



GRANTS

School Support and
Improvement
FY23 Grant Guidance

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FY23 SI GRANTS

FY23 CSI Grad Rate, Systemic Leadership Development and SSI Sustainability Grants

Open in GME on March 1, 2022 and close May 30, 2022

- All are competitive and require detailed high-quality applications
- Require newly (2022-23) completed CNA, root cause analyses and aligned IAP
- All funded strategies and action steps must be evidence-based and aligned directly to CNA-RCA-IAP.

FY 23 Comprehensive Support and Improvement and Targeted Support and Improvement Grants

Open in August, once new identification takes place.

Applications for planning purposes. Complete all sections in GME

Comprehensive Support and Improvement (CSI) Grant

This grant will open in August for LEAs with newly identified Comprehensive Support and Improvement schools.

Eligible Applicants

Newly identified CSI Low Achievement Schools

This is a competitive grant. A detailed application with all required elements and documents is required to be considered for funding.

No LEA out of fiscal and/or programmatic compliance will be considered eligible.

Purpose: To provide CSI schools with funding to implement aligned evidence-based strategies and action steps in the School IAP.

DIRECTIONS

1. LEA and School teams collaborate to write a strong, detailed application, provide all required documents, and check and sign assurances.
 - a. LEA's assigned specialist is available for assistance.
 - b. Use the rubric when completing application narrative questions.
2. Application completion with **all required documents** and evidence in GME **by Oct. 7, 2022** required. Additional inquiries from ADE will not be made. **If all required documents are not in GME, the application will not be scored.**
3. The application will be scored using the scoring rubric provided.
4. Awards will be made based on the scored rubric. **Seventy percent of points is required for funding.**
5. LEAs will be notified of award or non-award by Oct. 15.

Complete all sections in GME

Program Details

- FFATA and GSA Verification
- Contact Information
- Program Narrative Questions-thorough, detailed answers
- Assurances
- Related Documents
 - Signature Page in required related documents (required)
 - Evidence Based Summary Form/s in required related documents (required)
 - Graphs, tables and charts necessary for a complete application (optional, as needed)

Proposed Budget

Complete a *proposed* budget in GME. Be sure to include sufficient details in the narrative.

- Items must support improved achievement by addressing identified root causes.
- Items must be in IAP and aligned to CNA and RCA.
- Be sure that the requests for funds are allowable. Out of state travel and large expenditures for capital items are generally not allowed. Check with your specialist if you have questions or need assistance building your budget.
- Funded strategies, practices and programs must meet top three tiers of ESSA evidence.

Requirements

- Completed 2022-23 CNA in GME
- Thorough root cause analyses (RCA) (fishbone diagrams) in GME
- Completed 2022-23 LEA and School IAP in GME, including SSI required goals
- Alignment between CNA, RCA an IAP is required.

Contact Information (LEA complete once)

LEA/Charter Name	NCES ID#	CTDS#	Entity ID#
Board President	Email		
Superintendent/Charter Holder	Email	Phone #	
Federal Programs Director	Email	Phone #	

Other- Title	Email		Phone #
School Name	NCES ID#	CTDS#	Entity ID#
Principal	Email		Phone #
School Name	NCES ID#	CTDS#	Entity ID#
Principal	Email		Phone #

Add additional school information, if needed

Required Related Documents Signature Page - Signatures below denote commitment to implementation, monitoring and evaluation of strategies and action steps outlined in the IAP and the grant application.

Superintendent name _____ **Date** _____

Signature _____

Charter Holder name _____ **Date** _____

Signature _____

Board President Name _____ **Date** _____

Signature _____

Narrative Questions

School (answer separately for each school)

1. Vision:

Mission:

Shared/ Core Values/Beliefs:

Latest revision date:

Note if these are not available or have not been updated recently, it is a required action plan to develop them (no loss of points).

Comprehensive Needs Assessment (CNA), root cause analyses (RCA), and Integrated Action Plan (IAP) development process

2. Describe the CNA, RCA, IAP development process **in detail**. What process did you use, include data gathering process, the consensus process? Who was involved? What was the timeframe?

3. As a result of your new 2022-23 CNA, identify the principles/indicators, primary needs, root causes, need statements and desired outcomes.

Principle	Primary Need	Root Cause	Need statement	Desired Outcome

4. List both process and impact SMART goals from your IAP.

Principle	Strategy and/or action steps	Process Goal	Impact Goal

5. What strategies and action steps in the school 2022-23 IAP will be funded with the FY23 CSI grant? Include timelines and responsible staff. Be sure to upload Evidence Based Summary Form/s in required related documents.

Strategy	Action Steps	Responsible Staff	Timeline

7. Think five years in the future...describe your school, what it looks like, feels like, sounds like...

8. Complete a *proposed* budget in GME. Be sure to include sufficient details in the narrative. Proposed budget with required detailed narrative in GME is accurate; line items and codes are correct, math is correct. CSI funding tags are accurate in IAP.

- Be sure that the requests for funds are allowable. Out of state travel and large capital items are generally not allowed. Check with your specialist if you have a question or need assistance building your budget.
- Proposed Expenditures are reflected in the IAP and aligned to the CNA and RCA.
- Proposed expenditures have adequate narrative details.
- Proposed expenditures are in correct function and object codes.
- Math is correct.

LEA Support (COMPLETE ONCE)

1. Describe the LEA’s plan to support the schools as they implement their IAP. Include actions, person/s responsible, timelines and measures of success.

Actions	Responsible Staff	Timeline	Measures of success

2. Describe the LEA's plan to hold school/s accountable as they implement their IAP, including monitoring and evaluating measures. Include actions, person/s responsible, and timelines.

Complete narrative description and chart

Actions	Monitoring Measures	Evaluation Measures	Responsible Staff	Timeline

3. Describe the LEA's plan to fiscally monitor school/s receiving CSI funds. Include actions, person/s responsible, and timelines.

