. Schools must have a practice implemented before applying for funds. Researchers can, however, support schools with existing practices to improve on them.

Q: Does there need to be pre-existing data measuring the impact of the practice(s)?

A: The application will ask applicants to share what initial data - qualitative or quantitative - they have used to gauge the practice's effectiveness. However, given the goal of the grant is to improve the practice, we expect many applicants to still be developing and refining their measures and data.

Q: Hello, when you say "tested" in schools, does this have to be an already established and empirically supported practice?

A: The application will ask you to share the evidence you have for the practice's effectiveness regardless of how empirically valid it is, while explaining how you would improve the validity of the evidence.

Q: To clarify, can our application propose implementing practices that have already been integrated elsewhere, but not (yet) with our submitting school partner?

A: No. Schools involved in the application must already have the practice implemented on their site in order to be eligible.

Q: If it is not a new educational practice but new to your school district practice can you still apply?

A: As long as the practice is already implemented in the school sites you will be working with. And the project is focused on how to improve the practice.

Q: In terms of new practices being ineligible, our school model is applying a blended approach of best practices - but that blends seems unique to our schools. If we have been applying this unique approach for years, would it be an ineligible "new" practice?

A: The practice, or in this case, blended approach would be eligible as long as you can tease apart, name, and articulate them as discrete practices that have been blended together to drive outcomes. You will also need to articulate how you would like to continue to develop the practices grounded in science of learning and development.

Q: What is the acceptability of requesting funding to adapt a well-established curriculum? For example, a program that is designed for early childhood needs to be adapted for use in secondary schools.

A: The practice to be supported should already be identified and implemented in the school with students in the specified age range of 11-18 years old.

Q: Can grant funds be used to add new elements to the existing project or professional development related to the project?

A: Potentially, yes. Grants funds could be used to add new elements to improve an existing practice, however practices that have yet to be implemented would not be eligible.

Q: Can this grant be used for a pilot study if pilot data is not yet available for the proposed approach?

A: Yes, pilot studies are eligible, but the practices must already be identified and implemented in the school setting. Feel free to email wholechildrfa@chan Zuckerberg.com with any questions.

Q: Must all team members have a pre-existing relationship implementing the practices?

A: Not all team members need to have a pre-existing relationship implementing the practice, as long as the practice already is being implemented in the school with students in the specified age range.

Q: Would an external evaluation be viewed as beneficial to the proposal? Or looked at as unneeded expense?

A: External evaluation could be a component of a strong proposal, however we would need to review the proposal in its entirety and in context to make a determination.

Q: How many improvement cycles do you envision over a 24 month period?

A: The number of improvement cycles during the grant period is to be determined by the awardee

team.

SCHOOL LEADERSHIP & SCHOOL INVOLVEMENT

Q: How do you define school leader? Teacher? Admin? Support staff? Principal? Network superintendent?

A: In this context, school leader refers to an officer or administrator with executive/managerial oversight of the school. A school that is part of an applicant team should have support and involvement of its principal.

Q: If our program is in multiple schools, are you looking for us to choose one school and one school leader to focus on, or could we use this grant to implement at multiple schools? If so, do we need school leaders for each school site involved in the app?

A: The grant could be implemented at one or multiple schools. We would want to see school leaders from each participating school involved in the application and on the team.

Q: If this is an initiative coming from the state government, implemented in several schools, do you still require all school leaders to be involved in the application?

A: Yes, school leaders from all of the schools that would be participating in the grant should be involved in the application. In the application, please share information about one to three schools involved.

Q: Can we start with school leaders from say 3 schools and add additional schools in, say, fall 2020?

A: No, if multiple schools are involved they must all be implementing the practice(s) to be supported with the grant. The grant is not intended to support scaling or expansion to new sites.

Q: Can a grant be given to a cohort of multiple schools from varied districts with a lead grantee and sub grantees?

A: Yes, the grant could be awarded to a cohort of multiple schools from varied districts with a lead grantee and sub-grantees, however the practice must be implemented in all the schools to be supported with the grant/sub-grants, and the application should include leadership of all the schools in the cohort. In the application, please share information about one to three schools involved.

Q: Should this focus on one school only, or can it focus on several schools in a district or region?

A: More than one school may participate in an application regardless of their geography in the US. In the application, please share information about one to three schools involved.

