

**FY25 School Improvement**

# Grants

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## **FY25 Federal School Improvement (FSI) Grants**

**We are pleased to announce that all FSI grant applications open in Grants Management Enterprise (GME) on March 1, 2024, and close May 31, 2024**

- The grants can be found below the entitlement grants in GME.
- It is recommended that you and your team have completed the CNA/IAP process to guide your grant application and ensure alignment to school goals and action steps.
- You will be asked to complete the Narrative Questions that align with the schools'/LEA's improvement plan and provide a budget.
- All funded strategies and action steps must be evidence-based. The goal of these grants is to support strategies and action steps to increase student achievement. Please see evidence-based guidelines in the appendices of this document.

**These application templates are for planning purposes. Please be sure to complete all sections of the application(s) in GME to be considered for funding.**

**We are here to help, so please reach out to your assigned Education Program Specialist (EPS) with questions and clarifications as needed.**

# FY25 Comprehensive Support and Improvement Grant- Low Achievement/Grad Rate (CSI LA/G)

## Purpose

Our goal is to provide funding to enable the implementation of evidence-based strategies and action steps that are closely aligned with our mission to enhance student achievement and graduation rates.

## Eligibility

Schools eligible for assistance under this grant are schools identified as CSI Low Achievement School and/or CSI Low Grad Rate.

## Due Date

Due May 31, 2024. Awards notifications will be sent the week of July 1, 2024.

## Application Process

Please complete all sections in GME

- ✓ Program Details
  - Contact Information
  - Narrative Questions
  - Assurances
  - FFATA/GSA Verification
  - General Education Provision Act (GEPA)
- ✓ Budget with narrative description of funded item(s) and costs
  - Funded strategies, practices and programs must meet the top three tiers of ESSA evidence.
  - Check with your specialist if you have questions or need assistance building your budget.
- ✓ Required Related Documents
  - Signature Page
- ✓ Application completion with all required documents and evidence in GME by May 31, 2024

## Contact Information

Please be sure to include all the information in GME.

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

## 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 item 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:**

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**4. 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 strategies 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:**

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**Required Related Documents-Signature Page**

Signatures below denote commitment to implementation, monitoring, and evaluation of strategies and action steps outlined in the Integrated Action Plan (IAP) and the grant application.

Superintendent Name (print): \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_ Date \_\_\_\_\_

Charter Holder Name (print) \_\_\_\_\_

Charter Holder Signature: \_\_\_\_\_ Date \_\_\_\_\_

Board President Name: \_\_\_\_\_

Board President Signature: \_\_\_\_\_ Date \_\_\_\_\_



## CSI LA/G Grant Allowable Expenditures

**Please remember to follow the ESSA evident practices to ensure funded items are allowable. We are here to help, so please work with your EPS**

- Cost of approved program
- Related travel costs
- Cost of any required program, contracted service, coach, mentor, etc.
- Off contract pay (pay above and beyond duties necessary to job function), planning committees, researching evidence-based interventions, curricula, assessments (aligned to CNA)
  - Board approved hourly rate paid, must be reasonable
  - Requires time and effort logs

**Below are a few examples of high leverage practices frequently funded that are related to PLCs, Supervision of Instruction, Curriculum, Assessment and Instruction, and Professional Development. This is not an exhaustive list. Your EPS is here to help identify additional high leverage practices, programs, etc. to support the improvement goals.**

1. **Professional Development Workshops:** Provide funding for workshops, seminars, and training sessions that help educators develop the skills needed to increase student achievement.
2. **Facilitator Training:** Offer training programs for individuals. This can include certification programs and ongoing professional development.
3. **Teacher Collaboration Tools:** Provide funding for tools that facilitate communication and collaboration among staff, such as online discussion boards, shared document platforms, and collaborative lesson planning software.
4. **Peer Observation and Feedback:** Sub pay for release time to implement peer observation programs, including funding for training and resources for teachers to observe and provide feedback to their colleagues.
5. **Evaluation and Assessment Tools:** Invest in tools and training for educators to assess the effectiveness of instructional programs and make continuous improvements toward increasing academic achievement.
6. **Evaluation and Accountability:** Allocate funding for external evaluation of programs/practices to ensure they are meeting their goals and objectives. This could include consultants, coaches etc.
7. **Curriculum Development:** Fund the development of curriculum materials and resources aligned to school initiatives, goals, and objectives.

## CSI LA/G Grant 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 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 ED Facts 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
  - determine the allowability of costs
  - determine 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 that are 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 the misuse of funds; or lack of evidence of the 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.

**As a friendly reminder, please be sure to follow your LEA's/district's/charter's fiscal policies/procedures.** Additionally, please ensure that if awarded grant funding, the following best practices are highly encouraged:

- 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, it is important for LEAs to request timely reimbursements.
- Keep necessary Time and Effort logs/documentation.

## FY25 TSI Grant

### Additional/Targeted Support and Improvement Schools (TSI/aTSI)

#### Purpose

Our goal is to provide funding to enable the implementation of evidence-based strategies and action steps that are closely aligned with our mission to enhance student achievement of identified subgroups.

**The grant application will be reviewed for completeness and thoroughness. Please use the checklist provided in the application to ensure your application has all the necessary components.**

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

#### Eligibility

Schools eligible for this grant are LEAs and Schools identified as additional Targeted Support and Improvement (aTSI) or Targeted Support and Improvement (TSI).

#### Due Date

Due May 31, 2024. Awards notifications will be sent the week of July 1, 2024.

#### Application Process

Please complete all sections in GME

- ✓ Program Details
  - Contact Information
  - Narrative Questions
  - Assurances
  - FFATA/GSA Verification
  - General Education Provision Act (GEPA)
- ✓ Budget with narrative description of funded item(s) and costs
  - Funded strategies, practices and programs must meet the top three tiers of ESSA evidence.
  - Check with your specialist if you have questions or need assistance building your budget.
- ✓ Required Related Documents
  - Signature Page
- ✓ Application completion with all required documents and evidence in GME by May 31, 2024

Please ensure that the LEA and School teams have collaborated to conduct a needs assessment, reviewed data relative to identified subgroups, developed strategies and action steps, and determined specific and allowable expenditures in order to raise achievement for identified subgroups at a TSI/TSI identified schools. We are here to help, so please check with your specialist if you have questions or need assistance building your budget.

**Contact information**

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

**LEA Narrative Questions**

1. List all identified additional/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. 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

## 3. Turning Plans into Action:

Please describe how your grant funded item will support your goals. Include how trends across schools in the district as well as how schools with unique needs will be addressed (add rows as needed).

