Comprehensive Support and Improvement Grant
Low Achievement and Graduation Rate (CSI LA/G)
FY25

School Support & Improvement

Comprehensive Support and Improvement (CSI LA/G) Grant Purpose

The purpose of the Comprehensive Support and Improvement Grant is to provide funding for CSI Low Achievement (CSI LA) and Low Grad Rate (CSI G) schools to implement the evidence-based strategies and action steps to increase student achievement and graduation rate.

Important Notes

The CSI LA/G Grant is a **competitive grant.**

Please be sure to complete all elements of the application and provide sufficient detail.

- Please use the grant checklist to guide you in completing the grant application. Your specialist is also available to provide guidance and support throughout the process.
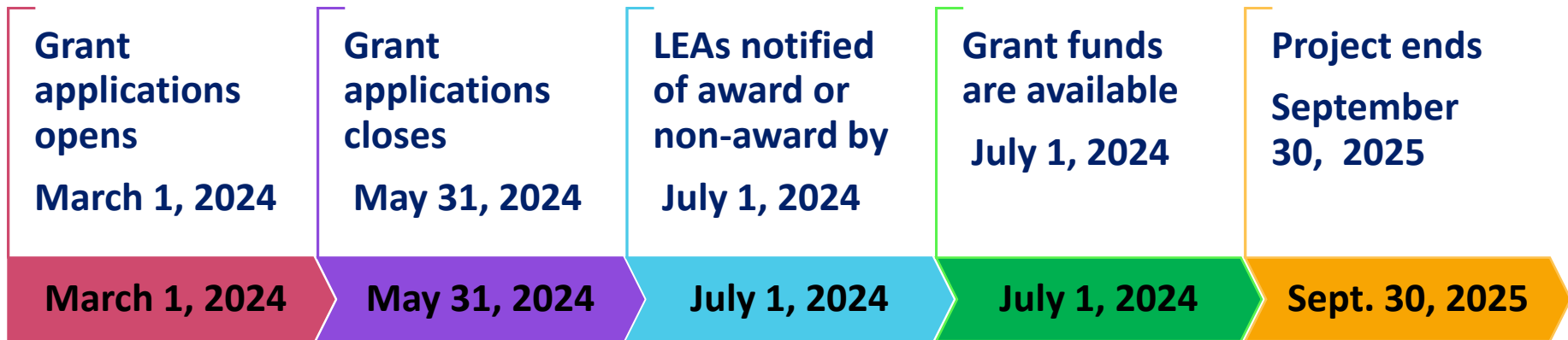
Eligible Applicants

- Federal Comprehensive Support and Improvement (CSI) Schools
  - Identified for low achievement
  - Identified for low graduation rate

- Districts/LEAs must be in fiscal and programmatic compliance with all state and federal requirements
- For-profit charter schools are NOT eligible

Timeline

Grant applications opens	Grant applications closes	LEAs notified of award or non-award by	Grant funds are available	Project ends
March 1, 2024	May 31, 2024	July 1, 2024	July 1, 2024	September 30, 2025
March 1, 2024	May 31, 2024	July 1, 2024	July 1, 2024	Sept. 30, 2025

Prior to Completing the Grant

Thoroughly complete the Comprehensive Needs Assessment (CNA) and the schools integrated action (SIAP) plan for SY24/25.

Complete All Sections in GME

⊟	**FFATA & GSA Verification**
	FFATA & GSA Verification
⊟	**General Education Provisions Act (GEPA)**
	General Education Provisions Act (GEPA)
⊟	**Program Information / Instruction**
	Program Information / Instruction
⊟	**Assurances**
	Assurance of Application Completion
	Program Assurances
⊟	**Contacts**
	LEA/Charter Holder Contact Information
	School Contact Information
⊟	**Program Narrative Questions - LEA District / Charter Holder Level**
	Program Narrative Questions - LEA District / Charter Holder Level
⊟	**Related Documents - LEA District / Charter Holder Level**

FFATA and GSA Verification

Please be sure the following items have been submitted and are up to date.

- FY25 General Statement of Assurance in GME

- SAM.gov information

General Education Provision Act (GEPA)

GEPA - Section 427 Requirements

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) (**20 U.S.C. 1228a**)applies to applicants for grant awards under this program.

To address this provision and receive funding, LEAs must provide responses to the following:

* 1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
Applicants are not required to have mission statements or policies that align with equity in order to submit an application.