Q: Can an intermediary organization working with a portfolio of schools apply with a proposal focused specifically on one or two of the schools in its portfolio?

A: Yes, an intermediary working with a portfolio of schools could apply with a proposal focused on one or two schools in its portfolio. The schools must both be implementing the same practice(s) to be supported with the grant, and must have the buy-in of their school's respective leadership and

involvement of leadership on the team.

Q: Section 4 asks for a specific school site to be named - if an applicant works at the district level to provide this school-based practice (with multiple schools within a district) how best can we approach this in the application? Can we share key info at district level/district leadership?

A: We would like the district to partner with a subset of schools serving students ages 11-18 to apply for this opportunity. There is no maximum number of schools that can be involved in the project. All schools involved in the project must engage the school's principal in their proposals in order to be considered. In the application, please share information about one to three schools involved.

Q: Would a network of schools (more than one; in one or more region of the country) be viewed higher/more impactful as compared to one school?

A: We do not have a minimum or maximum number of schools that should apply in a single proposal for it to be competitive. We would like for the practice to be broadly relatable to schools in the U.S., and require that the leadership at each school site be involved in the application. In the application, please share information about one to three schools involved.

Q: Is it within the scope to have two rural district submit one scope of work for two schools because the two districts wants build collaboration?

A: Yes, two rural districts could submit a collaborative proposal for two schools as long as both schools already are implementing the practice(s) and have involvement of school leadership in the application.

Q: Do you have POV of the value in having beneficiaries (e.g., students) as decision makers on the team?

A: We would welcome involvement of students/beneficiaries as decision makers and team members, as long as the students are authentically engaged in the project and the experience on the team is scaffolded to support youth participation and engagement.

SCHOOL DAY

Q: Just want to confirm that this is only focused on practice during the school day in the school building and not open for learning and developmental programming in the OST hours --- after-school and/or summer programs in the K-12 ecosystem.

A: Yes - this RFA is only open to school-based practices at school sites, during regular, in-school hours.

Q: If we are a boarding school that has students 24 hours/5 days a week, would evening time practices be eligible or is it strictly traditional school day hours?

A: This RFA is only open to school-based practices at school sites, during regular, in-school hours (daytime).

Q: Are field trips (during school hours but offsite) eligible projects?

A: Field trips could be a component of the practice and project, but we are seeking practices that are integrated as part of the school model, so field trips in and of themselves would likely not be eligible.

Q: Does the program need to be housed inside schools? Or just in partnership with schools?

A: The RFA is only open to school-based practices at school sites, during regular, in-school hours.

Q: Does the professional learning need to happen during the school day or will the application of the PL content during the school day count?

A: Professional learning could occur outside the school day, as long as the application of the learning would happen through practices during the regular school day hours.

Q: Are proposals that include an after-school component welcome as long as they include a deep school-day focus as well (i.e., supporting deep collaboration with school-day and after-school educator teams to drive SEL in both arenas)?

A: If the practice(s) are integrated during both in-school and out-of-school hours, the grant could only be used to support the iteration and improvement of the practice serving students during in-school hours.

RESEARCH PARTNERSHIPS

Q: Though we aren't required to have a researcher attached to the project at the time of application, will we eventually have to partner with a researcher?

A: You don't have to apply with a researcher to be eligible, but should include a plan for identifying/engaging the research base. It is advised that teams should have some research areas or specific researches in mind that could help move the practice further.

Q: Are grantees required to collaborate with an external researcher for the purpose of this project?

A: Grantees will be encouraged and supported to identify research partners. We expect this will look different for each team based on their plans and goals for their practices/projects.

Q: For the research design, is it required to conduct experimental or quasi-experimental studies to measure impacts?

A: No, experimental or quasi-experimental studies to measure impacts are not required.

BUILDING BLOCKS

Q: One of the building blocks at the top of the hierarchy of the Framework for Comprehensive Student Development is Civic Identity. Is it intentionally excluded as an outcome relevant to this grant opportunity?

A: Civic Identity has been intentionally excluded as we have seen a variety of high quality practices and initiatives that already currently exist to support this area. Curiosity and Self Direction, however,

seemed to pose a larger gap when it comes to known, high quality practices that reinforce these skills.

Q: And what about the intermediary building blocks? Are those not at the top of the framework not being considered as part of programs that would be supported by this grant opportunity?