Grant Funded Item	Desired Result

**4. Planting Seeds for the Future:**

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

**Narrative response:**

**5. LEA Support for Success (a TEAM Sport):**

Please share the LEA's strategy for both supporting and ensuring the success of each school's grant funded strategies and action steps. Please be sure to include the concrete steps, individuals responsible, the expected timelines, communication process, monitoring and evaluation processes, and ways you plan to measure outcomes. Please include trends across the LEA and needs unique to individual schools.

**Narrative response:**

**Required Related Document 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 (print):** \_\_\_\_\_

**Superintendent Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Charter Holder Name (print)** \_\_\_\_\_

**Charter Holder Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Board President Name:** \_\_\_\_\_

**Board President Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

## Grant Allowable Expenditures and Budgeting Information

- Please use this chart to determine maximum allocations based on total school enrollment for each school.
- Allocation will be in District Level Programs only within GME. Creating dropdowns for each school will not be necessary.
- Please indicate school specific expenditures in the budget narrative (similar to the ESEA Consolidated Application, see example below).
- Please remember to follow the ESSA evident practices to ensure funded items are allowable. We are here to help, so please work with your EPS
- Cost of any required program, contracted service, coach, mentor, etc.
- Off contract pay (work above and beyond duties necessary to job function), planning committees, researching evidence-based interventions, curricula, and/or assessments (aligned to CNA)
  - Board approved hourly rate paid, must be reasonable
  - Requires time and effort logs

School Enrollment	Maximum Allocation
Up to 350	\$30,000
351-600	\$40,000
601-900	\$50,000
>900	\$60,000

**Below are a few examples of high leverage practices frequently funded that are related to PLCs, Supervision of Instruction, Curriculum, Assessment and Instruction, and Professional Development. This is not an exhaustive list. Your EPS is here to help identify additional high leverage practices, programs, etc. to support the improvement goals.**

1. **Professional Development Workshops:** Provide funding for workshops, seminars, and training sessions that help educators develop the skills needed to increase student achievement.
2. **Facilitator Training:** Offer training programs for individuals. This can include certification programs and ongoing professional development.
3. **Teacher Collaboration Tools:** Provide funding for tools that facilitate communication and collaboration among staff, such as online discussion boards, shared document platforms, and collaborative lesson planning software.
4. **Peer Observation and Feedback:** Sub pay for release time to implement peer observation programs, including funding for training and resources for teachers to observe and provide feedback to their colleagues.
5. **Evaluation and Assessment Tools:** Invest in tools and training for educators to assess the effectiveness of instructional programs and make continuous improvements toward increasing academic achievement.
6. **Evaluation and Accountability:** Allocate funding for external evaluation of programs/practices to ensure they are meeting their goals and objectives. This could include consultants, coaches etc.
7. **Curriculum Development:** Fund the development of curriculum materials and resources aligned to school initiatives, goals, and objectives.



**Grant narrative example:**

Purchase supplemental resources to increase math achievement of identified subgroups (Economically disadvantaged and students with disabilities) <b>Total \$3786.00</b>		
Sunshine School		
1	E-Course site license	\$ 779.00
1	Premium Resources	\$ 70.00
42	Math Now intervention lessons	\$1,218.00
Total		\$2,067.00
Lizard School		
1	E-Course site license	\$ 779.00
1	Premium Resources	\$ 70.00
30	Math Now intervention lessons	\$ 870.00
Total		\$ 1719.00

- Please remember that grant funded items must support improved subgroup achievement and must be aligned to the needs identified in the SY24-25 CNA process.
- This grant cannot fund performance incentive pay or stipends, large capital outlay items, or general supplies not directly related to school improvement efforts. Prior approval of positions is required.

**As a friendly reminder, please be sure to follow your LEA's/district's/charter's fiscal policies/procedures.** Additionally, please ensure that if awarded grant funding, the following best practices are highly encouraged:

- 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, it is important for LEAs to request timely reimbursements.
- Keep necessary Time and Effort logs/documentation.

## Targeted Support and Improvement LEA Programmatic 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 support Targeted Support and Improvement Schools (aTSI/TSI).
- 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 ED Facts 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
  - determine the allowability of costs
  - determine 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 the 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.

# 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.

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

## UNDERSTANDING THE ESSA TIERS OF EVIDENCE



**Strong Evidence**



**Moderate Evidence**



**Promising Evidence**



**Demonstrates a Rationale**

	TIER 1 Strong Evidence	TIER 2 Moderate Evidence	TIER 3 Promising Evidence	TIER 4 Demonstrates a Rationale
 <b>Study Design</b>	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 <sup>a</sup>	Well-defined logic model based on rigorous research
 <b>Results of the Study</b>	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
 <b>Findings From Related Studies</b>	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
 <b>Sample Size &amp; Setting</b>	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
 <b>Match</b>	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.



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>

Tier 3 <i>Promising</i>	Promising evidence from at least one well-designed and well-implemented correlational study.	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).  The studies do not have to be based on large, multi-site samples.  No other experimental or quasi- experimental research shows that the intervention negatively affects the outcome.  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.
Tier 4 Demonstrates a relationship	Well defined logic module based on research	<div style="border: 1px solid black; background-color: #cccccc; padding: 20px; width: 100%; height: 100%;"> <p style="text-align: center; color: red; font-weight: bold; font-size: 1.2em; margin: 0;">NOT ALLOWED FOR SCHOOL IMPROVEMENT</p> </div>

ESSA requires all school improvement-funded strategies, practices, programs, and interventions meet specific evidence requirements, and demonstrate a statistically significant effect on improving meaningful student outcomes.

**Please note that all programs, practices, or interventions funded by any Federal Grant, must meet the top 3 tiers of ESSA (strong, moderate, and promising).**

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

ADE will no longer required the Evidence Based Summary Forms to be uploaded into related documents. **By signing the assurances, LEAs and schools are indicating that you have ensured that grant funded items meet ESSA requirements.**

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**.

**RESOURCES AVAILABLE HERE: [Evidence Based Practices](#)**

On our website there are two valuable resources that can easily help you determine if your program, practice, or intervention is evidence-based. The first resource is an excel document that provides names of specific programs or practices that have received the required ESSA rating of strong, moderate, or promising.

To find this first resource, go to the School Improvement website. Begin by clicking the evidence-based practices link to the right. Next, click on the blue Search Evidence-Based Resources Database button in the middle of the page.