Action Steps	Responsible Staff	Timeline

Comprehensive Support and Improvement: Low Achievement Assurances

- Complete and submit School Comprehensive Needs Assessment (CNA) in GME.
- Complete thorough root cause analyses for CNA identified primary needs, submit fishbones in GME.
- Develop LEA and School (for each school in improvement) Integrated Action Plan (L/SIAP) as required, aligned to the CNA and root cause analyses results in GME.
- The L/SIAP includes meaningful evidence-based interventions to improve student achievement; Evidence Based Summary Form in GME.
- Monitor, review, update, delete, retire or add strategies and action steps to the L/SIAP in GME at least quarterly.
- Ensure systems, processes, procedures, including operational flexibility are in place to actively to support Comprehensive Support and Improvement Schools.
- Ensure effective organization of time for weekly professional learning communities (PLCs) during contract time.
 - If no, add action steps to L/SIAP.**
- Implement a balanced assessment system including common interim/benchmark assessments at least three times a year.
 - If no, add action steps to L/SIAP.**
- Implement written evidence and standards-based curriculum including materials.
 - If no, add action steps to L/SIAP.**
- Observation and feedback protocol implemented with fidelity
 - If no, add action steps to L/SIAP.**
- Submit quarterly interim/benchmark assessment data reports and reflective analysis to assigned specialist.
- Identify an LEA contact person who will oversee implementation activities, maintain contact with School Support and Improvement (SSI) staff, and accompany ADE SSI staff during site visits at the school upon request.
- Complete and submit ED Facts data when requested by ADE.
- If the LEA chooses an educational service provider (external provider) the LEA representative will provide ADE SSI with a copy of the process for selecting external providers, job description and evaluation of educational service provider services.
- Submit quarterly reimbursement requests (at a minimum).
- LEA has written procedures to implement the requirement to minimize the time elapsing between receipt and expenditure of federal funds.
- LEA has written procedures for determining the allowability of costs.
- LEA has a process ensuring equitable distribution of state funds to all schools regardless of other funding received.
- I understand that at any time during the grant period, funds can be frozen or forfeited with misuse of funds; or lack of evidence of IAP implementation on the part of the school and/or LEA.
- I understand if the conditions herein are not adhered to or sufficient progress is not being made, a corrective action plan may be written and implemented.

Comprehensive Support and Improvement Grant Allowable Expenditures

All Comprehensive Support and Improvement School activities funded with Title I 1003 (a) School Improvement funds must be reasonable and necessary and directly aligned to the implementation of the LEA and School Integrated Action Plan. The grant budget must address the needs identified in the schools' Comprehensive Needs Assessment and root cause analyses and advance the overall goal to increase the academic achievement in low performing schools.

- Data driven decision-making process
- Strategies and action steps aligned with the CNA and root cause analyses data
- Leadership Development activities
- Professional Learning activities (including conferences and related travel) aligned to needs
- Educational Service Provider (external provider) services based on specific needs identified in CNA and root cause analyses (selection process, evidence of prior success, scope of work and evaluation measures required)
- Supplies directly related to strategies and action steps (no general supplies)
- Positions directly aligned with CNA identified needs and root causes, necessary for IAP implementation (job descriptions required)
- Off contract pay for work (above and beyond duties necessary to job function); planning committees, researching evidence-based interventions, curricula, assessments (aligned to CNA and Root Causes)
 - Board approved hourly rate paid, must be reasonable
 - Requires time and effort logs

Generally, this grant will not fund large capital items. Out of state travel may be approved only if absolutely necessary. *This grant will NOT fund performance incentive pay or stipends.*

Criteria for Compliance

Grant recipients are required to:

- Receive EPS approval for revisions **prior** to implementing any change in spending or program.
- Submit timely, dated revisions for any fiscal or programmatic change.
- In accordance with sound accounting practices, LEAs are required to request timely reimbursements.
- Keep necessary Time and Effort documentation.
- Submit Completion Reports on time.

Grantees failing to meet any single requirement of compliance are subject to corrective action.

CSI Low Graduation Rate Grant – Opens March 1, 2022

Eligible Applicants

Schools identified in SY21-22 as Comprehensive Support and Improvement Schools for low graduation rate based on most current 5th year cohort data.

This is a competitive grant. A detailed, high quality application with all required elements and documents is required to be considered for funding.

Grant awards will not be made to Local Education Agencies (LEAs) that are out of compliance with state or federal requirements, fiscal or programmatic.

Purpose

To provide funding to implement Integrated Action Plan evidence-based strategies and action steps to increase graduation rate.

Directions

1. LEA and School teams collaborate to write a strong, detailed application, provide all required documents, and check and sign assurances.
 - a. LEA's assigned specialist is available for assistance.
 - b. Use the rubric when completing application narrative questions.
2. Application completion **with all required documents** and evidence in GME **by May 30, 2022**, is required. Additional inquiries from ADE will not be made. **If all required documents are not in GME, the application will not be scored.**
3. The application will be scored using the scoring rubric provided.
4. Awards will be made based on the scored rubric. **Seventy percent of points is required for funding.**
5. LEAs will be notified of award or non-award week of July 1, 2022.

Complete all sections in GME

Program Details

- FFATA and GSA Verification
- Contact Information
- Program Narrative Questions
- Assurances
- Related Documents
 - Signature Page in required related documents (required)
 - Evidence Based Summary Form/s in required related documents (required)
 - Graphs, tables, and charts necessary for a complete application (optional, as needed)

Proposed Budget

Complete a *proposed* budget in GME. Be sure to include sufficient details in the narrative.

- Items must support improved achievement and identified root causes.
- Be sure that the requests for funds are allowable. Out of state travel and large expenditures for capital items are generally not allowed. Check with your specialist if you have questions or need assistance building your budget.

Requirements

- Completed **new** 2022-23 CNA in GME
- Thorough root cause analyses (fishbone diagrams) in GME
- Completed 2022-23 LEA and School IAP in GME, including SSI required goals

Contact Information

LEA/Charter Name	NCES ID#	CTDS#	Entity ID#
Board President	Email		
Superintendent/Charter Holder	Email		Phone #
Federal Programs Director	Email		Phone #
Other- Title	Email		Phone #
School Name	NCES ID#	CTDS#	Entity ID#
Principal	Email		Phone #
School Name	NCES ID#	CTDS#	Entity ID#
Principal	Email		Phone #

Add additional school information, if needed

In Required Related Documents Signature Page - Signatures below denote commitment to implementation, monitoring and evaluation of strategies, and action steps outlined in the IAP and the grant application.

Superintendent name

Signature

Date

Charter Holder name

Signature

Date

Board President Name

Signature

Date

FY23 Graduation Rate Grant Application

Requirements:

Completed new 2022-23 CNA, including Root Cause Analyses relative to grad rate; new 2022-23 IAP with CSI grad rate goals, strategies and grad rate tagged action steps relative to increased grad rate; Evidence-Based Summary Forms (in required documents); signature page (in required documents); proposed detailed budget in GME.

Narrative Questions:

1. List 5th year cohort graduation rates for the past three years.
2. List all SMART goals (process and impact) from the 2021-22 IAP with progress monitoring/evaluation data to demonstrate progress towards and/or achievement of your goals.

Goals	Progress monitoring / Evaluation data

3. What grad rate strategies and action steps from the 2021-22 IAP were implemented successfully? What is your evidence of success?

Action Step	Evidence of success

4. List any 2021-22 successful strategies and action steps that will continue into 2022-23 that will be funded with the FY23 Grad Rate grant. If no strategies from 2021-22 will continue to be funded with the FY23 grant, or if you did not have an FY22 Grad Rate grant, write N/A.
5. As a result of your **new** CNA, identify the principles, primary needs, root causes, need statements and desired outcomes.

Principle	Primary Need	Root Cause	Need Statement	Desired Outcome

6. What new strategies and action steps have been added to the 2022-23 school IAP that will be funded with the FY23 Grad Rate grant? Remember to upload Evidence Based Summary Form/s in required related documents.
7. What is your graduation rate SMART goal?
8. List other IAP goals relative to increasing grad rate (process and impact).
9. How will the LEA support and monitor this grant? Be specific.
10. Proposed budget with required detailed narrative in GME is accurate; line items and codes are correct, math is correct.

