

Comprehensive Support and Improvement (CSI) Graduation Rate Grant

FY24





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 66.7%

Identified in September of 2021

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

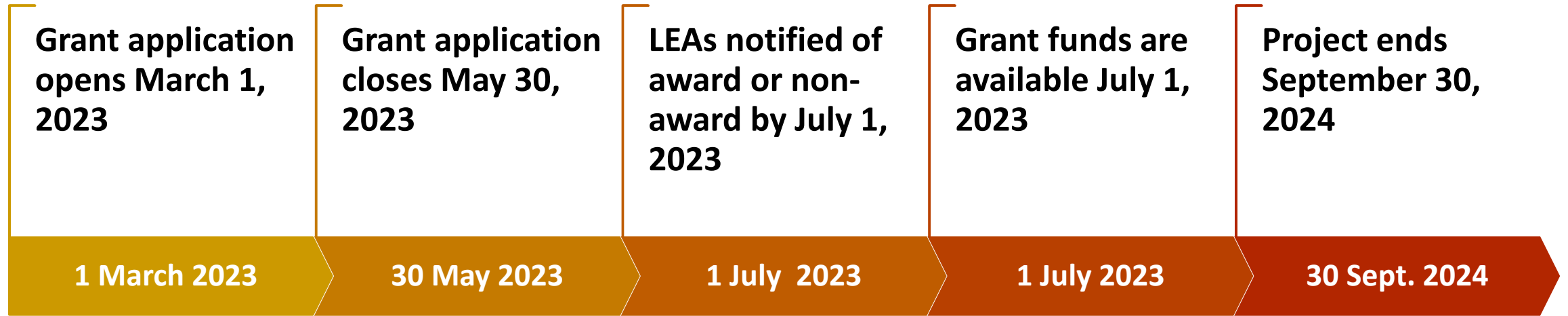
For-profit charter schools are not eligible



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





Timeline





Grant Evaluation Tools

SSI Competitive grants

Grant Funded Action Steps from IAP

Evidence of impact

Reflection on implementation of action step(s)

Conclusion: have desired outcomes been achieved?

Required for application of future grants

- prior year grant evaluations are used to determine fidelity of use of funds





- Conduct thorough root cause analyses (fishbone diagrams) for your primary needs; include a low grad rate fishbone diagram
- Complete the LEA and School IAPs including the graduation rate required goal(s) and appropriate grad rate program and funding tags
- All items must be in GME in the Planning Tool (non-Title I schools may submit paper copies to your EPS)





FFATA & GSA Verification

[FFATA & GSA Verification](#)

Program Information / Instruction

[Program Information / Instruction](#)

Contacts

[LEA/Charter Holder Contact Information](#)

[School Contact Information](#)

Assurances

[Assurance of Application Completion](#)

[Program Assurances](#)

Related Documents - LEA District / Charter Holder Level

[Related Documents - LEA District / Charter Holder Level](#)

Capital Outlay Worksheet - (CSI Graduation Rate Grant)

[Capital Outlay Worksheet](#)

CSI Graduation Rate Grant

Aha Macav High School (070260736) ▼

[Budget](#)

[Budget Overview](#)

[CSI Graduation Rate Grant School Allocations](#)

[Program Narrative Questions](#)

[Related Documents - School / Site Level](#)



Complete All Sections in GME





FFATA and GSA Verification

- Be sure to submit your FY24 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 Action Plan

☐ Yes

The L/SLIP includes meaningful evidence based interventions to improve student learning

☐ Yes

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





LEA District/Charter Holder Level Related Documents

Required

- Signature Page

Required Documents		
Type	Document Template	Document Link
Signature Page [Upload at least 1 document(s)]	 Signature Page	Upload signature page.





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





Program Narrative Questions

USE THE RUBRIC!





School Narrative Questions:

1. List 5th year cohort graduation rates for the past three years.
2. List all SMART goals (process and impact) from the 2022-23 IAP with progress monitoring and evaluation data to demonstrate progress towards and/or achievement of your goals, what do the data tell you?