* 2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

* 3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

* 4. What is your timeline, including targeted milestones, for addressing these identified barriers?

Contacts

- LEA/Charter Holder Name
- Board President
- Superintendent
- Federal Programs Director
- School Name
- Principal

Assurances

- [ ] Complete and submit School Comprehensive Needs Assessment (CNA) in GME.
- [ ] Develop LEA and School (for each school in improvement) Integrated Action Plan (L/SIAP), aligned to the CNA in GME.
- [ ] Funded strategies, practices and programs will meet the top three tiers of ESSA evidence.
- [ ] Ensure the use of high impact strategies to increase student achievement, such as, high quality professional learning communities (PLC), written evidence and standards-based curriculum, and balanced assessment systems.
- [ ] Ensure systems, processes, procedures, including operational flexibility are in place to actively to support Comprehensive Support and Improvement Schools.
- [ ] Identify an LEA contact person who will oversee implementation activities, maintain contact with School Support and Improvement (SSI) staff, and accompany ADE FSI staff during site visits at the school upon request.
- [ ] Complete and submit EDFacts data when requested by ADE.
- [ ] LEA has written procedures and processes to:
  - minimize the time elapsing between receipt of funds and drawing down of funds
  - for determining the allowability of costs
  - distribution of funds
  - draw down funds quarterly (at minimum)
- [ ] Ensure LEA and school leadership does their due diligence to follow all district and organizational guidelines regarding budget expenditures to ensure proper documentation is maintained.
- [ ] Ensure all budget expenditures are reasonable and necessary to support the identified needs of the school and address any programmatic needs. This includes but is not limited to benefits, out of state travel and consultant fees.
- [ ] Ensure any programs, practices or interventions grant funded meet the top 3 tiers of ESSA (strong, moderate, and promising)
- [ ] 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.

All assurances are required to be eligible to receive funding through the CSI grant. Each assurance must be checked in this section.

Program Narrative Questions

School Program Narrative Questions

Please collaborate with your team to write a detailed response to the following grant narrative questions. We are here to support you every step of the way.

1. **Tracking the Journey**

Please list the goals that are being set for this project, the frequency in which the goals will be monitored and the data you will use to determine success in accomplishing your academic achievement and/or graduation rate goals.

Goal	With what frequency will the goals be monitored?	Data Used to Determine Success	

2. Turning Plans into Action:

Please describe how your grant funded items will support your goals.

Grant Funded Item	Desired Result

3. Planting Seeds for the Future:

Please describe how successful implementation of grant funded goal(s) will continue when the grant funding ends.

Narrative response:

LEA Support Question

LEA Support for Success (a TEAM Sport):

Please share the LEA's strategy for both supporting and ensuring the success of school's grant funded goals and action steps. Please be sure to include the concrete steps, individuals responsible, the expected timelines, and ways you plan to measure outcomes.

Narrative response:

Related Documents

Required
- Signature Page

Optional
- Evidence Based Summary Forms:
  By signing the assurances, you are indicating that you have ensured that grant funded items meet ESSA requirements.

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

Required Related Documents

Upload to the Related Documents – LEA District/Charter Holder Level area

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 Documents		
Type	**Document Template**	**Document/Link**
Signature Page [Upload at least 1 document(s)]	📄Signature Page	Upload Signature Page

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

1 →

Professional Learning

Evidence-Based Practices

Strengths-Based Leadership

School Improvement Guidance and Grant Information

LEA Contact Form

School Contact Form

Submit Bright Spots & Inspiration

Dropout Prevention and Recovery

Evidence Based Guidance ← **2**

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.

Program/Intervention	Subject Area	Type	Content Focus Area	Grade Band	Evidence Source	
ACT/SAT Test Preparation and Coaching Programs	All Subjects	Test Prep	All Subjects	High School	What Works Clearinghouse	S
Acuity	Math and Reading	Benchmark Assessment; Intervention	Acuity automatically assigns instructional resources to students based on skill mastery level. with the goal of both saving time and providing students with the targeted instruction they need.	Elementary School	Evidence for ESSA	S
ALEKS	Math	Online/Web-based	Math, Chemistry. Statistics	Middle School		P
mClass Intervention (Burst Reading)	English Languagae Arts	Intervention	Reading Achievement	Grades PreK-6	Evidence for ESSA	P
AMIRA	English Language Arts	Personal artificial intelligent tutor program	Reading	Grades 1-4	https://www.evidenceforessa.org/programs/reading/amira	S
Amplify Reading	English Language Arts	Supplemental; Digital; Intervention	Reading Achievement	Grades K-3	ADE MOWR Approved Program	N
ASSISTments	Math,Technology	Curriculum; Online	Create assignments using our wide library of curricula, textbooks, and custom	Middle School	https://new.assistments.org/research#:~:text=ASSISTments%20is%20one%20of%20only%20interventions%2	S