School Support and Improvement Assurances

- Complete and submit new School Comprehensive Needs Assessment (CNA) in GME.
- Complete thorough root cause analyses for CNA identified primary needs, submit fishbones in GME.
- Develop LEA and School (for each school in improvement) Integrated Action Plan (L/SIAP) as required based on the CNA and root cause analyses results in GME.
- The L/SIAP includes meaningful evidence-based interventions to improve student achievement, Evidence Based Summary Form submitted in GME.
- Monitor, update, delete, retire or add strategies and action steps to the L/SIAP in GME at least quarterly
- Ensure systems, processes, procedures, including operational flexibility are in place to actively to support schools in improvement.
- Identify an LEA contact person who will oversee implementation activities, maintain contact with School Support and Improvement (SSI) staff, and accompany ADE SSI staff during site visits at the school upon request.
- Complete and submit ED Facts data when requested by ADE.
- If the LEA chooses an educational service provider (external provider) the LEA representative will provide ADE SSI with a copy of the process for selecting external providers, job description and evaluation of educational service provider services, if requested.
- Submit reimbursement requests in a timely manner (if applicable).
- LEA has written procedures to implement the requirement to minimize the time elapsing between receipt and expenditure of federal funds.
- LEA has written procedures for determining the allowability of costs.
- LEA has a process ensuring equitable distribution of state funds to all schools regardless of other funding received.
- Accurate and timely submission of all required documents including plan updates and data summaries.
- I understand that at any time during the grant period, funds can be frozen or forfeited for misuse of funds; lack of evidence of IAP implementation on the part of the school and/or LEA.; or non-completion of requirements.
- I understand if the conditions herein are not adhered to or sufficient progress is not being made, a corrective action plan will be written and implemented.

CSI Graduation Rate Grant Allowable Expenditures

All Comprehensive Support and Improvement School activities funded with Title I 1003 (a) School Improvement funds must be reasonable and necessary and directly related to the implementation of the LEA and School Integrated Action Plan. It must address the needs identified in the schools' Comprehensive Needs Assessment, aligned to the root causes and advance the overall goal to increase graduation rate.

- Data driven decision-making process
- Strategies and action steps based on root cause/s identified for low graduation rate
 - Leadership Development
 - Professional Learning activities and related travel costs (out of state will be considered only if necessary)
 - Supplies directly related to action steps
- Off contract pay for work (above and beyond duties necessary to job function); planning committees, researching evidence-based interventions, curricula, assessments
 - Board approved hourly rate paid, must be reasonable
 - Requires time and effort logs

This grant will NOT fund positions, performance incentive pay or stipends or capital outlay items.

Criteria for Compliance

Grant recipients are required to:

- Receive EPS approval for revisions prior to implementing any change in spending or program.
- Submit revisions for any fiscal or programmatic change.
- In accordance with sound accounting practices, LEAs are required to request timely reimbursements.
- Keep necessary Time and Effort documentation.
- Submit Completion Reports on time.
- **Grantees failing to meet any single requirement of compliance are subject to corrective action.**

Targeted Support and Improvement Schools (TSI/ATSI)

This grant will open in August for LEAs with newly identified (A) Targeted Support and Improvement schools.

Eligible Applicants

LEAs with schools identified as Targeted Support and Improvement Schools (TSI/ATSI) in 2022-23 using 2021-22 data..

This is a competitive grant. A detailed application with all required elements and documents is required to be considered for funding.

Grant awards will not be made to Local Education Agencies (LEAs) that are out of compliance with state or federal requirements, fiscal or programmatic.

Purpose

To provide LEAs funding to support TSI schools to implement L/SIAP and increase achievement of identified subgroups.

Directions

1. LEA and School teams collaborate to write a strong, detailed application, provide all required documents and check and sign assurances.
 - a. LEA's assigned specialist is available for assistance.
 - b. Use the rubric when completing application narrative questions.
2. Application completion with **all required documents** and evidence in GME by **10/7/2022** required. Additional inquiries from ADE will not be made. **If all required documents are not in GME, the application will not be scored.**
3. The application will be scored using the scoring rubric provided.
4. Awards will be made based on the scored application. **Seventy percent of points is required for funding.**
5. LEAs will be notified of award or non-award by Oct 15.

Complete all sections in GME

Program Detail

- FFATA and GSA Verification
- Contact Information
- Program Narrative Questions-detailed complete answers
- Assurances
- Related Documents
 - Signature Page in required related documents (required)
 - Evidence Based Summary Form/s in required related documents (required)
 - Graphs, tables and charts necessary for a complete application (optional, as needed)

- **Proposed Budget**

Complete a detailed *proposed* budget in GME. Be sure to include sufficient details in the narrative. It **must** be aligned to the CNA, RCA and IAP.

- Items must be evidence based and support improved identified subgroup achievement and identified root causes.
- Be sure that the requests for funds are allowable. Out of state travel and large expenditures for capital items are generally not allowed. Check with your specialist if you have questions or need assistance building your budget.

Requirements

- Completed **new** 2022-23 CNA uploaded in GME
- Thorough root cause analyses (fishbones) uploaded in GME
- Completed aligned 2022-23 LEA and School IAP in GME including SI required goals and aligned to CNA and RCA

Grants will not be scored if all requirements are not met.

Contact information

LEA/Charter Name	NCES ID#	CTDS#	Entity ID#
Board President	Email		
Superintendent/Charter Holder	Email		Phone #
Federal Programs Director	Email		Phone #
Other- Title	Email		Phone #

Required Related Documents LEA Signature Page - Signatures below denote commitment to implementation, monitoring and evaluation of strategies and action steps outlined in the IAP and the grant application.

Charter Holder _____ **Date** _____

Signature _____

Board President _____ **Date** _____

Signature _____

Superintendent _____ **Date** _____

Signature _____

Targeted Support and Improvement School (TSI/ATSI) Application

1. List all identified Targeted Support and Improvement Schools, current enrollment, principal, and the identified subgroup/s (add lines as necessary)

School Name	School Enrollment	Principal	Identified Subgroup/s

2. Describe the School Comprehensive Needs Assessment process. Who was involved? What process was used to gather data? What was the consensus process? What was the general timeframe?

3. Based on the School CNA and leading and lagging indicator data analysis, what are the primary needs, root cause, desired outcomes and goals relative to each identified subgroup's low achievement for each school.

School	Subgroup	Primary Need	Root cause	Desired outcome	Process or Impact SMART Goal

School	Subgroup	Primary Need	Root cause	Desired outcome	Process or Impact SMART Goal

School	Subgroup	Primary Need	Root cause	Desired outcome	Process or Impact SMART Goal

Add charts as needed

4. Looking across all schools in your LEA, identify trends to be addressed, the strategies, action steps and goals with evidence of success to be funded by this grant. These strategies and action steps should be in the LEA IAP.