Goals	Progress Monitoring / Evaluation Name Measures	<i>*Here's what...</i> Actual Data Sets	Met? Yes or No	<i>*So What?</i>	<i>*Now what?</i>
Impact Goal	Benchmark	Specific data points		Reflection of data	Next steps

3. What grad rate strategies and action steps from your 2022-23 IAP were implemented successfully? What is your evidence of success?





4. List any 2022-23 successful strategies and action steps that will continue into 2023-24 that will be funded with the FY24 Grad Rate Grant. If no strategies from 2022-23 will continue to be funded with the FY24 grant, or if you did not have an FY23 Grad Rate grant, write N/A.

**Data must have been provided in Evaluation Tool submitted previously.

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

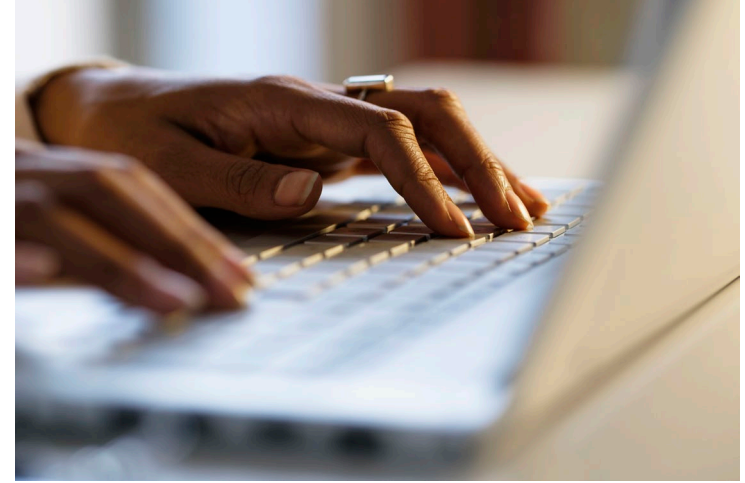
Principle/ Indicator	Primary Need	Root Cause	Need statement	Desired Outcome	Impact Goal/s	Process Goal/s

6. What new strategies and action steps have been added in the 2023-24 IAP that will be funded with the FY24 Grad Rate Grant? Remember to upload Evidence Based Summary Form/s in the required related documents.





7. Complete a proposed budget with required detailed narrative in GME is accurate; line items are correct, math is correct.



LEA Narrative Questions:

1. Describe the LEA's plan to support and hold the school accountable as they implement their IAP. Include specific actions, person/s responsible, timelines and measures of success.
2. Describe the LEA's fiscal monitoring plan; timely reimbursement requests, monitor necessary school actions (time and effort logs, requisitions, other fiscal records). Include action steps, person/s responsible, and timelines.





Related Documents School/Site Level



Required

- Evidence Based Summary Form

Required – if applicable

- Tutoring Plan
- Scope of Work
- Quote
- Conference Brochure
- Job Description

Optional

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





Required Related Documents

Related Documents - School / Site Level

Arizona Department of Education (000111000) Test District - FY 2021 - Global Hold(s): (2019, 2020, 2021) - Targeted Support and Improvement Grant - Rev 0 - Targeted

Go To

ALL INFORMATION SUBMITTED TO ADE IS PUBLIC INFORMATION. Organizations uploading documents to GME must ensure that the information contained in the document other information that could constitute a FERPA violation. Submission of such documents will result in delay of approval or other action in GME until the document is removed.

Required Documents		
Type	Document Template	Document/Link
Evidence Based Summary Form [Upload at least 1 document(s)]	 Evidence Based Summary Form	Upload Evidence Based Form
Optional Documents		
Type	Document Template	Document/Link
Additional Assurances [Upload up to 1 document(s)]	 Additional Assurances	
Charts/Graphs/Tables (LEAs own documents)	N/A	
Other	N/A	



Evidence Based Summary Form

LEA Grade

☐ Preschool

☐ Elementary

☐ Middle School

☐ High School

LEA Community

☐ Urban

☐ Rural

☐ Suburban



Grade Level

☐ Preschool

☐ Elementary

☐ Middle School

☐ High School

Research

Community

☐ Urban

☐ Rural

☐ Suburban

ESSA Tier

☐ Strong

☐ Moderate

☐ Promising



Evidence-Based Practices, Strategies, Programs and Intervention Articles and Resources

Search Evidence-Based Resources Database

Arizona Department of Education does not endorse or require the use of any specific evidence-based clearinghouse; districts may use the clearinghouses or stand-alone research reviews conducted by a third party. We also provide a variety of resources to support the identification of evidence based practices and programs to support your school and district transformation.