[Searchable Databased on evidence-based practices, programs and interventions](#)

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

[Evidence Based Guidance](#)

**[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](#)
- [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](#)

This will open an excel document that has tabs at the bottom labeled for Programs and Interventions, Practices, School Reform and SEL shown on the next page.

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
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
ALEKS	Math	Online/Web-based	Math, Chemistry, Statistics	Middle School	
mClass Intervention (Burst Reading)	English Language Arts	Intervention	Reading Achievement	Grades PreK-6	Evidence for ESSA
AMIRA	English Language Arts	Personal artificial intelligent tutor program	Reading	Grades 1-4	<a href="https://www.evidencefoessa.org/programs/reading/amira">https://www.evidencefoessa.org/programs/reading/amira</a>
Amplify Reading	English Language Arts	Supplemental; Digital; Intervention	Reading Achievement	Grades K-3	ADE MOWR Approved Program
ASSISTments	Math, Technology	Curriculum; Online	Create assignments using our wide library of curricula, textbooks, and custom	Middle School	<a href="https://new.assistments.org/research#:~:text=ASSIS Tments%20is%20one%20of%20only.interventions%2">https://new.assistments.org/research#:~:text=ASSIS Tments%20is%20one%20of%20only.interventions%2</a>

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

The second resource you will find on our website is the Evidence Review and Effective Practice Briefs. This resource identifies effective practices and the related ESSA evidence tier. Scroll to the middle of the page to find the link.

▼ Evidence-Based Research Requirements

Helpful Resources

- [Evidence Based Summary Form](#)
- [Sample Evidence-Based Summary Form](#)
- [Evidence Review and Effective Practices Briefs](#)
- [Evidence-Based Resource Websites \(ESSA\)](#)
- [ESSA Module PDF](#)





## Using Evidence Based Summary Forms

Evidence Based Summary Forms provide documented evidence that grant funded practices, programs or interventions meet the top 3 tiers of ESSA (strong, moderate, and promising). Shown below are examples of how to use the above resources to complete the Evidence Based Summary Form if you choose to use these forms to document your due diligence. These forms are available for your documentation purposes and are not required to be uploaded in related documents in GME.

Here is an example of a completed evidence-based summary form for a program/intervention that has been found on the **Evidence-Based Data Base**. At the top of the Evidence-Based Summary Form complete the appropriate LEA Grade and Community boxes for your school. Under the next set of boxes, under the Research Title indicate the Target grade from the excel file (referred to as Target Audience). Mark the corresponding ESSA tier.

In the last section, identify the program/intervention you are asking to fund and the School Improvement Unit resource that identifies your program as ESSA approved

Evidence Based Summary Form		
<u>LEA Grade</u>		<u>LEA Community</u>
<input type="checkbox"/> Preschool		<input type="checkbox"/> Urban
<input checked="" type="checkbox"/> Elementary		<input type="checkbox"/> Rural
<input type="checkbox"/> Middle School		<input checked="" type="checkbox"/> Suburban
<input type="checkbox"/> High School		
Research		
Grade Level	Community	ESSA Tier
<input type="checkbox"/> Preschool	<input type="checkbox"/> Urban	<input type="checkbox"/> Strong
<input checked="" type="checkbox"/> Elementary	<input type="checkbox"/> Rural	<input type="checkbox"/> Moderate
<input checked="" type="checkbox"/> Middle School	<input type="checkbox"/> Suburban	<input type="checkbox"/> Promising
<input checked="" 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.		
<p>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.</p>		

**Evidence Based Summary Form**

**Describe Program**

**Refer to Evidence-Based Resources Database**

Here is an example of a completed evidence-based summary form for a practice that was found in the **Evidence Reviews and Effective Practices Briefs Document**. Again, at the top of the Evidence Based Summary Form complete the appropriate LEA Grade and Community for your school. Under the next set of boxes, under the Research Title indicate the ESSA rating from the document.

In the last section, describe your action step, the practice that is going to be implemented, and the resource and page number where it can be found.

Evidence Based Summary Form		
<u>LEA Grade</u>		<u>LEA Community</u>
<input type="checkbox"/> Preschool		<input type="checkbox"/> Urban
<input type="checkbox"/> Elementary		<input type="checkbox"/> Rural
<input type="checkbox"/> Middle School		<input checked="" type="checkbox"/> Suburban
<input checked="" type="checkbox"/> High School		
Research		
Grade Level	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.		
<p>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 <i>“Aligning classroom observations with professional development”</i> is rated as strong on the School Improvement website in the Evidence Review and Effective Practices Briefs document on page 9.</p>		