A: We will consider intermediary building blocks, so long as the application can explain how building those skills ladders up to developing curiosity and/or self direction over time.

PROJECT TIMELINE

Q: Does that mean the close date needs to be 12/2022?

A: Grants are for periods of up to 24 months. Depending on the start date in 2020, some projects could extend into 2022, but no further.

BUDGET

Q: What are allowable expenses (i.e. consult, resources, stipends)?

A: Generally, allowable expenses could include all those related to the charitable purposes of the grant. Indirect costs should be 15% or less of direct costs.

Q: Can you talk a little more about direct and indirect overhead expenses? How do you define them?

A: Direct costs are those that can easily be identified with the project, whereas indirect costs are those that may not be directly attributable to the project. So, in the context of this RFA, salaries and benefits, training, consultant fees, and supplies needed for the project could be examples of direct costs, while administration, personnel, overhead, maintenance, etc. that not directly related to this project could be examples of indirect costs.

Q: Is there a specific range you are looking for, with respect to the percentage of this project compared to our organizational budget?

A: The portion of the project budget to be supported by this grant should be less than one-third of the organization's budget.

Q: Budget Requirements: What tracking and reporting will be required? Does there have to be a separate 501(c)(3)?

A: Grantees would need to submit interim and final reports including financial reports showing grant expenditures.

Q: In the RFA, it states: "This grant opportunity is not intended for general operating support, program implementation, or systems for scaling." Does this mean that no portion of the funding may be used to cover the costs of implementing the practice?

A: A portion of the funding could cover implementation if the focus is on improving upon and iterating on the practice. We would not fund general program sustainability under this grant.

Q: Can grant funds be used to pay for substitute teachers for staff implementing the project when they need to attend grant meetings and professional development related to this project?

A: Yes, funds could be used to pay for substitute teachers for staff implementing the practice to receive training or attend grant-related meetings.

Q: Should we expect that CZI is the sole funder/revenue source of the project budget, or do you want to see evidence of other funders for this project?

A: CZI could be expected to be the sole funder for the project in many cases. Grantees are not restricted from obtaining additional funding from other sources, provided there is no conflict with meeting the terms of the CZI grant.

Q: \$750,000 per year or \$750,000 total over the 24 months? and if the applicant applies for a 24-month program can the budget be front loaded or should each year have an equal amount?

A: \$750,000 is the maximum award amount for a grant period of up to 24 months. The budget could be front-loaded or have unequal installment amounts over the grant period.

GOVERNANCE STRUCTURES

Q: Can districts directly apply for this grant or does it need to go through an outside organization?

A: Government instrumentalities and school districts generally are treated as charitable organizations for the purposes of grantmaking, and they are eligible to apply.

Q: Could the organization be in the process of becoming a 501(c)(3)?

A: Non-tax-exempt groups may apply as members of collaborative teams, but the lead applicant and organization that will receive the grant funding should be a tax-exempt, charitable organization. Please email us at wholechildrfa@chanzuckerberg.com if you would like to discuss this further.

Q: Are fiscally sponsored organizations under 501(c)(3)s eligible?

A: Organizations with a fiscal sponsor are eligible to apply. Multiple applications from a single fiscal sponsor/EIN are allowed, and this will have no impact on the consideration of your application.

Q: Are orgs that tax-exempt under 501(c)(4) or Section 115(1) eligible?

A: Organizations that are exempt under 501(c)(4) are not eligible to directly receive a grant, but potentially could be team members in an application for a (c)(3) grant. Government entities generally are eligible; “quasi-governmental organizations” may be eligible. Please email us at wholechildrfa@chanzuckerberg.com with questions.

AWARDS

Q: How many awards are anticipated to be named? And, just to clarify - is \$750k the MAX award amount for a 24 month grant period, correct? (...not \$750k award, per year, which could be up to \$1.5M over a 24 month grant period...)

A: We expect to make approximately 5-10 grants, but will adjust accordingly based on the opportunities presented. \$750,000 is the maximum award amount.

IN-SCOPE/OUT-OF-SCOPE

Q: Can you clarify what do you mean by policy initiatives being outside of the scope? Do you mean that any initiative led by local governments is not eligible, despite the characteristics of the initiative?

A: Here we are referring to policy advocacy campaigns and systems for scaling, which would not be eligible. Local governments generally would be eligible to apply for a grant if the focus is on improvement of integrated practices at school site(s).