LEA Trend	Strategy	Action Step	LEA SMART Goal	Evidence of success	Person/s responsible	Timeline

Add lines as needed

5.. List individual school primary needs, strategies and action steps, and evidence of success with timelines and responsible party to be funded by this grant.

School	Primary Need	Strategy	Action Step	Evidence of success	Person/s responsible	Timeline

6. It is the LEA’s responsibility to support and monitor each school with low achieving subgroups, per ESSA statute.

Describe the LEA plan to communicate expectations and hold all identified TSI schools accountable for the implementation of the IAP’s TSI strategies, action steps and goals to increase achievement for identified subgroups.

A. Communication Plan

Describe how the LEA will communicate current TSI status with each identified school, share data, and establish TSI expectations. Include what communication strategies the LEA will use, who is responsible, timeline/frequency of communication, monitoring and evaluating measures of success of communication strategies.

Communication Strategy	Responsible person/s	Timeline	Measures of success (How will you know the communication strategies are working)

Add lines as necessary

B. Accountability Plan

Describe how the LEA will hold identified schools responsible for TSI action items, implementation of grant funded strategies, action steps and goals to raise achievement. Be specific on the methods the LEA will use, who is responsible, timeline and frequency as well as how the accountability methods will be monitored and evaluated for success.

Accountability Plan Strategies/methods	Responsible person/s	Timeline	Measure of success (How will you know the accountability strategies)

			are working)

Add lines as necessary

7. Proposed budget with required detailed narrative in GME is accurate; line items and codes are correct, math is correct. TSI funding tags are accurate in IAP. Complete a *proposed* budget in GME. Be sure to include sufficient details in the narrative.

- Be sure that the requests for funds are allowable. Out of state travel and large capital items are generally not allowed. Check with your specialist if you have a question or need assistance building your budget.
- Proposed Expenditures are reflected in the IAP and aligned to the CNA and RCA.
- Proposed expenditures have adequate narrative details.
- Proposed expenditures are in correct function and object codes.
- Math is correct

Proposed Budget

- Complete a *proposed* budget in GME. Be sure to include sufficient details in the narrative. Maximum allocations will be based on school enrollment.

School enrollment	Maximum Allocation
~350	\$15,000
351-600	\$20,000
601-900	\$25,000
>900	\$30,000

- Allocation will be in District Level Programs; you will **not** be creating dropdowns for each school
- Indicate specific school expenditures in the budget narrative (similar to the ESEA Consolidated Application)

Grant narrative example

Purchase Conscious Discipline Materials to support SEL needs of identified subgroups (Economically disadvantaged and students with disabilities) Total \$3,931.00		
LEA Leadership Team		
5	Conscious Discipline Books	\$ 145.00
Sunshine School		
1	E-Course site license	\$ 779.00
1	Premium Resources	\$ 70.00
42	Conscious Discipline Books	\$1,218.00
Total		\$2,067.00
Lizard School		
1	E-Course site license	\$ 779.00
1	Premium Resources	\$ 70.00
30	Conscious Discipline Books	\$ 870.00
Total		\$ 1719.00

- Items must support improved subgroup achievement, be evidence-based, and aligned to CNA and identified root causes.
- Proposed expenditures must be **specific**. Amounts for **general items will be disallowed and that funding forfeited**.
- Be sure that the requests for funds are allowable. Out of state travel and large expenditures for capital items are generally not allowed. Check with your specialist if you have questions or need assistance building your budget.

TSI Grant Allowable Expenditures

All TSI School activities funded with Title I 1003 (a) School Improvement funds must be reasonable and necessary and directly related to the implementation of the LEA and School Integrated Action Plan relative to increasing subgroup achievement and aligned to the needs and root causes identified in the schools' Comprehensive Needs Assessment. **Proposed expenditures must be specific. Amounts for general items will be disallowed.**

- Data driven decision-making process
- Specific strategies and action steps based on root cause/s identified for increasing subgroup achievement
 - Leadership Development
 - Professional Learning activities and related travel costs (out of state travel may be approved only if necessary)

- Specialized supplies directly related to supporting action steps
- Off contract pay for work (above and beyond duties necessary to job function); planning committees, researching evidence-based interventions, curricula, assessments
 - Board approved hourly rate paid, must be reasonable
 - Requires time and effort logs

This grant will NOT fund performance incentive pay or stipends, large capital outlay items or general supplies. Prior approval of positions is recommended,

Criteria for Compliance

Grant recipients are required to:

- Receive EPS approval for revisions prior to implementing any change in spending or program.
- Submit revisions for any fiscal or programmatic change.
- In accordance with sound accounting practices, LEAs are required to request reimbursements monthly.
- Keep necessary Time and Effort documentation.
- Submit Completion Reports on time.
- **Grantees failing to meet any single requirement of compliance are subject to corrective action.**

Systemic Leadership Development Grant – opens March 1, 2022

Eligible Applicants

LEAs with schools identified as Comprehensive Support and Improvement Schools (CSI) and/or Targeted Support and Improvement Schools (TSI/ATSI).

Purpose

To provide funding to LEAs with CSI and/or TSI Schools for participation in approved systemic leadership education or executive leadership programs and any required related costs

Due date: May 30, 2022

Complete all sections in GME

- **Program Details**
 - Contact Information
 - Narrative questions
 - Assurances
- **Proposed budget** with detailed narrative
- **Required Related Documents**
 - Signature Page
 - Selected Leadership Program application/information
 - Official program description or brochure including benefits, details program long-term and short-term goals, program elements, participant eligibility, participation dates, length of program, program research base
- **Optional Related Documents**
 - Funding release form as needed
 - Evidence based Summary Form as needed

Contact Information

LEA/Charter Name	NCES ID#	CTDS#	Entity ID#
Board President	Email		
Superintendent/Charter Holder	Email		Phone #
Federal Programs Director	Email		Phone #
Other- Title	Email		Phone #
School Name	NCES ID#	CTDS#	Entity ID#
Principal	Email		Phone #
Add school name and principal information for each school that will be participating			

Program Details Questions answer all questions if first year applying for this Program. Answer #1, 8 and 9 if continuing and mark remaining N/A

Special Note:

If in the first year, please answer question 1-7 and mark N/A for questions 8 and 9.

If in the second year, please answer #1, 2, 6-9 only, and mark N/A on questions 3-5.

1. What Leadership Development Program does the LEA want to attend?
2. List schools that will participate
3. What are the short-term and long-term goals of the program? Add the brochure or other official program document/s in related documents. (NA if second year of attendance)
4. Why was this program selected? (NA if second year of attendance)
5. What is the length of the program? (NA if second year of attendance)
6. What is the registration cost?
7. Are there related costs other than registration?
8. List three critical learnings and actions taken as a result of program attendance. (N/A if first year of program)
9. List 2-3 goals you plan on achieving by your continued attendance to the program. (N/A if first year of program)

Required Related Documents

Signature Page - Signatures below denote commitment to implementation, monitoring and evaluation of strategies and action steps outlined in the IAP and the program requirements.

