Comprehensive Support and Improvement (CSI) Graduation Rate Grant

FY21

CSI Graduation Rate Grant Purpose

To provide funding to implement evidence-based strategies and action steps in the school's Integrated Action Plan to increase graduation rate

Schools identified as a Comprehensive Support and Improvement (CSI) Low Graduation Rate School

Schools graduating less than 66.6%

Identified in February of 2018

Must be in fiscal and programmatic compliance with all state and federal requirements

For-profit charter schools are not eligible

FY21 Grant Flexibilities – Please Note

If your LEA has an FY20 CSI grant:

◦ FY21 allocation will be the same as the FY20 allocation

◦ Submit the following sections only in GME:

  ◦ FFATA & GSA

  ◦ Contact information

  ◦ Assurances

  ◦ Detailed budget narrative addressing your primary needs

◦ Substantial approval will be granted if submitted by June 30, and you will be able to obligate funds starting July 1, 2020

◦ Final Specialist and Director approval is required before funds can be drawn down (this includes a review and approval of all required documents including CNA, RCAs, and IAP)

◦ Unexpended FY20 funds **will carry over** after completion report submission

NEW

Grant application opens March 1, 2020

Grant application closes **June 30, 2020**

(original date was May 30, 2020)

Applications submitted prior to June 30 will be Substantially Approved allowing funds to be obligated starting July 1, 2020

Final Specialist and Director approval is required before funds can be drawn down; this includes the approval of all required documentation

(CNA, RCA and IAP)

Project ends September 30, 2021

1 March 2020　　30 June 2020　　1 July 2020　　1 July 2020　　30 Sep. 2021

Timeline for LEAs with an FY20 Grant

(and not applying for funds in excess of FY20 allocation)

Waiving FY21 CSI Funds

You may waive FY21 CSI funds if not needed

If you do not need the full FY21 allocation, budget what you need and leave the remaining amount unallocated
◦ Adjustments to the allocation will be made later

Additional Funds Needed

If your school has an FY20 CSI grant and you need funds in excess of the FY20 allocation to implement your FY21 IAP:

- Submit the <u>complete</u> grant application including all narrative questions and required documents such as your CNA, RCAs, and IAP by June 30, 2020
- Applications will be scored
- Grant awards and non-award letters will be sent by July 31, 2020
- Substantial approval for awarded grants will be made no later than July 31, 2020
- Final specialist and director approval is required before funds can be drawn down

Please review this webinar in its entirety for full application directions.

New FY21 CSI Grant Applicants

If your school does not have an FY20 CSI grant and you would like an FY21 CSI grant:

- Submit the **complete** grant application including all narrative questions and required documents such as your CNA, RCAs, and IAP by June 30, 2020
- Applications will be scored
- Grant awards and non-award letters will be sent by July 31, 2020
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Timeline for NEW APPLICANTS (no FY20 grant) & FY20 grantees applying for funds in excess of FY20 allocation

Additional Flexibility Adjustments

Academic SMART goals are waived until the end of the first quarter. Goals will be submitted with your October benchmark analysis reflection.

Additional fishbone diagrams are not required for COVID-19 related strategies and actions (i.e. technology, professional learning opportunities for distance learning, additional resources to fill learning gaps, etc.)

Evidence requirements remain the same – only evidence-based practices, programs and strategies can be paid for out of School Improvement related funds

Additional Notes…

- This is a ***competitive grant***

- Complete a detailed application

- Include all required elements and documentation

- Application is scored using a scoring rubric

- 70% of points are required for funding

- Complete **new** FY21 Comprehensive Needs Assessment

- Conduct thorough root cause analyses (fishbone diagrams) for your primary needs

- Complete the LEA and School IAPs including the graduation rate required goal and appropriate grad rate program and funding tags

- All items must be in GME in the Planning Tool

FFATA and GSA Verification

-Be sure to submit your FY21 General Statement of Assurance in GME

-Ensure your SAM.gov information is up to date

-Provide a short description of your grant funded project

Contact Information

- LEA/Charter Holder Name

- Board President

- Superintendent

- Federal Programs Director

- School Name

- Principal

Assurances in GME

ASSURANCES

Checking each box indicates "Yes, the LEA ensures the action described"

Complete and submit School Comprehensive Needs Assessment (CNA)

☐ Yes

Complete thorough root cause analysis for CNA identified primary needs

☐ Yes

Develop LEA and School (for each school in improvement) Integrated Ac

☐ Yes

The L/SIAP includes meaningful evidence based interventions to improv

☐ Yes

Monitor, update, delete, retire or add strategies and action steps to the

Program Narrative Questions

USE THE RUBRIC!

1. List graduation rates for the past three years.

2. List the goals from the 2019-20 IAP with progress monitoring and evaluation data.

Goals	Progress monitoring /evaluation data

3. What grad rate strategies and action steps from your 2019-20 IAP were implemented successfully? How do you know? What is your evidence?

4. List any 2019-20 successful strategies and action steps that will continue into 2020-21 that will be funded with the FY21 Grad Rate Grant.

5. As a result of your **new** CNA, identify your primary needs, root causes, need statements and desired outcomes.

Principle	Primary Need	Root Cause/s	Need Statement	Desired Outcome

6. What **new** strategies and action steps have been added in the 2020-21 IAP that will be funded with the FY21 Grad Rate Grant? Remember to upload Evidence Based Summary Form/s in the required related documents.

7. What is your graduation rate SMART goal?

8. List other goals relative to increasing grad rate (process and impact).
   ◦ Process goal example: By August 1st, 2020, an attendance/tardy policy will be adopted and communicated to all stakeholders as evidenced by written documents.
   ◦ Impact goal example: Attendance rate will increase from 83% in 2020 to 88% in 2021.