Professional Learning
Social Emotional Learning
Evidence-Based Practices
Strengths-Based Leadership
School Improvement Guidance
LEA Contact Form
School Contact Form

1	Program/Intervention	Topic
20	ASSISTments	Math, Technology
21	AVID	Instructional system
22	Better Futures Program	SEL College and Career Readiness
23	Beyond Textbooks - New	Curriculum Frameworks
24	Bilingual cooperative Integrated Reading and Composition (BCIRC)	English Language Learners
25	Blended Learning	Practice, academic achievement
26	Bright Beginnings	ELA and Math

General Info **Programs, interventions** Practices School reform Blueprints SEL CASEL-SEL





Evidence Based Summary Form

Describe Program

Refer to Evidence-Based Resources Database

Evidence Based Summary Form

LEA Grade

- ☐ Preschool
☒ Elementary
☐ Middle School
☐ High School

LEA Community

- ☐ Urban
☐ Rural
☒ Suburban

Research

Grade Level

- ☐ Preschool
☒ Elementary
☒ Middle School
☒ High School

Community

- ☐ Urban
☐ Rural
☐ Suburban

ESSA Tier

- ☐ Strong
☐ Moderate
☒ Promising

Program or Strategy Description or Research Paper Abstract: Must be third party research (no white papers will be accepted).

Please upload research report and/or job description to support your strategy to related documents.

123 Elementary School will be purchasing and implementing Beyond Textbooks as a supplemental curriculum. This program is recognized on the School Support and Improvement's "Search Evidence-Based Resources Database" on the Program/Intervention tab on line #23.





#1

Professional Learning

Social Emotional Learning

Evidence-Based Practices

Strengths-Based Leadership

School Improvement Guidance

LEA Contact Form

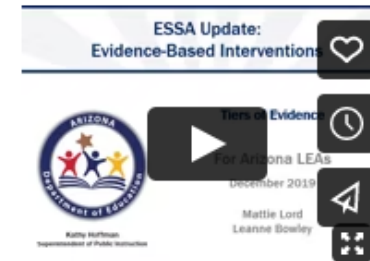
School Contact Form

Evidence-Based Research Requirements (ESSA) Module

Helpful Resources:

- [Evidence Based Summary Form](#)
- [Evidence Review and Effective Practices Briefs](#)
- [Evidence-Based Resource Websites \(ESSA\)](#)
- [ESSA-Evidence Based Requirements and Resource Spreadsheet](#)
- [Sample Evidence-Based Summary Form](#)
- [Evidence-Based Research Requirements \(ESSA\) Module](#)
- [Using the WWC to Find ESSA Tiers of Evidence](#)

#2





Evidence Based Summary Form

Describe Practice

Refer to Evidence Review and Effective Practices Briefs document

Evidence Based Summary Form

LEA Grade

- ☐ Preschool
☐ Elementary
☐ Middle School
☒ High School

LEA Community

- ☐ Urban
☐ Rural
☒ Suburban

Grade Level	Research Community	ESSA Tier
<input type="checkbox"/> Preschool	<input type="checkbox"/> Urban	<input checked="" type="checkbox"/> Strong
<input type="checkbox"/> Elementary	<input type="checkbox"/> Rural	<input type="checkbox"/> Moderate
<input type="checkbox"/> Middle School	<input type="checkbox"/> Suburban	<input type="checkbox"/> Promising
<input type="checkbox"/> High School		

Program or Strategy Description or Research Paper Abstract: Must be third party research (no white papers will be accepted).

Please upload research report and/or job description to support your strategy to related documents.

456 High School will be working with Consulting Company PDQ to align our professional development related to improving our instructional practices to our observation and walk-through protocols. This process of *"Aligning classroom observations with professional development"* is rated as strong on the School Improvement website in the Evidence Review and Effective Practices Briefs document on page 9.





