FY25 Targeted Support and Improvement (TSI) Grant
for schools identified as aTSI/TSI

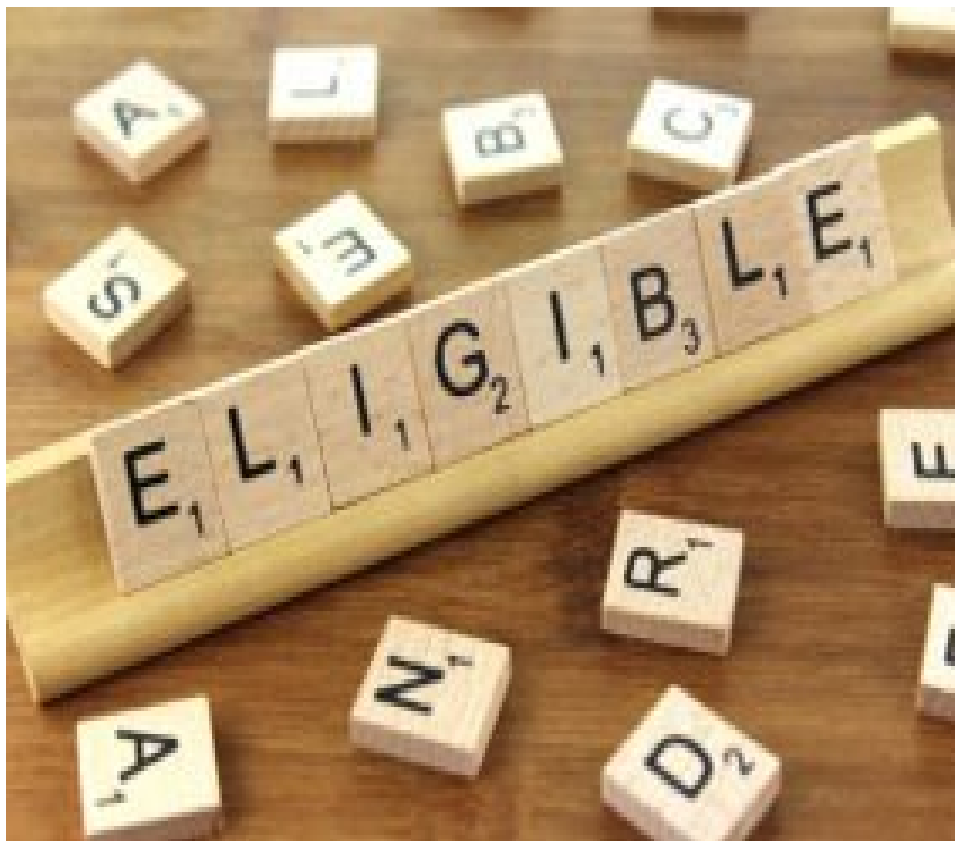School Support & Improvement

TSI Grant Purpose

To provide LEAs funding to support aTSI/TSI schools to implement L/SIAP to increase academic outcomes for identified subgroups.

Who is Eligible?

Districts/LEAs/Charters with schools currently identified as additional Targeted Support and Improvement or Targeted Support and Improvement (aTSI/TSI).

Districts/LEAs/Charters must be in fiscal and programmatic compliance with all state and federal requirements

For-profit charter schools are NOT eligible

Additional Notes...

▪ This is a ***competitive grant.***

▪ Complete a detailed application.
   ▪ Districts/LEAs will apply on behalf of all of their TSI school(s) in **one** online LEA-level application in GME

▪ Include all required elements and documentation.

▪ Districts/LEAs with aTSI/TSI schools are eligible to apply for funds based on the October 1 enrollment of their identified school(s).
   ▪ The total maximum budget a District/LEA may apply for is the sum of their TSI school allocations.
   ▪ The total allocation is determined by allowable expenses, the evidence-based strategies, and action steps in the IAP, and is not an automatic allocation.