9. How will the LEA support and monitor this grant?

10. Proposed budget with required detailed narrative in GME is accurate; line items are correct, includes sufficient detail, math is correct, and items are tagged CSI Grad Rate in IAP.

Related Documents

Required
◦ Evidence Based Summary Form

◦ Signature Page

Optional
◦ Graphs, tables and charts necessary for a complete application, as needed

Note: Graphs, tables and charts cannot be pasted into application and therefore must be added as a related document.

Related Documents

Arizona Department of Education (000111000) Test District - FY 2019 - CSI Graduation Rate Grant - Rev 0 - CSI Graduation Rate Grant - ABC Elementary (999000999) - Public School - New

Go To ▸

Required Documents		
Type	**Document Template**	**Document/Link**
Signature Page [Upload 1 document(s)]	N/A	Upload signature page.
Evidence Based Summary Form/s [Upload at least 1 document(s)]	N/A	

Optional Documents		
Type	**Document Template**	**Document/Link**
Capital Outlay Worksheet	Capital Outlay Worksheet	
Other	N/A	

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.

Signature
_____

Board President _____ Date _____

Signature
_____

Superintendent _____ Date _____

Signature
_____

Charter Holder _____ Date _____

Required Related Documents

Evidence Based Resources

EVIDENCE for ESSA

AIR — AMERICAN INSTITUTES FOR RESEARCH

IES > WWC What Works Clearinghouse

LEARNING POLICY INSTITUTE
Research. Action. Impact.

Results First Clearinghouse Database

Promising Practices Network

Additional resources available on the SI Webpage

Evidence Based Summary Form

LEA Grade   **LEA Community**

☐Preschool   ☒Urban

☐Elementary   ☐Rural

☐Middle School   ☒Suburban

☒High School

REQUIRED

Research Summary

Target grade	**Community**	**ESSA Rating**	**Effect Size**
☐Preschool	☐Urban	☐Strong	☐0.0 to .39 (not recommended)
☐Elementary	☐Rural	☐Moderate	☐0.4 to .49 (1-year growth)
☐Middle School	☒Suburban	☐Promising	☐0.5 and above (highly recommended)
☒High School			

Program or Strategy Description or Research Paper Abstract: Please upload research report and/or job description to support your strategy to related documents

Evidence Based Summary Form

Describe Strategy

Research Abstract

Faria, A. M., Sorensen, N., Heppen, J., Bowdon, J., Taylor, S., Eisner, R., & Foster, S. (2017). *Getting students on track for graduation: Impacts of the Early Warning Intervention and Monitoring System after one year* (REL 2017-272). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from https://eric.ed.gov/?id=ED573814

From the ERIC abstract: "Although high school graduation rates are rising-the national rate was 82 percent during the 2013/14 school year (U.S. Department of Education, 2015)-dropping out remains a persistent problem in the Midwest and nationally. Many schools now use early warning systems to identify students who are at risk of not graduating, with the goal of intervening early to help students get back on track for on-time graduation. Although research has guided decisions about the types of data and indicators used to flag students as being at risk, little is known about the impact of early warning systems on students and schools-and in particular, whether these systems do help get students back on track. This study, designed in collaboration with the REL Midwest Dropout Prevention Research Alliance, examined the impact and implementation of one early warning system-the Early Warning Intervention and Monitoring System (EWIMS)-on student and school outcomes...The study found that EWIMS reduced the percentage of students with risk indicators related to chronic absence and course failure but not related to low GPAs or suspension."

Proposed Budget

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

- Items must support improved graduation rate, strategies, interventions or programs addressing careful root cause analyses

- Be sure that the requests for funds are allowable

- Remember these funds are supplemental

Allowable Expenditures

- Data driven decision making processes
- Leadership development
- Professional learning activities and related travel costs
- Supplies directly related to the action steps
- Off contract pay for work such as planning committees, researching evidence-based interventions or curricula, conducting or attending professional learning or implementation of an intervention
  - Board approved hourly rate paid
  - Requires time and effort logs

Expenditures Not Allowed

Positions

Performance incentive pay or stipends

Capital outlay items

Miscellaneous office supplies

Student rewards/incentives

Out of state travel will be considered only if necessary.

Proposed Budget In GME

Proposed expenditures have adequate narrative details; are in correct function and object codes; math is correct; line items match narrative totals

6100 Salaries

Function Code 1000 (direct contact with students)
Board adopted hourly rate

Detail needed: # of staff x # of hours x hourly rate = 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**

Function Code 2100, 2200, 2600, 2700 (staff)
Board adopted hourly rate

Detail needed: # of staff x # of hours x hourly rate = total
What is the pay for? (example:off contract committee work to research math curriculum)
Position (example: data coach)
***Job description required for positions**

6300 Purchased Professional Services

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

Educational Service Provider (external provider)
    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
    Detail needed: Conference name, location? length? Who is attending?
    Registration cost x # of staff =

Prior to Grant submission

Ensure all GME requirements are completed

Ensure program narrative questions are answered completely and with specific details
- Use the scoring rubric to verify you have included the required details

Verify you have uploaded all the required documents and any additional documents to support your application in related documents

Validate that the new 2020-21 CNA and Root Cause Analysis fishbones are submitted in GME

Confirm the LEA and School Integrated Action Plans include all requirements for school improvement and are tagged CSI Grad Rate

Ensure the proposed budget is closely aligned to the CNA, root causes, strategies and actions steps

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Peter Laing (Coordinator Acceleration & Enrichment)
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Thank you

Visit www.azed.gov/improvement for all grant resources, guidance documents, webinars, and training modules.

If you have any questions, feel free to message SchoolImprovementInbox@azed.gov or contact your assigned program specialist for support.

SI Grant Guidance
FY21

School Support
and Improvement