Charter Holder _____ **Date** _____

Signature _____

Board President _____ **Date** _____

Signature _____

Superintendent _____ **Date** _____

Signature _____

Systemic Leadership Grants for ELEVATE

Approval to Use 1003(a) Funds

_____ LEA approves the use of 1003(a) funds by the Arizona Department of Education to directly provide the ELEVATE, Executive Leadership Program, including all costs for convenings/conferences; including conference location, food, speakers, and all materials to improve student achievement, instruction, LEAs and schools.

Superintendent Printed Name

Superintendent's Signature

Date

Systemic Leadership Development Grant Allowable Expenditures

- Cost of approved program
- Related travel costs
- Substitute costs
- Cost of any required program coach or mentor

Systemic Leadership Development Grant Assurances

- Commitment to make the selected leadership program a top priority
- Adherence to all program requirements including:
 - Completion of program's planning requirements (i.e. 90-day plans)
 - Participation of the top LEA leadership (including Superintendent) in systemic program/process/plan implementation, monitoring and evaluation required by selected program
 - Participation of the school leadership team in systemic program/process/plan implementation, monitoring and evaluation required by selected program
 - Top LEA leadership (including Superintendent) and school leadership teams attendance and active, positive participation in every convening/training/meeting School leadership (principal and other appropriate personnel) regularly conduct short cycle observation and feedback classroom visits in addition to evaluation observation
 - Effective organization of time for weekly structured professional learning communities (PLCs)
 - LEA leadership (including Superintendent) regularly conduct site visits to focus on successful planning and implementation of program plans (i.e. 90-day plans) and/or Integrated Action Plan
 - Planning for sustainability of systematic changes made as a result of the program
- Submission of timely reimbursement requests
- Submission of summary reports as requested by ADE

FY23 School Improvement Sustainability Grant – opening March 23, 2022

Purpose: This grant is to provide additional funding to sustain and/or expand **successful** strategies and action steps implemented during the prior year using school improvement funding.

Eligible Applicants

To be eligible for the FY23 School Improvement Sustainability Grant LEA/school must meet **ALL** the following requirements:

- Identified for CSI low achievement, CSI Low Grad Rate, TSI or participated in ELEVATE Cohorts 3-5, MTSS, SIG Cohort 5 schools
- Received an FY22 Grant from School Support and Improvement
- Submitted Grant Evaluation Tool reflection to program specialist (CSI/TSI)
- Completed **new** 2022-23 CNA in GME
- Conducted thorough root cause analyses (fishbone diagrams) in GME
- Completed 2022-23 LEA and School IAP in GME, including SSI required goals

This is a competitive grant. A detailed application with all required elements and documents is required to be considered for funding. No LEA out of fiscal and/or programmatic compliance will be considered eligible.

Directions

1. LEA and School teams collaborate to write a strong, detailed application, provide all required documents, and check and sign assurances.
2. Complete all sections in GME Program Details
 - FFATA and GSA Verification
 - Contact Information
 - Program Narrative Questions
 - Assurances
 - Related Documents
 - Signature Page in required related documents (required)

- Evidence Based Summary Form/s in required related documents (required)
 - Graphs, tables, and charts necessary for a complete application (optional, as needed)
 - Proposed Budget
 - Complete a *proposed* budget in GME. Be sure to include sufficient details in the narrative.
 - Items must support improved achievement by addressing identified root causes.
 - Be sure that the requests for funds are allowable. Out of state travel and large expenditures for capital items are generally not allowed. Check with your specialist if you have questions or need assistance building your budget.
3. Application completion with all required documents and evidence in GME by May 30, 2022 is required. Additional inquiries from ADE will not be made. If all required documents are not in GME, the application will **not** be scored.
4. The application will be scored using the scoring rubric provided.
5. Awards will be made based on the scored rubric. *Seventy percent of points is required for funding.*
6. LEAs will be notified of award or non-award by July 1.

Contact Information

LEA/Charter Name	NCES ID#	CTDS#	Entity ID#
Board President	Email		
Superintendent/Charter Holder	Email		Phone #
Federal Programs Director	Email		Phone #
Other- Title	Email		Phone #
School Name	NCES ID#	CTDS#	Entity ID#
Principal	Email		Phone #

Add additional school information, if needed

Required Related Documents

Signature Page - Signatures below denote commitment to implementation, monitoring and evaluation of strategies and action steps outlined in the IAP and the grant application.

Superintendent name _____ **Date** _____

Signature _____

Charter Holder name _____ **Date** _____

Signature _____

Board President Name _____ **Date** _____

Signature _____

Narrative Questions (answer for each school)

1. Identify Previous School Improvement Grants your LEA/School has received, when and for how much

Name of Previous Grants Received	Fiscal Years	Funding amount

2. Provide evidence of success for the previously funded strategies/action steps in your FY22 grant application. Address the impact this work has had on participating schools. If different by school, please explicitly outline that in the narrative.

Evidence may include:

- o Student data analysis (e.g., academic, behavior, attendance that has improved).
- o Systems/implementation analysis (e.g., findings from a Diagnostic Review, perception surveys, classroom observations, etc. and how they have changed)

School name/s or All Schools	Strategy or action step	Evidence of success

3. Summarize the work that has been completed to address past needs, desired outcomes and successes using previous SSI grant funding and frame the need for continuation of future funding. (reflection)

What Principles or Indicators were addressed in FY22?	What was the identified root cause?	What was the original primary need?	What is the current state of implementation?	What is the desired outcome for 2022-23?

4. Describe action steps that need to continue to achieve the Desired Outcomes for 2022-23 identified in question 3. Include timeline for proposed action steps, performance targets (goals along the way) and how action steps will be monitored and finally evaluated for success.

Desired Outcome for 2022-23 (from question #3)	Action Steps <i>Include timeline</i>	Performance Targets/Benchmarks <i>Include dates/timing</i>	Describe the data that will be collected to monitor progress (along the way) of this action step. <i>Include dates/timing</i>	Describe how this action step will be evaluated for successful impact on the desired outcome.

5. Provide a detailed proposed budget.

LEA Narrative Questions

6. Explain how, if awarded, the LEA will support its identified schools to ensure that school improvement services, activities, and/or grants are on track and in alignment with their improvement plans and sustain improvements.
7. Describe the plan for how the district will support continued sustainability of the knowledge and work after grant funding ends.