**Evidence Based Summary Form**

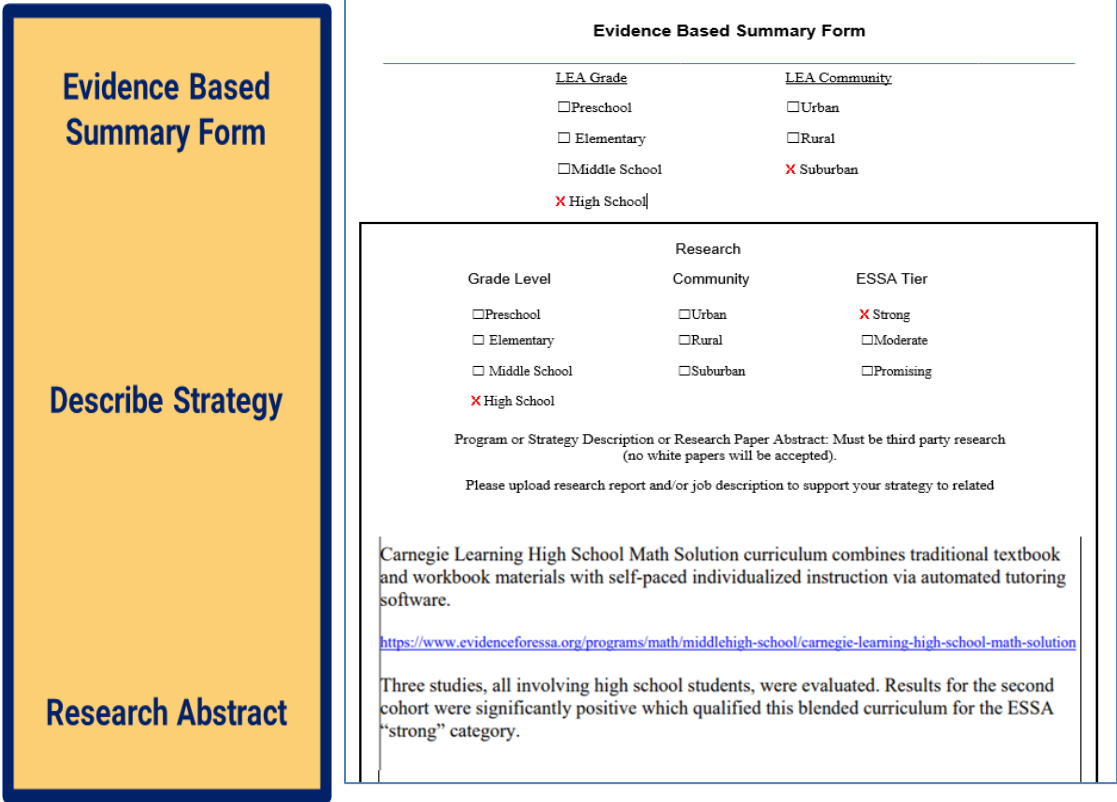
**Describe Practice**

**Refer to Evidence Review and Effective Practices Briefs document**

If you have **not** been able to find your chosen program, practice, or strategy in the two resources shown above, you will need to provide other evidence that your grant funded item meets ESSA requirements.

At the top of the Evidence-Based Summary Form complete the appropriate LEA Grade and Community boxes for your school. The next set of boxes, under the Research title, should indicate what grade level and community the research was completed on and what ESSA Tier level was determined per the research.

At the bottom of the form, write a brief description of the study and then copy and paste the language that identifies the approved ESSA category rating. In addition, provide the website for the research.



**Evidence Based Summary Form**

**Evidence Based Summary Form**

LEA Grade

- Preschool
- Elementary
- Middle School
- High School

LEA Community

- Urban
- Rural
- Suburban

Describe Strategy

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 checked="" 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

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

<https://www.evidenceforessa.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.

Research Abstract

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

## Budget Narrative Guidance for Grant Writing

- To provide budget narrative guidance and general examples that meet ADE’s minimum requirements for grant applications.
- To establish a baseline that program areas might build upon to meet specific requirements of the grants they manage.

**Disclaimer: Real-world examples have been used to provide concrete details regarding how to structure a narrative and are not to be interpreted as endorsements of any real people, businesses, or products by the Arizona Department of Education. Examples should not be interpreted as meeting allowable, reasonable, and necessary requirements for ALL grants managed.**

### N.R.A.C and the 5 W’s

Start with N.R.A.C. Ensure your budget narrative is describing costs that are **Necessary**, **Reasonable**, **Allocable** and correctly **Coded** for the grant that is providing the funding. As you are writing your narratives, keep in mind the 5 W’s, based on the Uniform Grant Guidance Cost Principles.

Legal Reference	Question For (external/LEA)	Question For (internal/ADE)
2 CFR §200.405	<b>What</b> is proposed for purchase?	Is it allocable & allowable under the grant?
2 CFR§200.403	<b>Why?</b> For what purpose?	Is the cost necessary? Included in the IAP in response to a need?
2 CFR§200.405 USFR/USFRCS	<b>Who</b> benefits from it or uses it?	Is it allocable? Is the coding aligned to USFR/USFRCS?
2 CFR§200.404	<b>How</b> much does it cost? <b>How</b> was the cost determined?	Is the cost reasonable?
As Applicable		
2 CFR§200.459 2 CFR§200.474	<b>Where</b> is this event?	Is travel required based on the location of the event? If so, are travel costs reasonable?
2 CFR§200.459 2 CFR§200.474	<b>When</b> is this taking place?	Can the service reasonably be concluded in the time proposed? Will it occur within the timeframe of the grant? Has it been pre-approved (if applicable)?

### Grant Specific Formatting in Budget Narrative

Each object code below contains requirements above and beyond the agency minimums that are required by various units for the grants they oversee. Start with the minimum format requirements, located in each **Narrative Description Format Options** section. Then use the **Program Area Notes** section if there are further formatting required for the specific grant you are applying for. If you have further questions regarding these statutory requirements, please contact your Program Specialists reviewing the specific grant you are applying for.

Object Code	<b>6100 - Salaries</b>	
Purpose	<i>Compensation of Employees</i>	
Narrative Description Format Options	<p>Narrative description to including cost break out details and an overall format with these main elements:</p> <p><b>FTE FORMAT:</b> Position Title (indicate certified or classified): (# of Staff) @ (Total FTE) = Total Funding  <b>HOURLY PAY FORMAT:</b> Position Title (indicate certified or classified): (Approx. # of Hours) = Total Funding  <b>STIPEND FORMAT:</b> Position Title or Purpose (indicate certified or classified): (# of Stipends) = Total Funding</p> <p style="text-align: center;"><i>"Not to Exceed" may be used</i></p>	
<a href="#">Program Area Notes:</a>	<p><b>ESEA:</b> Site Names, Set Aside #, T4 Category labels required where appropriate.  <b>IDEA:</b> Educator IDs must be included prior to approval of reimbursements.  <b>Title III:</b> Narrative should attest the request is <i>supplemental</i> and indicate the purchase is <i>only</i> for ELs, Teachers of ELs, or Families of ELs  <b>School Improvement:</b> Off contract pay must use hourly examples; positions are limited to support personnel.  <b>EHCY:</b> 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.  <b>MEP:</b> 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.  <b>Early Childhood:</b> Staff not listed as certified must include education level achieved.</p>	
<b>1000</b>	<b>2100, 2200, 2600, 2700</b>	<b>2300, 2400, 2500, 2900</b>
<p><b><u>Salary Example 1:</u></b>  White Middle School: Math intervention teacher 1 @ 0.70FTE = \$36,400</p> <p><b><u>Salary Example 2:</u></b>  2 instructional aides (classified) working under the direct supervision of a special education certified teacher (2345678). 2 @ 2.0FTE = \$42,000.</p> <p><b><u>Hourly Example 1:</u></b>  After school tutors (certified). Approx. 100 hours, not to exceed \$2,500.</p> <p><b><u>Stipend Example 1:</u></b>  STEM Club sponsor stipend. 1 @ \$1,000.</p>	<p><b><u>Salary Example 3:</u></b>  Instructional Coaches. 5 @ 4.5FTE= \$360,000</p> <p><b><u>Hourly Example 2:</u></b>  Off-duty pay for teachers (certified) to attend "Leader in Me" training. Approx 25 total hours for \$550.</p> <p><b><u>Stipend Example 2:</u></b>  Instructional Technology Coach stipend (EUT). 2 stipends = \$1,000</p>	<p><b><u>Salary Example 4:</u></b>  Set Aside #1: 1 FTE Administrative assistant to the Director of Federal Programs \$22,000</p>