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

Timeline

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

- Thoroughly completed 2024-25 CNA in GME with specific consideration of identified subgroups

- Thoroughly completed 2024-25 LIAP with specific action steps on how to support identified schools in GME

- Reach out to your Title I or School Improvement specialist if you need assistance with completing the CNA

- Completed aTSI/TSI grant application

- Completed required documents and uploaded into the Related Documents Section in GME

NOTE: Alignment between CNA, LIAP/SIAP, and proposed budget is required. Grants with budgeted items that are not aligned will NOT be funded.
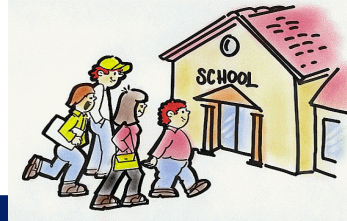
Sunshine School District

School A
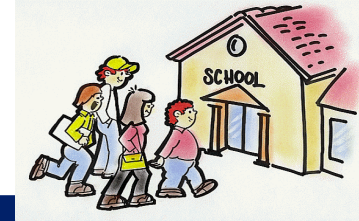- PD on EL instruction Strategies
- Develop MTSS System

School B
- Develop MTSS System
- Increase instructional practice effectiveness

School C
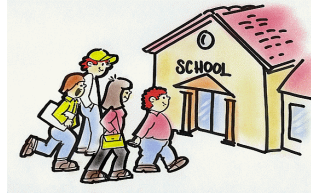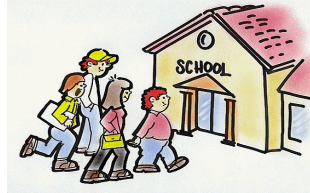- Update Mission, Vision & Values
- Develop MTSS System

School D
- PD in EL evidence based instructional practices
- Develop MTSS System

Sunshine School District

School A
- PD in EL evidence based instructional practices
- Develop MTSS System

School B
- Increase instructional practice effectiveness
- Develop MTSS System

School C
- Update Mission, Vision & Values
- Develop MTSS System

School D
- PD in EL evidence based instructional practices
- Develop MTSS System

Budget

Sunshine School District TSI Allocation is $120,000

($30,000 each school)
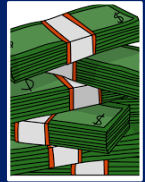
$60,000 to address MTSS Strategies and Action Steps at LEA

School A
$25,000

PD-Evidence based instructional practices to support EL Learners

School B
$10,000

For off contract committee work to unpack standards

School C $5,000

For off contract committee work to revise mission, vision

School D
$20,000

EL instructional practices & PD

Once the district has ensured that...

✓CNAs are completed for all schools

✓Integrated Action Plan is developed for each school site

✓LEA Integrated Action Plan is complete

✓Common needs and unique needs are identified

✓Allocations have been determined to meet site needs

The district is now ready to APPLY!

Overview of the TSI Grant Application in GME

FFATA & GSA Verification and GEPA

LEA/Charter Holder Contact Information

School/Site Contact Information

Assurances

Program Narrative Questions – LEA/Charter Level

These sections will only need to be completed **once** by the LEA/District/Charter for the grant on behalf of all TSI schools included in the application

FFATA and GSA Verification

❑Be sure to submit your FY25 General Statement of Assurance in GME

❑Ensure your SAM.gov information is up to date

❑Provide a short description of your grant funded project

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?

Contact Information

❖ LEA/Charter Holder Name

❖ LEA NCES ID#, CTDS#, Entity ID#

❖ Board President

❖ Superintendent

❖ Federal Programs Director

❖ All TSI school names, NCES ID#, CTDS#, Entity ID#, principals, emails

Assurances in GME

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 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:
  - o minimize the time elapsing between receipt of funds and drawing down of funds
  - o for determining the allowability of costs
  - o distribution of funds
  - o 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 TSI grant. Each assurance must be checked in this section.

This section will be completed **once** by the LEA on behalf of all TSI schools included in the application

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.*
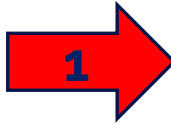
ESSA Evidence-Based items on ADE Website

Students & Families   Educators   Administrators   Programs & Supports   About ADE   ADEConnect   Q

Home / School Support and Improvement / Evidence-Based Practices, Strategies, Programs and Intervention Articles and Resources

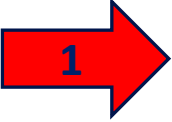# Evidence-Based Practices, Strategies, Programs and Intervention Articles and Resources

Professional Learning

Evidence-Based Practices

Strengths-Based Leadership

School Improvement Guidance and Grant Information

LEA Contact Form

School Contact Form

Evidence Based Guidance ← 2

Search Evidence-Based Resources Database

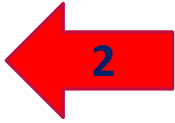| Program/Intervention	Subject Area	Type	Content Focus Area	Grade Band	Evidence Source	
ACT/SAT Test Preparation and Coaching Programs	All Subjects	Test Prep	All Subjects	High School	What Works Clearinghouse	S
Acuity	Math and Reading	Benchmark Assessment; Intervention	Acuity automatically assigns instructional 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=ASSIS Tments%20is%20one%20of%20only.interventions%2	S

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

↑ 3

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

Program Narrative Questions

Narrative Questions

1. List all identified additional/Targeted Support and Improvement Schools, current enrollment, principal, and the identified subgroup(s). Add additional lines as needed to account for all TSI schools.