Evidence Based Summary Form

LEA Grade

☐Preschool

☐Elementary

☐Middle School

☒High School

LEA Community

☐Urban

☐Rural

☒Suburban

Evidence Based Summary Form

Describe Strategy

Research Abstract

Research

Grade Level

☐Preschool

☐Elementary

☐Middle School

☒High School

Community

☐Urban

☐Rural

☐Suburban

ESSA Tier

☒Strong

☐Moderate

☐Promising

Program or Strategy Description or Research Paper Abstract: Must be third party research (no white papers will be accepted).

Please upload research report and/or job description to support your strategy to related

Carnegie Learning High School Math Solution curriculum combines traditional textbook and workbook materials with self-paced individualized instruction via automated tutoring software.

<https://www.evidencefoessa.org/programs/math/middlehigh-school/carnegie-learning-high-school-math-solution>

Three studies, all involving high school students, were evaluated. Results for the second cohort were significantly positive which qualified this blended curriculum for the ESSA "strong" category.

White papers, theories of action, reviews of literature, and pre/post test data are not sufficient and do not meet ESSA's requirements



Evidence Based Resources



Results First Clearinghouse Database



Additional resources available:

<https://www.azed.gov/improvement/evidence-based-practices>



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

Performance incentive pay or stipends

Miscellaneous office supplies

Student rewards/incentives

Capital outlay items

COVID related expenses including technology need to be addressed using CARES/ESSER funding sources.

Out of state travel will be considered only if necessary.



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 =

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*





Prior to Grant Submission



Ensure all GME requirements are completed

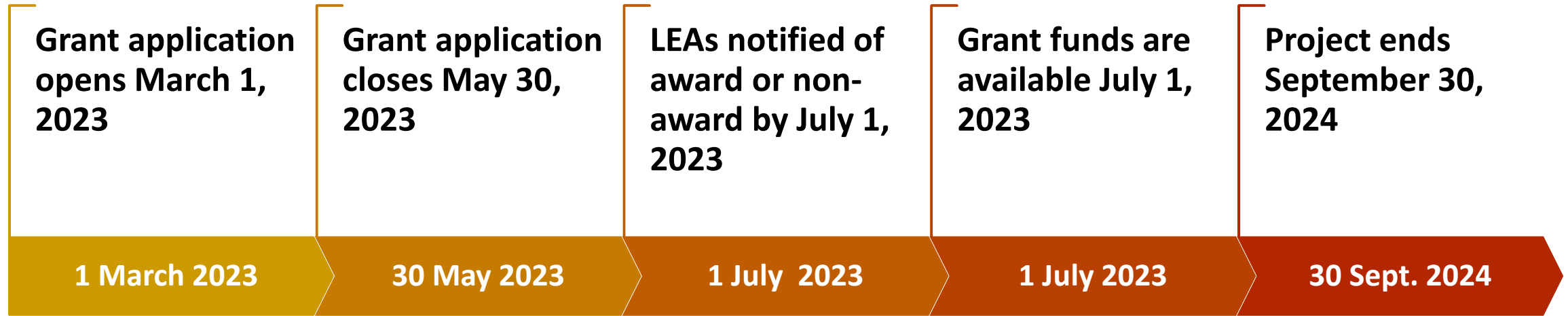
Ensure program narrative questions are answered completely and with specific details
Use the scoring rubric to verify you have included the required details

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

Confirm the LEA and School Integrated Action Plans include all requirements for school improvement and are tagged CSI Grad Rate; non-Title I schools should have sent these document to your EPS

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





Timeline





Devon Isherwood (Deputy Associate Superintendent)

602-364-0379

Christina Aldrich (Director)

602-364-2202

Russel Potter (Data Specialist)

602-542-3281

Education Program Specialists

Sarah W. Barnes 520-770-3062

Tony Cuevas 928-637-1899

Kelly Curtin 602-542-3370

Michael Hansen 602-542-0836

Chelle Kemper 602-364-1980

Serena Lobo 602-542-3123

Lucedes McBroom 520-770-3790

Becca Moehring 602-542-3058

Ken Rausch 602-364-4992

Cindy Robinson 602-364-4115

Andrew Ward 602-364-1782

Amanda Wilber 602-542-3069

TBD 602-542-8788

Email: firstname.lastname@azed.gov





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.