School Improvement Assurances

- Complete and submit School Comprehensive Needs Assessment (CNA) in GME.
- Complete thorough root cause analyses for CNA identified primary needs, submit fishbones in GME.
- Develop LEA and School (for each school in improvement) Integrated Action Plan (L/SIAP) as required based on the CNA and root cause analyses results in GME.
- The L/SIAP includes meaningful evidence-based interventions to improve student achievement, Evidence Based Summary Form in GME.
- Monitor, update, delete, retire or add strategies and action steps to the L/SIAP in GME at least quarterly.
- Ensure systems, processes, procedures, including operational flexibility are in place to actively to support Comprehensive Support and Improvement Schools.
- Ensure effective organization of time for weekly professional learning communities (PLCs).
 - If no, add action steps to L/SIAP.**
- Implement a balanced assessment system including common interim/benchmark assessments at least three times a year.
 - If no, add action steps to L/SIAP.**
- Implement written evidence and standards-based curriculum including materials.
 - If no, add action steps to L/SIAP**
- Observation and feedback protocol implemented with fidelity
 - If no, add action steps to L/SIAP.**
- Submit quarterly interim/benchmark assessment data reports and reflective analysis in GME.
- Identify an LEA contact person who will oversee implementation activities, maintain contact with School Support and Improvement (SSI) staff, and accompany ADE SSI staff during site visits at the school upon request.
- Complete and submit EDFacts data when requested by ADE.
- If the LEA chooses an educational service provider (external provider) the LEA representative will provide ADE SSI with a copy of the process for selecting external providers, job description and evaluation of educational service provider services.
- Submit quarterly reimbursement requests.
- LEA has written procedures to implement the requirement to minimize the time elapsing between receipt and expenditure of federal funds.
- LEA has written procedures for determining the allowability of costs.
- LEA has a process ensuring equitable distribution of state funds to all schools regardless of other funding received.
- I understand that at any time during the grant period, funds can be frozen or forfeited for lack of timely reimbursement requests with evidence of use; misuse of funds; or lack of evidence of IAP implementation on the part of the school and/or LEA.
- I understand if the conditions herein are not adhered to or sufficient progress is not being made, a corrective action plan will be written and implemented.

Sustainability Grant Allowable Expenditures

All activities funded with Title I 1003 (a) School Improvement funds must be reasonable and necessary, evidenced-based and directly aligned to the implementation of the LEA and School Integrated Action Plan. The grant budget must address the needs identified in the schools' Comprehensive Needs Assessment and root cause analyses and advance the overall goal to increase the academic achievement in low performing schools. For the purposes of this grant, successful strategies and action steps needed to sustain improvement.

- Data driven decision-making process
- Strategies and action steps aligned with the CNA and root cause analyses data
- Leadership Development activities
- Professional Learning activities (including conferences and related travel) aligned to needs
- Educational Service Provider (external provider) services based on specific needs identified in CNA and root cause analyses (selection process, evidence of prior success, scope of work and evaluation measures required)
- Supplies directly related to strategies and action steps (no general supplies)
- Positions directly aligned with CNA identified needs and root causes, necessary for IAP implementation (job descriptions required)
- Off contract pay for work (above and beyond duties necessary to job function); planning committees, researching evidence-based interventions, curricula, assessments (aligned to CNA and Root Causes)
 - Board approved hourly rate paid, must be reasonable
 - Requires time and effort logs

Generally, this grant will not fund large capital items. Out of state travel may be approved, only if absolutely necessary.

This grant will NOT fund performance incentive pay or stipends.

Criteria for Compliance

Grant recipients are required to:

- Receive EPS approval for revisions **prior** to implementing any change in spending or program.
- Submit timely, dated revisions for any fiscal or programmatic change.
- In accordance with sound accounting practices, LEAs are required to request timely reimbursements.
- Keep necessary Time and Effort documentation.
- Submit Completion Reports on time.

Grantees failing to meet any single requirement of compliance are subject to corrective action.



Appendices

Evidence-Based Improvement ESSA Guidance

ESSA Evidence Tiers ESSA (Section 8002) outlines four tiers of evidence. The table below includes ESSA’s definition for each of the four tiers, along with a practical interpretation of each tier.

UNDERSTANDING THE ESSA TIERS OF EVIDENCE

	 Strong Evidence	 Moderate Evidence	 Promising Evidence	 Demonstrates a Rationale
 Study Design	Well-designed and implemented experimental study, meets WWC standards without reservations	Well-designed and implemented quasi-experimental study, meets WWC standards with reservations	Well-designed and implemented correlational study, statistically controls for selection bias*	Well-defined logic model based on rigorous research
 Results of the Study	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	An effort to study the effects of the intervention is planned or currently under way
 Findings From Related Studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	N/A
 Sample Size & Setting	At least 350 participants, conducted in more than one district or school	At least 350 participants, conducted in more than one district or school	N/A	N/A
 Match	Similar population <i>and</i> setting to your setting	Similar population or setting to your setting	N/A	N/A

a. Findings from experimental and quasi-experimental studies that either (a) meet the first three criteria for Tiers 1 and 2 but not the sample size, setting, or match requirements, or (b) do not meet WWC standards but statistically control for selection bias between the treatment and comparison groups are also eligible to meet Tier 3 Promising Evidence.

School Improvement Grants fund strategies and action steps using strategies, practices, programs, and interventionsⁱ with **strong, moderate, or promising evidence**. “Demonstrating a Rationale” is not an allowable evidence base for schools in school improvement.

The table below includes ESSA’s definition for each of the four tiers, along with a practical interpretation of each tier.

Tier	ESSA definition	What does it mean?
Tier 1 <i>Strong</i>	Strong evidence from at least one well-designed and well- implemented experimental study.	<p>Experimental studies have demonstrated that the intervention improves a relevant student outcome (e.g., reading scores; attendance rates).</p> <p>Experimental studies (e.g., Random Control Trials) are those in which students are randomly assigned to treatment or control groups, allowing researchers to speak with confidence about the likelihood that an intervention <i>causes</i> an outcome.</p> <p>Well-designed and well implemented experimental studies meet the What Works Clearinghouse (WWC) evidence standards <i>without</i> reservations.</p> <p>The research studies use large, multi- site samples.</p>
		<p>No other experimental or quasi- experimental research shows that the intervention negatively affects the outcome.</p> <p>Researchers have found that the intervention improves outcomes for the specific student subgroups that the district or school intends to support with the intervention.</p>
Tier 2 <i>Moderate</i>	Moderate evidence from at least one well-designed and well- implemented quasi- experimental study.	<p>Quasi-experimental studies have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates). Quasi-experimental studies (e.g., Regression Discontinuity Design) are those in which students have not been randomly assigned to treatment or control groups, but researchers are using statistical matching methods that allow them to speak with confidence about the likelihood that an intervention <i>causes</i> an outcome.</p> <p>Well-designed and well-implemented quasi- experimental studies meet the What Works Clearinghouse (WWC) evidence standards <i>with</i> reservations.</p> <p>The research studies use large, multi- site samples.</p> <p>No other experimental or quasi- experimental research shows that the intervention negatively affects the outcome.</p> <p>Researchers have found that the intervention improves outcomes for the specific student subgroups that the district or school intends to support with the intervention.</p>