School Name	School Enrollment	Principal	Identified Subgroup/s

2. 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 goals.

Goal	With what frequency will the goal be monitored?	Data used to determine success

Narrative Questions

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

Narrative response:

Narrative Questions

5. 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:

Narrative Questions

Proposed budget with required detailed narrative in GME is directly and tightly aligned to the CNA and IAP.

➤ Be sure that the requests for funds are allowable. Out of state travel and large capital items are generally not allowed. Check with your specialist if you have a question or need assistance building your budget.

➤ Proposed expenditures are reflected in the IAP and directly aligned to the CNA.

➤ Proposed expenditures have adequate narrative details.

➤ Proposed expenditures are in correct function and object codes.

➤ Math is correct.

LEA Budget Based on School Allocation(s)

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

The amount an LEA can apply for to create their proposed budget is determined by the size of their TSI school(s) included in their grant application.

The total actual allocation is determined by allowable expenses and the evidence-based strategies and action steps in the IAP.

It is not automatic.

EXAMPLE:
Arizona Unified School District has 3 TSI schools:

School	School Size	Allocation Cap
ABC Elementary	86	$30,000
DEF Middle School	175	$30,000
GHI High School	409	$40,000

The potential total amount of funds this district could apply for would be **$100,000**

Budget Reminders

Targeted Support and Improvement Grant
District Level ▾

| Budget |
| Budget Overview |
| Targeted Support and Improvement Grant School Allocations |

Targeted Support and Improvement Grant
Arizona Unified School District - District Level Program(s)

| Budget |
| Budget Overview |
| Targeted Support and Improvement Grant School Allocations |
| Related Documents |

In order to create a budget for District-Level activities, you will need to create a new 'School' labeled as your District name (*it's considered a 'School Level' budget in the system*). For example: **Arizona Unified School District - District Level Program(s).**

The 'District Level' selection **only automatically aggregates** the budget information from all 'School Level' budgets.

Budget Reminders

For FY25 all allocations will be kept in district level programs. In the budget narrative please indicate if any funds for that line item will be used at the school level. See the example below:

Purchase supplemental resources to increase math achievement of identified subgroups (Economically disadvantaged and students with disabilities) **Total $3786.00**

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

Allowable Expenditures

All Targeted Support and Improvement School activities funded with Title I 1003(a) School Improvement funds must be reasonable and necessary and directly related to the implementation of the LEA and School Integrated Action 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 outcomes in their identified low performing subgroups.

Expenditures Not Allowed

➢ Performance incentive pay or stipends

➢Large capital outlay items

➢Miscellaneous office supplies

➢Student rewards/incentives

Amounts for general items or placeholders TBD will not be allowed

❖*Out of state travel is generally not allowed.*

Budget Reminders

- *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

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

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

- ✓ Ensure all GME requirements are completed

- ✓ Ensure program narrative questions are answered completely and with specific details

- ✓ Ensure the proposed budget includes only approvable expenditures aligned to the CNA and IAP

- ✓ Reach out to your program specialist for feedback and/or assistance

Timeline Reminder

Grant application opens
March 1, 2024

Grant application closes
May 31, 2024

LEAs notified of award or non-award by July 1, 2024

Grant funds are available July 1, 2024

Project ends September 30, 2025

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

Education Program Specialists

Sarah W. Barnes 520-770-3062

Gina Groat 602-542-0836

Linda Chapman 520-628-6737

Kelly Curtin 602-542-3370

Chelle Kemper 602-364-1980

Serena Lobo 602-542-3123

Lucedes McBroom 520-770-3790

Becca Moehring 602-542-3058

Ken Rausch 602-364-4992

Cindy Robinson 602-364-4115

Email Format:
firstname.lastname@azed.gov

Andrew Ward, Director of School Improvement
602-364-1782
Amanda Wilber, Director of School Improvement
602-542-3069
Allison Barbor, Deputy Associate Superintendent of
School Improvement 602-542-9551

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 do not know who your specialist is, please email schoolimprovementinbox@azed.gov.