Object Code	<b>6200 - Benefits</b>		
Purpose	<i>Benefits for Employee Compensation</i>		
Narrative Description Format Options	<p>Narrative description to including cost break out details and an overall format with these main elements:</p> <p><b>Benefits:</b> Total Benefits = Amount</p> <p style="text-align: center;"><i>"Not to Exceed" may be used</i></p>		
<a href="#">Program Area Notes:</a>	<p><b>ESEA:</b> Site Names, Set Aside #, T4 Category labels required where appropriate.  <b>IDEA:</b> Educator IDs must be included prior to approval of reimbursements.  <b>Title III:</b> Narrative should attest the request is <i>supplemental</i> and indicate the purchase is <i>only</i> for ELs, Teachers of ELs, or Families of ELs  <b>School Improvement:</b> Off contract pay must use hourly examples; positions are limited to support personnel. <b>EHCY:</b> # of FTEs, % of Benefits, Total Proposed Expenditure for Benefits, Cost of medical benefits must be included. <b>MEP:</b> # of FTEs, % of Benefits, Total Proposed Expenditure for Benefits, Cost of medical benefits must be included.  <b>Early Childhood:</b> Staff not listed as certified must include education level achieved, # of FTEs, % of Benefits, Total Proposed Expenditure for Benefits</p>		
<b>1000</b>	<b>2100, 2200, 2600, 2700</b>	<b>2300, 2400, 2500, 2900</b>	
<p><b><u>Benefits Example 1:</u></b>  <u>White Middle School:</u> Instructional staff benefits: \$23,210.  <u>Azure Elementary School:</u> Instructional staff benefits: \$13,670.</p>	<p><b><u>Benefits Example 2:</u></b>  Non-instructional support staff benefits: \$33,751.</p> <p><b><u>Benefits Example 3:</u></b>  Non-instructional support staff benefits. Not to exceed \$21,440.</p>	<p><b><u>Benefits Example 4:</u></b>  <u>Set Aside #1:</u> Administrative staff benefits: \$44,683.</p>	

Object Code	<b>6300 - Purchased Professional Services</b>		
Purpose	<i>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</i>		
Narrative Description Format Options	<p>Narrative description to including cost break out details and an overall format with these main elements:</p> <p><b>Purchased Service:</b> (Service Provider); (Type or Topic of Service) = Total  <b>Conference Fee:</b> (Name of Conference); (Type or Topic of Service) = Total</p>		
<a href="#">Program Area Notes:</a>	<p><b>ESEA:</b> Site Names, Set Aside #, T4 Category labels required where appropriate.  <b>IDEA:</b> Contracted Special Ed teachers require Educator IDs prior to approval of reimbursements. Consultant job duties may be requested to ensure allowability.  <b>Title III:</b> Narrative should attest the request is <i>supplemental</i> and indicate the purchase is <i>only</i> for ELs, Teachers of ELs, or Families of ELs  <b>EHCY:</b> Number of HCY served, grade level &amp; content provided, verbiage satisfying comparability and supplement requirements, and vendor contract required. Conference registration requires location information.  <b>MEP:</b> Number of MEP served, grade level &amp; content provided, verbiage satisfying comparability and supplement requirements, and vendor contract required. Conference registration requires location information.</p>		
<b>1000</b>	<b>2100, 2200, 2600, 2700</b>	<b>2300, 2400, 2500, 2900</b>	
<p><b><u>Purchased Service Example 1:</u></b>  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.</p> <p><b><u>Purchased Service Example 2:</u></b>  White Middle School: ABC Tutoring – Reading Program (K-4th) (flat fee) = \$3,500</p>	<p><b><u>Conference Registration Example 1:</u></b>  PLC Summit, PD to improve PLC teams= \$900.</p> <p><b><u>Conference Registration Example 2:</u></b>  (WRE) AP by the Sea (San Diego, CA). PD for expanded AP program staff. \$1,200.</p> <p><b><u>Purchased Service Example 3:</u></b>  Kagan Services; 1 Coach providing ongoing PD (behavior, differentiation, reading strategies, etc.). = \$4,500</p>	<p><b><u>Conference Registration Example 3:</u></b> AVID coordinator to attend AVID Leadership Conference (Las Vegas, NV). \$565.</p>	

Object Code	<b>6400 - Purchased Property Services</b>		
Purpose	<i>Services that by their nature can be performed only by persons or firms with specialized skills and knowledge. Although a product may or may not result from the transaction, the primary reason for the purchase is the service provided.</i>		
Narrative Description Format Options	Narrative description to including cost break out details and an overall format with these main elements: <b>Purchased Service:</b> (Service Provider); (Type or Topic of Service) = Total		
<a href="#">Program Area Notes:</a>	<b>ESEA:</b> Site Names, Set Aside #, T4 Category labels required where appropriate. <b>Title III:</b> Narrative should attest the request is <i>supplemental</i> and indicate the purchase is <i>only</i> for ELs, Teachers of ELs, or Families of ELs <b>EHCY:</b> Number of HCY served, grade level & content provided, verbiage satisfying comparability and supplement requirements, and vendor contract required. <b>MEP:</b> Number of MEP served, grade level & content provided, verbiage satisfying comparability and supplement requirements, and vendor contract required.		
<b>1000</b>	<b>2100, 2200, 2600, 2700</b>	<b>2300, 2400, 2500, 2900</b>	
<i>Not generally used to provide instruction, no examples given.</i>	<b><u>Cleaning Service Example 1:</u></b> MerryMaids providing additional deep cleaning of classrooms as needed to address COVID outbreaks as they occur. Not to exceed = \$1,200.  <b><u>Maintenance Example 1:</u></b> (WRE) TMT Services; assembly of all new purchased choir risers for all 5 middle schools. \$2,000.	<b><u>Maintenance Example 2:</u></b> PEAK Operations: yearly contract to maintain computer servers and ensure continuity of service throughout the year. \$3,000.	