<p>Tier 3 <i>Promising</i></p>	<p>Promising evidence from at least one well-designed and well-implemented correlational study.</p>	<p>Correlational studies (e.g., studies that can show a <i>relationship</i> between the intervention and outcome but cannot show <i>causation</i>) have found that the intervention likely improves a relevant student outcome (e.g., reading scores, attendance rates).</p> <p>The studies do not have to be based on large, multi-site samples.</p> <p>No other experimental or quasi- experimental research shows that the intervention negatively affects the outcome.</p> <p>An intervention that would otherwise be considered Tier 1 or Tier 2, except that it does not meet the sample size requirements, is considered Tier 3.</p>
<p>Tier 4 Demonstrates a rationale</p>	<p>Well defined logic module based on research</p> <p>An effort to study the effects is currently underway or planned</p> <p>Relevant research that suggests improving outcomes is likely</p>	<p style="text-align: center; color: red; font-weight: bold; font-size: 2em;">NOT ALLOWED FOR SCHOOL IMPROVEMENT</p>

Evidenced-based improvement allows states and schools flexibility in choosing interventions however, it also brings more local responsibility. It becomes the combined responsibility of the state and the school to ensure that they align improvement efforts, at all tiers of instruction, to solid evidence.

LEA and school leadership teams can utilize multiple resources to determine whether a strategy, practice, program or intervention meets the Strong, Moderate, or Promising ESSA evidence requirements based on rigorous studies from a reputable **third-party evaluator**.

RESOURCE AVAILABLE HERE: [ESSA-Evidence Based Requirements and Resources](#)
Searchable data base of evidence-based programs, practices, and interventions

See Guidance on the ESSA Levels of Evidence for School Improvement Grants [Evidence-Based Practices, Strategies, Programs and Intervention Articles and Resources | Arizona Department of Education \(azed.gov\)](#) and the Evidence-Based Research Requirements (ESSA) Module [Support & Improvement: Professional Learning | Arizona Department of Education \(azed.gov\)](#) for specific information, support and resources.

SSI Grant Guidelines

Below are examples of the level of detail required in the budget narrative. Please refer to the [USFR](#) or [USFRCS](#) for additional guidance on coding.

This document provides samples but is not an all-inclusive list of approvable formats, costs, etc.

6100 Salaries

Function Code 1000 (direct instructional contact with students)
<i>Board adopted salary or hourly</i>

Detail needed: # of staff x # of hours x hourly rate = total; FTE x salary = total

What is the pay for? (example: after school tutoring, substitutes)

Position example: reading interventionist

***Job description required for positions**

***Tutoring plan required for tutoring programs**

***Stipend amounts are not allowed – must break down hours x hourly rate**

Function Code 2100, 2200, 2600, 2700 (staff)
<i>Board adopted hourly rate</i>

Detail needed: # of staff x # of hours x hourly rate = total; FTE x salary = total

What is the pay for? (example: off contract committee work to research math curriculum)

Position example: data coach

***Job description required for positions**

***Stipend amounts are not allowed – must break down hours x hourly rate**

6200 Benefits

All Function Codes
<i>Board adopted rates</i>

Benefits are required for each position in 6100. Exceptions must be noted in your narrative. Provide the percentage used in your cost calculation for related benefits

6300 Purchased Professional Services

Function code 2100, 2200, 2600, 2700 (staff)
<i>TBD based on provider services or conference fees</i>

Educational Service Provider (external provider/consultant)

Detail needed: Who? What? When? For whom?

How much? # of days x daily rate =

***Scope of work with deliverables required for external providers/consultants**

Professional Learning Activities

Detail needed: Who? What? When? For whom?

How much? # of days x daily rate =

Conference registration ***Conference brochure or agenda required**

Detail needed: Conference name, location? length? Who is attending?

Registration cost x # of staff =

Function Code 2300, 2400, 2500, 2900 (administrators)
<i>TBD based on provider services or conference fees</i>

Leadership Development

Detail needed: Who? What? When? For whom?

How much? # of days x daily rate =

***Scope of work with deliverables required for external providers/consultants**

Professional Learning Activities

Detail needed: Who? What? When? For whom?

How much? # of days x daily rate =

Conference registration ***Conference brochure or agenda required**

Detail needed: Conference name, location? length? Who is attending?

Registration cost x # of staff =

6500 Travel Costs

Function Code 2100, 2200, 2600, 2700 (staff)
<i>TBD based on state per diem or board adopted rates</i>

Travel expenses related to conferences attended by staff.

Detail needed: Conference name and date

Transportation cost (airfare or mileage) x # of staff =

Hotel room cost x nights x # of staff =

Per Diem x # days x # of staff =

***Please check conference details. If breakfast and lunch are provided at the conference, per diem cannot be reimbursed for these meals.**

Function Code 2300, 2400, 2500, 2900 (administrators)
<i>TBD based on state per diem or board adopted rates</i>

Travel expenses related to conferences attended by administrators.

Detail needed: Conference name and date

Transportation cost (airfare or mileage) x # of administrators =

Hotel room cost x nights x # of administrators =

Per Diem x # days x # of administrators =

***Please check conference details. If breakfast and lunch are provided at the conference, per diem cannot be reimbursed for these meals.**

6600 Supplies

Function Code 1000 (direct instructional contact with students)
<i>TBD</i>

Curricular materials, instructional kits, site licenses, etc. for student use

Detail needed: Who will use? What is the purpose?

Item name x # of items x cost =

***Miscellaneous office supplies and student rewards not allowed.**

***Quotes are needed for all items.**

Function Code 2100, 2200, 2600, 2700 (staff)
<i>TBD</i>

Supplies for staff, professional learning books, etc.

Detail needed: Who will use? What is the purpose?

Item name x # of items x cost =

***Miscellaneous office supplies not allowed**

***Quotes are needed for all items.**

SSI Grant recipients are required to:

- Receive EPS approval for revisions *prior to* implementing any change in spending or program.
- Submit revisions for any fiscal or programmatic change.
- In accordance with sound accounting practices, LEAs are required to request reimbursements monthly.
- Keep necessary Time and Effort documentation.
- Submit Completion Reports on time.

***Grantees failing to meet any single requirement of compliance are subject to possible funding forfeiture or having funds placed on hold.**

Grant Revision Requirements

-A remaining balance of zero is necessary.

****Do not delete any of the original narrative – add to/below the original narrative.***

-Note the revision # and date of revision (i.e. Revision #1, Oct. 5, 2021)

-Use a different color font for each new revision or highlight the new revision.

-Be detailed in your narrative to indicate if an expenditure increased, decreased, or was added.

-Double check your math. The total in the narrative must match the line item total.

-Upload any revised quotes, scopes of work, evidence-based summary forms, etc.

-Revise your IAP to match the revision in GME. Add/remove any funding tags if needed.

Starting a revision: Under Sections: Choose **Revision Started** and then click **Confirm**.

Sections

Creighton Elementary District (070414000) Public District - FY 2022 - **Medium Risk** - Comprehensive Support and Improvement Grant - Rev 0

Application Status: SEA Comprehensive Support and Improvement Grant Director Approved

Change Status To: **Revision Started**
or
CR Draft Started

You are about to change the status to Revision Started. Click Confirm to change the status.