General Info | **Programs, interventions** | Practices | School reform | Blueprints | Character Educat ...

3

Professional Learning

1 → **Evidence-Based Practices**

Strengths-Based Leadership

School Improvement Guidance and Grant Information

LEA Contact Form

▼ Evidence-Based Research Requirements

Evidence-Based Research Requirements (ESSA) Module

School Support and Improvement Unit

Helpful Resources

- Evidence Based Summary Form
- Sample Evidence-Based Summary Form
- Evidence Review and Effective Practices Briefs **← 2**
- Evidence-Based Resource Websites (ESSA)
- ESSA Module PDF

Evidence Based Resources

Evidence for ESSA

AIR — American Institutes for Research

IES WWC — What Works Clearinghouse

Learning Policy Institute — Research. Action. Impact.
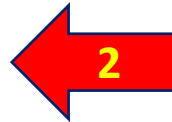
Results First Clearinghouse Database

Promising Practices Network

Additional resources available:
https://www.azed.gov/improvement/evidencebased-practices

Proposed Budget

- Complete a ***proposed*** budget in GME. Please be sure to include details in the narrative.

- Items must relate to increased student achievement and /or graduation rate.

- Proposed budget must be closely aligned to school improvement goals (CNA, IAP and identified focal points)

- Please use the budget narrative guidance document as a reference to guide you when developing your budget.

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 School Integrated Action Plans (IAPs).

All activities must address the Needs identified in the schools' Comprehensive Needs Assessments (CNA) and advance the overall goal(s) in the IAP to increase academic achievement and/or graduation rate .

Proposed Budget In GME

- *Please be sure all proposed expenditures are in correct function and object codes; math is correct; line items match narrative totals*

- This document can be found with this link from GME (Click HERE)

Object Code	6100 - Salaries		
Purpose	*Compensation of Employees*		
Narrative Description Format Options	Narrative description to including cost break out details and an overall format with these main elements: **FTE FORMAT:** Position Title (indicate certified or classified): (# of Staff) @ (Total FTE) = Total Funding **HOURLY PAY FORMAT:** Position Title (indicate certified or classified): (Approx. # of Hours) = Total Funding **STIPEND FORMAT:** Position Title or Purpose (indicate certified or classified): (# of Stipends) = Total Funding *"Not to Exceed" may be used*		
Program Area Notes:	**ESEA**: Site Names, Set Aside #, T4 Category labels required where appropriate. **IDEA**: Educator IDs must be included prior to approval of reimbursements. **Title III**: Narrative should attest the request is *supplemental* and indicate the purchase is *only* for ELs, Teachers of ELs, or Families of ELs **School Improvement**: Off contract pay must use hourly examples; positions are limited to support personnel. **EHCY**: Content area(s) to be taught, number of HCY served, verbiage satisfying comparability and supplement requirements, if position is paid through multiple funding sources, and uploaded board-approved job description. **MEP**: Content area(s) to be taught, number of MEP served, verbiage satisfying comparability and supplement requirements, if position is paid through multiple funding sources, and uploaded board-approved job description. **Early Childhood**: Staff not listed as certified must include education level achieved.		
1000	**2100, 2200, 2600, 2700**		**2300, 2400, 2500, 2900**
Salary Example 1: White Middle School: Math intervention teacher 1 @ 0.70FTE = $36,400 **Salary Example 2:** 2 instructional aides (classified) working under the direct supervision of a special education certified teacher (2345678). 2 @ 2.0FTE =	**Salary Example 3:** Instructional Coaches. 5 @ 4.5FTE= $360,000 **Hourly Example 2:** Off-duty pay for teachers (certified) to attend "Leader in Me" training. Approx 25 total hours for $550.		**Salary Example 4:** Set Aside #1: 1 FTE Administrative assistant to the Director of Federal Programs $22,000