Object Code	<b>6500 - Other Purchased Services</b>		
Purpose	<p><i>Although a product may or may not result from the transaction, the primary reason for the purchase is the service provided.</i></p> <p><i>*All travel items should follow the AZ Travel Policy or the LEA Governing Board policy.</i></p> <p><i>**All billing of combined internal services such as printshops, transportation, etc. must be coded under 6885 (see 6800 for more instruction)</i></p>		
Narrative Description Format Options	<p>Narrative description to including cost break out details and an overall format with these main elements:</p> <p><b>Travel:</b> (Nature/Purpose of the Travel); Travel Cost Types (ex. Airfare, Lodging, Transportation, Per Diem, etc.) = Total  <b>Communications:</b> (Service Provider); (Type of Service) = Total  <b>Printing:</b> (Service Provider); (Type of Service) = Total  <b>Tuition/Dual Enrollment:</b> (Educational Entity); (Type of Service) = Total  <b>Inter-Agency Service Agreements:</b> (Name of LEAs); (Type of Service) = Total</p>		
<a href="#">Program Area Notes:</a>	<p><b>ESEA:</b> Site Names, Set Aside #, T4 Category labels required where appropriate.  <b>Title III:</b> Narrative should attest the request is <i>supplemental</i> and indicate the purchase is <i>only</i> for ELs, Teachers of ELs, or Families of ELs  <b>EHCY:</b> Travel costs must include timeline, type of lodging, type of transportation, In/Out of State destination, # of staff, cost per participant/per night / per flight. Verbiage satisfying comparability and supplement requirements.  <b>MEP:</b> Travel costs must include timeline, type of lodging, type of transportation, In/Out of State destination, # of staff, cost per participant/per night / per flight. Verbiage satisfying comparability and supplement requirements.</p>		
<b>1000</b>	<b>2100, 2200, 2600, 2700</b>	<b>2300, 2400, 2500, 2900</b>	
<p><b><u>Tuition Example 1:</u></b>  <u>Blue High School:</u> Funds to cover student tuition expenses at ABC Community College for Dual Enrollment courses in Welding, Culinary, Business Management. 167 students. (Not to Exceed 400 Credit Hours @ \$10 per credit) = \$4,000</p> <p><b><u>Inter-Agency Service Example 1:</u></b>  Shared Reading Specialist (ASU Prep Phoenix Elementary employee) 0.40FTE of 1.0 funded. \$34,000.</p>	<p><b><u>Travel Example 1:</u></b>  Travel costs to attend the OELAS Conference (Lodging, Transportation, Per Diem) = \$450.</p> <p><b><u>Printing Example 1:</u></b>  PNC Printing – Title I Meeting informational pamphlets and flyers. = \$55</p>	<p><b><u>Example 1:</u></b>  Travel costs to attend AVID Leadership Conference (Seattle, WA). (Lodging, Airfare, Transportation, Per Diem) = \$1,300.</p>	

Object Code	<b>6600 - Supplies</b>		
Purpose	<i>Items that are consumed, worn out, or deteriorate through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances</i>		
Narrative Description Format Options	<p>Narrative description to including cost break out details and an overall format with these main elements:</p> <p><b>Consumables:</b> Category Description (brief but inclusive) for use by (beneficiary) for (purpose/program) = Total  <b>Curricular Programs:</b> Category Description (brief but inclusive, including cost nature such as Site License or Per-Student License) for use by (end user or purpose for item) = Total  <b>Fuel:</b> Program of Use (include cost nature such as per mile or bulk fuel) = Total</p> <p style="text-align: center;"><i>"Not to Exceed" may be used</i></p>		
<a href="#">Program Area Notes:</a>	<p><b>ESEA:</b> Site Names, Set Aside #, T4 Category labels required where appropriate.  <b>IDEA:</b> Must indicate the purchase is exclusive for students with disabilities or staff working with students with disabilities  <b>Title III:</b> Narrative should attest the request is <i>supplemental</i> and indicate the purchase is <i>only</i> for ELs, Teachers of ELs, or Families of ELs  <b>School Improvement:</b> Off contract pay must use hourly examples; positions are limited to support personnel.  <b>EHCY:</b> Verbiage satisfying comparability, exclusive use to HCY, and supplement requirements, dissemination and safeguards (i.e. internal controls), as well as benefit to HCY  <b>MEP:</b> Verbiage satisfying comparability, exclusive use to MEP, and supplement requirements, dissemination and safeguards (i.e. internal controls), as well as benefit to MEP</p>		
<b>1000</b>	<b>2100, 2200, 2600, 2700</b>	<b>2300, 2400, 2500, 2900</b>	
<p><b><u>Consumables Example 1:</u></b> Supplemental reading materials for use in the EL Lab only by EL students. Not to exceed = \$250</p> <p><b><u>Curriculum Example 1:</u></b> Cactus Flower: Study Island (student license) for students in PI/PO reading support. Not to exceed \$1,300.</p> <p><b><u>Curriculum Example 2:</u></b> Math XL site license for math support at 5 elementary schools. = \$1,250.</p>	<p><b><u>Consumables Example 2:</u></b> Non-instructional supplies for Homeless Youth (clothing, hygiene kits, etc.) = \$300.</p> <p><b><u>Fuel Example 1:</u></b> Fuel reimbursement for transportation of homeless students to and from school @ \$0.625/mile. (Not to exceed) = \$200</p>	<p><b><u>Consumables Example 3:</u></b> Set Aside #1: Office supplies (paper, pens, folders, post its, etc.) for use by the staff in the Federal Programs' office.</p>	