Confirm **Cancel**

Choose **Modify** next to the section needing a revision.

Budget By Function Codes

	Object Code
<u>Modify</u>	6100 - Salaries
<u>Modify</u>	6200 - Employee Benefits
<u>Modify</u>	6300 - Purchased Professional Services

Example 1: Increasing funding to a current line item expenditure.

Object Code	Function Code	Project
6100 - Salaries	1000 - Instruction	
Narrative Description		
<p>FY 2021 - Comprehensive Support and Improvement Grant - Rev 0 (6.27.20) Certified Staff: Tutoring (off contract work) for Reading and Math; @ 6 teachers x 52/hrs (twice a week, 13 wks, 2 hours a day) x \$25.00 = \$7,800.00 Certified Staff: Hourly pay for 6 teachers (off contract work) participating in after-school tutoring to develop lesson plans (instructional planning) @ 6 teachers x 26/hrs x \$25.00 = \$3,900.00 Total Salaries: \$11,700.00</p> <p>FY 2021 - Comprehensive Support and Improvement Grant - Rev 2 (1.28.21) Certified Staff: Tutoring (off contract work) for Reading and Math; @ 6 teachers x 72/hrs (twice a week, 18 wks, 2 hours a day) x \$25.00 = \$10,800.00 Certified Staff: Hourly pay for 6 teachers (off contract work) participating in after-school tutoring to develop lesson plans (instructional planning) @ 6 teachers x 31/hrs x \$25.00 = \$4,650.00 Total Salaries: \$15,450.00</p>		

Adjust the line item total to match the changes in the narrative.

Line Item Total

\$15,450.00

Example 2: Decreasing funding to a current line item expenditure.

Object Code	Function Code	Project
6300 - Purchased Professional Services	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)	
Narrative Description		
<p>District Level Program Training for Special Education teachers, paraprofessionals, and one administrator from the school sites. This will be split funded, so the total reflected on the quote is more than reflected on the quote. 20 participants which include 2 special education teachers, 2 paraprofessionals and one administrator from each school (Fox Creek Junior High, Des Moines Your Students with Disabilities Who Have Fallen Behind." The focus of this seminar is on the most effective, cutting-edge instructional practices specifically targeted at helping necessary to meet each of your students right where they are and to accelerate their progress. Discover an array of proven strategies for focusing your instruction to meet their needs.</p> <p>20 participants x \$259.00 = \$5180.00 + \$290.08 (5.6% tax) = \$5470.08</p> <p>REVISION 1 11/12/2021 REMOVE \$749.08 to reflect the actual cost of training.</p> <p>Instructor's fees, travel costs and the cost of producing and shipping the resource handbooks \$4721.00</p>		

Adjust the line item total to match the changes in the narrative.

Line Item Total

\$4,721.00

Example 3: Adding a new item to fund.

Object Code	Function Code	Project
6600 - Supplies	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)	
Narrative Description		
<p>Revision 1 12/5/21 – Add new items (see quote in related documents)</p> <p>25 LETRS participant bundle virtual licenses and participant materials for level 2 LETRS teachers who have already completed level 1 of LETRS training \$349 each = \$8725</p>		

Adjust the line item total to match the changes in the narrative.

Line Item Total

\$8725.00

Example 4: Completely removing a line item from the current budget.

When removing an item completely from the budget, choose **Remove**. This action will be recorded in the Change Log. The line item will be deleted from the budget.

	Object Code	Function Code	Project Time (FTE)	Quantity
Remove	6500 - Other Purchased Services	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)		

Narrative Description

Travel expenses (airfare, mileage, hotel, meals, etc.) for professional development workshop/conference:

Saving revisions: Each time a change is made save the information. The save button is located at the top of the page.



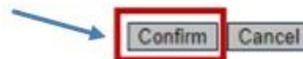
Completing a revision: Once all of your revisions have been completed and saved, return to the **Sections** page and choose **Revision Completed** and **Confirm**.

Application Status: Revision Started

Change Status To: **Revision Completed**
or
[Cancel Revision](#)

No validation errors were found, but one or more warnings exist.

You are about to change the status to Revision Completed. Click Confirm to change the status.



The funding application will then need LEA Business Manager Approval and LEA Authorized Representative Approval in order to be sent to ADE for Specialist and Director approval.

Tutoring Plan

For use of School Improvement Grant Funds (CSI, TSI, SIG)

When using any school improvement funds for a tutoring program, an explicit plan must be provided to ensure that the instruction is targeted, evidence-based and different than instruction provided during the school day. Tutoring time may not be used as a study hall, work completion opportunity or homework room.

LEA:

School:

Circle Grant: CSI TSI SIG

Tutoring Purpose: content area/s and expected outcomes

Targeted Students Populations:

Tutoring Dates:

Tutoring Session Times:

Staffing: Who is teaching the tutoring groups (positions, not names; every effort should be made to assign highly effective teachers; required to be effective teachers)?

Student Identification for Participation: How will students be identified; indicate data to be used, including instruments/assessments?

Program Content: What evidence-based material are being used?

Program and Pedagogy: How is the tutoring different from core instruction?

Student Progress Monitoring: What data will be used to measure progress in the program? (including monitoring instruments/assessments and intervals/timelines)

Program Monitoring: How will the tutoring program be monitored? (including who will oversee the project?)

Program Evaluation: How will the tutoring program be evaluated?

Accessibility: How will equitable accessibility be ensured for all eligible (identified subgroup) students; will transportation be provided?

TSI **If providing tutoring to students with disabilities, the following assurances apply:

The school/LEA assures that:

- FAPE services are provided during the school day.
- Tutoring services are above and beyond what is stated in the IEP.
- Tutoring services will be accessible to all eligible students in the target population

Initialing the boxes and the signature below assures to the conditions described.

Signature (superintendent or designee)

Print Name and Title

Date

School Support and Improvement Contact List

[Devon Isherwood](#), Deputy Associate Superintendent

[Christina Pou Aldrich](#), Director, School Support and Improvement

[Jennifer Zorger](#), Education Program Specialist, Phoenix

[Peggy Fontenot](#), Education Program Specialist, South

[Sarah Barnes](#), Education Program Specialist, South

[Becca Moehring](#), Education Program Specialist, Phoenix

[Jennifer Spaniak](#), Education Program Specialist, Phoenix

[Katy Plencner](#), Education Program Specialist, Phoenix

[Amanda Wilber](#), Education Program Specialist, Phoenix

[Kelly Curtin](#), Education Program Specialist, Phoenix

[Ken Rausch](#), Education Program Specialist, Phoenix

[Michael Hansen](#), Education Program Specialist, Phoenix

[Chelle Kemper](#), Education Program Specialist, Phoenix

[Serena Lobo](#), Education Program Specialist, TSI, Phoenix

[Cindy Richards](#), Project Specialist