Q: Would an initiative that brought together Teachers and Out of School Time professionals to build the building blocks of learning / academic mindsets in both spaces be in scope?

A: This likely would not be in scope. The focus of the grant would need to be teachers and students during in-school hours at a school site. We know that OST are leaders in the space, and there's much to be learned from bringing teachers and OST together. Please email wholechildrfa@chanzuckerberg.com if you'd like to discuss further.

Q: Can you talk more about educator preparation programs? Is professional development for faculty on the practice in scope?

A: Professional development for faculty could be a component of the practice and could be eligible for funding. Educator preparation programs (for example credential programs at colleges and universities or alternative certification) would not be eligible.

Q: Would a project that involves an ongoing collaboration between preservice teachers and high school students be within scope?

A: Potentially, as long as the preservice teachers were implementing the practice with the students during the school day and the practice was a part of the school model.

APPLICATION

Q: Can we include links to artifacts or the artifacts directly as part of our application?

A: You may include links and attachments in the application using the SMAApply portal. Please do not

send additional materials to CZI unless they are explicitly requested.

Q: Who is reviewing these proposals? Will there be experienced education researchers and teachers reviewing our proposals?

A: All applications submitted through the shared portal will be shared internally with a team of reviewers that may include CZI employees, consultants, and outside subject matter experts.

AFTER THE GRANT

Q: Can you talk a little bit about your goals for grantee convenings?

A: Goals for grantee convening will be determined by the capacity needs and interests of the grantees. Broadly, we hope to provide them with additional support/resources needed to do their best work. We also hope to provide connections between grantees to enable them to learn more from each other.

Q: What is the expectation of sharing out with the field what is learned? Is there an expectation that materials produced are openly licensed?

Ownership in intellectual property rights resulting from grants awarded as part of this RFA can be retained by grantees. We ask that copyrightable materials created with grant support be made freely available to others under creative commons licenses and BSD open source licenses and that any patents resulting from grant support be freely licensable for all academic and non-commercial use and any commercial licenses granted be non-exclusive.

Q: Can you speak more to the commitments that the cohort will have (time, travel) by being part of the group of grantees? Also, does CZI's whole child initiative plan for additional RFAs in the coming year?

A: The grant recipients will be a part of a foundational cohort focused on practice and will be expected to travel to two in-person meetings annually during the term of the grant, for which travel and expenses will be reimbursed by CZI (and are not to be included as a part of the project budget). Awarded grantees will also be invited to participate in webinars and conference calls focused on problems of practice they are facing. Grantees will also be invited to join a peer collaborative, where they can build connections across the field, should this opportunity be of interest. Please see the RFA packet for further information. This is the only RFA we will release in 2019. RFAs and open funding opportunities will be announced on the CZI website. You may follow CZI on social media or subscribe to our newsletter to stay in the loop.

OTHER QUESTIONS

Q: Does CZI have other funding opportunities for whole-child-focused work outside of this RFA?

A: CZI does not currently have other open funding opportunities for whole child-focused work other than this RFA. Open funding opportunities will be announced on the CZI website. You may follow CZI on social media or subscribe to our newsletter to stay in the loop.

Q: How does this RFA fit into CZI's broader funding strategy?

A: This round of funding is part of our broader effort to strengthen community, build capacity, and promote collaboration. Please see our website for further information:

<https://chanzuckerberg.com/story/explore-the-whole-child-approach-to-education/>

Q: What does success look like (for CZI, for the field) when this initiative is completed?

This funding initiative aims to: Identify and improve school practices by leveraging the science of learning and human development, so that more teachers and schools have access to resources that help students build academic skills as well as competencies beyond academics; and leverage various ways to integrate research and practice to accelerate the application of adolescent development knowledge to the design and practice of learning environments.

Q: Is this a new grant opportunity? Do you have examples of previous winning grant opportunities?

A: This is a new grant opportunity. You can see some of our previous grants in education in our grants database at chanzuckerberg.com

Q: Do you have other programs for after-school nonprofits?

A: Currently we do not have open funding opportunities/RFAs in the Education Initiative for after-school nonprofits. Organizations serving communities of Belle Haven, East Palo Alto, North Fair Oaks, and Redwood City, California may wish to visit our 2020 Community Fund RFA website. <https://chanzuckerberg.com/rfa/2020-czi-community-fund/>