Object Code	<b>6731-6739 – Equipment</b>											
Purpose	<p style="text-align: center;"><i>Expenditures for initial, additional, and replacement equipment in the categories below.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">Costs Less than \$5,000 *10k</th> <th style="width: 33%; text-align: center;">Costs \$5,000 *10k or More</th> <th style="width: 33%; text-align: center;">Equipment Categories</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6731/6732</td> <td style="text-align: center;">6733</td> <td style="text-align: center;">Furniture &amp; Equipment</td> </tr> <tr> <td style="text-align: center;">6737/6738</td> <td style="text-align: center;">6739</td> <td style="text-align: center;">Technology Hardware/Software</td> </tr> </tbody> </table> <p style="text-align: center; color: red;"><b>Note: Charter Districts use 6600 &amp; use 0190 if cost of equipment is \$5,000 or more *(\$10,000)</b></p> <p style="text-align: right; color: green;"><i>*Effective as of 7/01/2024</i></p>			Costs Less than \$5,000 *10k	Costs \$5,000 *10k or More	Equipment Categories	6731/6732	6733	Furniture & Equipment	6737/6738	6739	Technology Hardware/Software
Costs Less than \$5,000 *10k	Costs \$5,000 *10k or More	Equipment Categories										
6731/6732	6733	Furniture & Equipment										
6737/6738	6739	Technology Hardware/Software										
Narrative Description Format Options	<p>Narrative description to including cost break out details and an overall format with these main elements:</p> <p><b>Equipment:</b> Item Name/Description, for use by (beneficiary) for (purpose or program) = Total</p>											
<a href="#">Program Area Notes:</a>	<p><b>ESEA:</b> Site Names, Set Aside #, T4 Category labels required where appropriate.</p> <p><b>IDEA:</b> Must indicate the purchase is exclusive for students with disabilities or staff working with students with disabilities</p> <p><b>Title III:</b> Narrative should attest the request is <i>supplemental</i> and indicate the purchase is <i>only</i> for ELs, Teachers of ELs, or Families of ELs</p> <p><b>School Improvement:</b> Description MUST indicate how equipment is directly supporting stated support intervention.</p> <p><b>EHCY:</b> Verbiage satisfying comparability, exclusive use to HCY, and supplement requirements, dissemination and safeguards (i.e. internal controls), as well as benefit to HCY</p> <p><b>MEP:</b> Verbiage satisfying comparability, exclusive use to MEP, and supplement requirements, dissemination and safeguards (i.e. internal controls), as well as benefit to MEP</p>											
<b>1000</b>	<b>2100, 2200, 2600, 2700</b>	<b>2300, 2400, 2500, 2900</b>										
<p><b><u>Technology Hardware Example 1:</u></b>  Chromebooks (Asus 3000) for use by students in Reading Lab. = \$3,245.64 (Shipping+Tax). All items will be tagged as 21<sup>st</sup> CCLC property</p>	<p><b><u>Furniture Example 1:</u></b>  Horseshoe Tables and chairs for small group instruction in Support Lab.  Tables = \$3,234.54 (Shipping+Tax) Chairs = \$1,200.32 (Shipping+Tax)</p>	<p><b><u>Equipment Example 1:</u></b>  Filing cabinet for record storage (Director of Student Support office). = \$85.43</p>										

Object Code	<b>6800 - Miscellaneous</b>	
Purpose	<i>Other miscellaneous fees and expenses</i>	
Narrative Description Format Options	<p>Narrative description to including cost break out details and an overall format with these main elements:</p> <p><b>Purchased Service:</b> (Service Provider); (Type or Topic of Service) = Total  <b>Miscellaneous Fees:</b> Nature of Fee (brief description) for use by (end user or purpose of fee) = Total</p> <p style="text-align: center;"><b>**Object Code 6885-Charges for District Services, will only be accepted for LEAs that have an accepted Cost Allocation Plan for their Internal Service Fund (GME Supplement)</b></p> <p style="text-align: center;"><i>"Not to Exceed" may be used</i></p>	
<a href="#">Program Area Notes:</a>	<p><b>ESEA:</b> Site Names, Set Aside #, T4 Category labels required where appropriate.  <b>IDEA:</b> Must indicate the purchase is exclusive for students with disabilities or staff working with students with disabilities  <b>Title III:</b> Narrative should attest the request is <i>supplemental</i> and indicate the purchase is <i>only</i> for ELs, Teachers of ELs, or Families of ELs  <b>EHCY:</b> Number of HCY served, grade level &amp; content provided, verbiage satisfying comparability and supplement requirements, and vendor contract required.  <b>MEP:</b> Number of MEP served, grade level &amp; content provided, verbiage satisfying comparability and supplement requirements, and vendor contract required.</p>	
<b>1000</b>	<b>2100, 2200, 2600, 2700</b>	<b>2300, 2400, 2500, 2900</b>
<p><b><u>Field Trip Entry Fee Example 1:</u></b>  4<sup>th</sup> Grade trip to AZ Science Center for focus on Biology lesson. Approx 200 kids: = \$1,650.</p>	<p><b><u>Internal Service Fund Example 1:</u></b>  Transportation for field trip to AZ Science Center provided by AJUHSD (CAP on file). \$400.</p>	<p><b><u>Membership Fee Example 1:</u></b>  (SA #1) COP Membership fee for Federal Program Supervisor. \$75.</p>

## Grant Budget Narrative Appendix A – Program Area Additional Formatting Details

**Title I-A-** *Title I-A funds are distributed between the LEA and the sites they are operating programs at. As such, it is important that all budgeted items have clear identification of the entity responsible (Set Aside # if funded by the LEA or the school site's name if funded by them).*

**Title III (LEP/Consortium)-** *Title III funds are meant to meet the needs of English learners (ELs) and immigrant children and youth. It is important for all LEAs applying to fully understand the rules and regulations associated with Title III. Please see the [Title III FAQ](#) document linked here for more grant specific information.*

**Title IV-A-** *Title IV-A funds require identification of the 3 subcategories under this funding source. All budgeted items must have clear identification labeled. These subcategories are Well-Rounded Education (WRE), Safe & Healthy Students (SHS) or Effective Use of Technology (EUT).*

**Title IV-B (21<sup>st</sup> CCLC)-** *The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) initiative provides the only federally funded source dedicated exclusively to out-of-school-time programs. It is important for all LEAs submitting an application to fully understand the rules and regulations associated with Title IV-B. Please use the following links for more grant specific information; [Title IV-B New Application](#) & [Title IV-B FAQ](#).*

**IDEA (Section 611/Section 619)-** *The IDEA requires all special education teachers to hold a current Arizona special education certificate. Educator IDs must be included to fund teacher salaries. They are also required for any instructional assistants/paraprofessionals supervised by a special education teacher. The supervising teacher's educator ID is required in that case, not the paraprofessional's ID. The IDEA funds may only support students with disabilities through budgets that meet excess cost requirements. Justification for specific technology purchased, professional development, capital purchases, and travel may be required. Coordinated Early Intervening Services (CEIS/CCEIS) must be specifically called out if being funded. Please separate these line items under each object/function code.*

**School Improvement (CSI-LA, TSI, CSI-LG, Systemic School improvement Grant)-** *School Improvement supports LEAs as they conduct reflective data analysis and implement change with evidence-based practices throughout a continuous improvement process. It is important for all LEAs applying to fully understand the rules and regulations associated with the various grants managed by The Office of School improvement.*