Object Code	6300 - Purchased Professional Services		
Purpose	*Services that by their nature can be performed only by persons or firms with specialized skills and knowledge. Costs related to conference fees, employee training and professional development are also included here*		
Narrative Description Format Options	Narrative description to including cost break out details and an overall format with these main elements: **Purchased Service:** (Service Provider); (Type or Topic of Service) = Total **Conference Fee:** (Name of Conference); (Type or Topic of Service) = Total		
Program Area Notes:	**ESEA**: Site Names, Set Aside #, T4 Category labels required where appropriate. **IDEA**: Contracted Special Ed teachers require Educator IDs prior to approval of reimbursements. Consultant job duties may be requested to ensure allowability. **Title III**: Narrative should attest the request is *supplemental* and indicate the purchase is *only* for ELs, Teachers of ELs, or Families of ELs **EHCY**: Number of HCY served, grade level & content provided, verbiage satisfying comparability and supplement requirements, and vendor contract required. Conference registration requires location information. **MEP**: Number of MEP served, grade level & content provided, verbiage satisfying comparability and supplement requirements, and vendor contract required. Conference registration requires location information.		
1000	**2100, 2200, 2600, 2700**		**2300, 2400, 2500, 2900**
Purchased Service Example 1: 1 contracted early childhood special education certified teacher to work with students with disabilities in the 3-5 year old age group (3456789). $66,500.	**Conference Registration Example 1:** PLC Summit, PD to improve PLC teams= $900. **Conference Registration Example 2:** (WRE) AP by the Sea (San Diego, CA). PD for expanded AP program staff. $1,200.		**Conference Registration Example 3:** AVID coordinator to attend AVID Leadership Conference (Las Vegas, NV). $565.

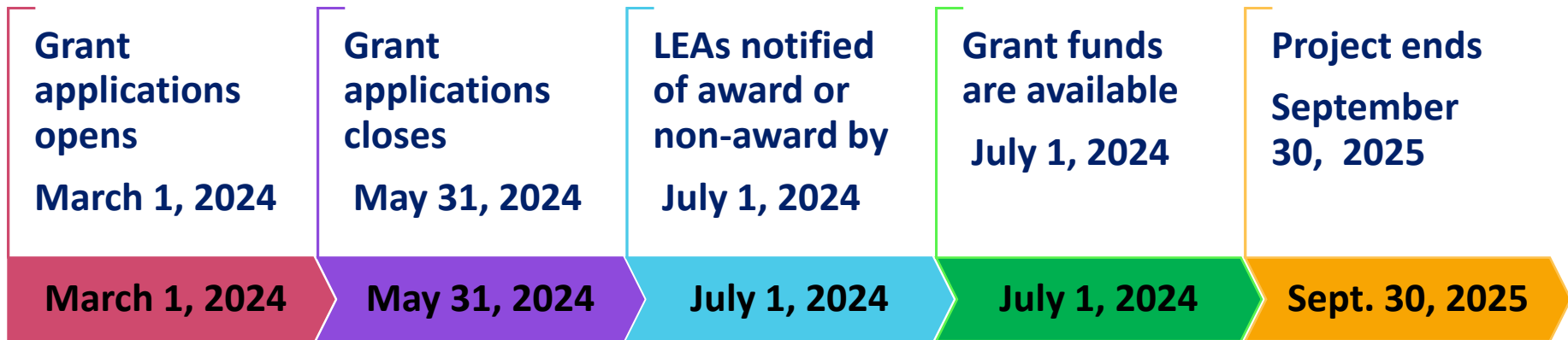# Prior to Grant Submission Doublecheck the following:

- CNA, LIAP and/or SIAP have been completed in the GME planning tool.

- Program narrative questions are detail oriented

- Required documents are uploaded to related documents

- Proposed budget is closely aligned to the CNA, IAP and identified Focal Points

- GME requirements are completed

(Please refer to the grant check list to ensure all required items are completed)

Timeline Reminder

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March 1, 2024	**May 31, 2024**	**July 1, 2024**	**July 1, 2024**	**Sept. 30, 2025**

![Arizona Department of Education logo] **School Support & Improvement**

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**Email Format:
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 contact your assigned program specialist for support. If you are not sure who your specialist is, please feel free to send a message to SchoolImprovementInbox@azed.gov.