**Education for Homeless Children and Youth (EHCY)-** *Grants designated for use to address the needs of children and youth experiencing homelessness have special supplemental assurances. As such, it is important that all budgeted items explicitly state their supplemental nature, and their exclusive use by children and youth experiencing homelessness students and the staff interacting directly with those students.*

**Migrant Education Program (MEP)-** *Grants designated for use to address the needs of migratory students have special supplemental assurances. As such, it is important that all budgeted items explicitly state their supplemental nature, and their exclusive use by migratory students and the staff interacting directly with those students.*

**Office of Indian Education-** *For more information regarding the Johnson O'Malley program, see the [JOM Website](#). For more information regarding the OIE Raising Indigenous Success in Education (RISE) program, see the [OIE RISE Website](#).*

## Grant Revision Guidance

- All grant funds must be allocated, leaving a remaining balance of zero.
- Please be sure to note the revision # and date of revision i.e. Revision #1, Oct. 5, 2021
- **Please use a different color font for each new revision or highlight the new revision.**

In crafting the narrative, provide detailed insights into any changes in expenditures, specifying whether they increased, decreased, or were added/new.

Adhere to the grant budget guidelines outlined in the program narrative.

- Ensuring that all adjustments align with the prescribed parameters.
- Verify math calculations are correct
- Confirm that the total specified in the narrative precisely matches the sum of individual line items for accuracy and consistency.
- **\*Please do not delete any of the original narrative (unless you no longer have any funds allocated in that line) – add to/below the original narrative.**

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
<a href="#">Modify</a>	6100 - Salaries
<a href="#">Modify</a>	6200 - Employee Benefits
<a href="#">Modify</a>	6300 - Purchased Professional Services

Example1: Increasing funding to a current line item expenditure.

Object Code	Function Code	Project
6100 - Salaries	1000 - Instruction	
Narrative Description		
<p><b>FY 2021 - Comprehensive Support and Improvement Grant - Rev 0 (6.27.20)</b>            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  <b>Total Salaries: \$11,700.00</b></p> <p><b>FY 2021 - Comprehensive Support and Improvement Grant - Rev 2 (1.28.21)</b>            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  <b>Total Salaries: \$15,450.00</b></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><u>District Level Program</u></p> <p>20 participants x \$259.00 = \$5180.00 + \$290.08 (5.6% tax) = \$5470.08</p> <p><b>REVISION 1 11/12/2021</b>  <b>REMOVE \$749.08 to reflect the actual cost of training:</b></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.

6600 - Supplies	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)
Narrative Description	
<p><b>Revision 1 12/5/21</b> – Add new items</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)	Qual
<b>Remove</b>	6500 - Other Purchased Services	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)		
Narrative Description				
<p>Travel expenses (airfare, mileage, hotel, meals, etc.) for professional development workshop/conference:</p>				

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

<b>Save</b>	Save and Return
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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.

## LEA Guidance for SEL Grant Requests

The Arizona Department of Education (ADE) requires that schools must sign an attestation form when requesting to utilize grant funding for Social Emotional Learning (SEL) activities.

Schools will attest that the SEL product, personnel, program, or activity paid for with grant funding will be used to: (1) improve academic outcomes free from distractions; (2) treat every child with the same respect and dignity regardless of race, ethnicity, gender, or sexual orientation; and (3) emphasize components of the Six Pillars of Character: Trustworthiness; Respect; Responsibility; Fairness; Caring; and Citizenship.

SEL products, programs, and activities requested for grant funding must either be from the pre-approved list of character education programs and/or meet one of the top **two** tiers of evidence from:

- What Works Clearinghouse (WWC)
- Ohio's Evidence-Based Clearinghouse
- Blueprints for Healthy Youth Development Database
- Evidence for ESSA

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

*Please note that Collaborative for Academic, Social, and Emotional Learning (CASEL) ratings **do not** meet the requirements.*

### **When is an attestation form required?**

- These criteria will apply to any new grant applications as well as any revisions.
- When requesting to utilize grant funding for SEL activities in any grant application, only one attestation form is required per school district/charter each year.

### **Directions for submitting the SEL Grant Request Attestation:**

- Attestation form and directions can be found in the LEA Document Library in GME in FY23 and FY24.
- Entity authorized signer (superintendent/charter official) must sign the form.
- School district/charter will upload the attestation form in Grants Management Enterprise (GME) into their **LEA Document Library** for the designated year in the **SEL Attestation Folder**.

**State of Arizona  
Department of Education**

**SEL GRANT REQUEST ATTESTATION**

The Local Education Agency (LEA) hereby attests that any Social Emotional Learning (SEL) product, personnel, program, or activity paid for with grant funding provided through Arizona Department of Education (ADE) will be used to: (1) improve academic outcomes free from distractions; (2) treat every child with the same respect and dignity regardless of race, ethnicity, gender, or sexual orientation; and (3) emphasize components of the Six Pillars of Character: Trustworthiness; Respect; Responsibility; Fairness; Caring; and Citizenship.

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Entity Name

CTDS #

---

Signature of Entity Authorized Signer

Title

---

Printed Name of Entity Authorized Signer

Date

## Tutoring Plan For use of School Improvement Grant Funds (CSI, aTSI/TSI,)

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.

<b>LEA:</b>	
<b>School:</b>	
<b>Grant:</b>	<input type="checkbox"/> CSI <input type="checkbox"/> TSI

<b>Tutoring Purpose:</b> content area/s and expected outcomes	
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<b>Targeted Students Populations:</b>	
<b>Tutoring Dates:</b>	
<b>Tutoring Session Times:</b>	

<b>Staffing:</b> Who is teaching the tutoring groups (positions, not names; every effort should be made to assign highly effective teachers; required to be effective teachers)?	
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<b>Student Identification for Participation:</b> How will students be identified; indicate data to be used, including instruments/assessments?	
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<b>Program Content:</b> What evidence-based material are being used?	
--	--

<b>Program and Pedagogy:</b> How is the tutoring different from core instruction?	
---	--

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

<b>Program Monitoring:</b> How will the tutoring program be monitored? (include who will oversee the project)	
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<b>Program Evaluation:</b> How will the tutoring program be evaluated?	
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<b>Accessibility:</b> How will equitable accessibility be ensured for all eligible (identified subgroup) students; will transportation be provided?	
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\*\*If providing tutoring to students with disabilities, initialing the boxes and the signature below assures to the conditions described.

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

\_\_\_\_\_  
Signature (superintendent or designee)

\_\_\_\_\_  
Print Name and Title

\_\_\_\_\_  
Date

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