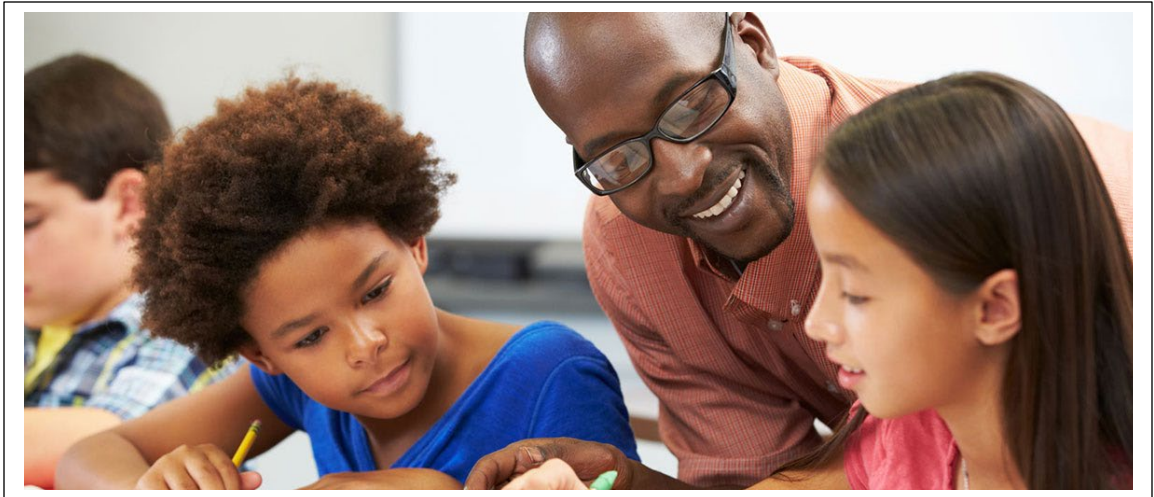




SI Grant Guidance FY22



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ALL FY22 SI GRANTS:

- open in GME on March 1, 2021 and close May 30, 2021 except CSI Low Grad Rate;
- are competitive and require detailed high-quality applications;
- require newly (2021-22) completed CNA, root cause analyses and aligned IAP; and
- all funded strategies and action steps must be evidence-based and aligned directly to CNA-RCA-IAP.

Comprehensive Support and Improvement (CSI) Grant

Eligible Applicants

CSI Schools identified for low achievement. This is a competitive grant. A detailed application with all required elements and documents is required to be considered for funding.

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

Purpose

To provide funding for CSI schools to implement the evidence-based strategies and action steps in the School IAP aligned to the CNA and root cause analyses.

Directions

1. LEA and School teams collaborate to write a **strong, detailed application**, provide all required documents and check and sign assurances.
 - a. LEA's assigned specialist is available for assistance.
 - b. Use the rubric when completing application narrative questions.
2. Application completion with all required documents and evidence in GME by **May 30, 2021** is required. Additional inquiries from ADE will not be made.
3. The application will be scored using the scoring rubric provided.
4. Seventy percent of points is required for funding.
5. LEAs will be notified of award or non-award by July 1.

Complete all sections in GME

Program Details

- FFATA and GSA Verification
- Contact Information
- Program Narrative Questions
- Assurances
- Related Documents
 - Signature Page in required related documents (required)
 - Evidence Based Summary Form/s in required related documents (required)
 - Graphs, tables, and charts necessary for a complete application (optional, as needed)

Proposed Budget

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

- Items must support improved student achievement and be aligned to the CNA and identified root causes.
- Be sure that the requests for funds are allowable. Out of state travel and large expenditures for capital items are generally not allowed. Check with your specialist if you have questions or need assistance building your budget.

Requirements

- Completed **new** 2021-22 CNA uploaded in GME
- Thorough root cause analyses (fishbones) uploaded in GME (minimum 3)
- Completed 2021-22 LEA and School IAP in GME including SI required goals

Grants will not be scored if all requirements are not met.

Comprehensive Support and Improvement Grant Allowable Expenditures

All Comprehensive Support and Improvement School activities funded with Title I 1003 (a) School Improvement funds must be reasonable and necessary and directly aligned to the implementation of the LEA and School Integrated Action Plan. The grant budget must address the needs identified in the schools' Comprehensive Needs Assessment and root cause analyses and advance the overall goal to increase the academic achievement in low performing schools.

- Data driven decision-making process
- Strategies and action steps aligned with the CNA and root cause analyses data
- Leadership Development activities
- Professional Learning activities (including conferences and related travel) aligned to needs
- Educational Service Provider (external provider) services based on specific needs identified in CNA and root cause analyses (selection process, evidence of prior success, scope of work and evaluation measures required)
- Supplies directly related to strategies and action steps (no general supplies)
- Positions directly aligned with CNA identified needs and root causes, necessary for IAP implementation (job descriptions required)
- Off contract pay for work (above and beyond duties necessary to job function); planning committees, researching evidence-based interventions, curricula, assessments (aligned to CNA and Root Causes)
 - Board approved hourly rate paid, must be reasonable
 - Requires time and effort logs

Generally, this grant will not fund large capital items. Out of state travel may be approved only if absolutely necessary.

This grant will NOT fund performance incentive pay or stipends.

Criteria for Compliance

Grant recipients are required to:

- 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, LEAs are required to request timely reimbursements (monthly if expenditures are made).
- Keep necessary Time and Effort documentation
- Submit Completion Reports on time

Grantees failing to meet any single requirement of compliance are subject to corrective action.

CSI Low Graduation Rate Grant **This grant will open end of August after schools have been identified**

Eligible Applicants

Schools identified for SY21-22 as Comprehensive Support and Improvement Schools for low graduation rate based on most current 5th year cohort data..

This is a competitive grant. A detailed, high quality application with all required elements and documents is required to be considered for funding.

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

Purpose

To provide funding to implement Integrated Action Plan evidence-based strategies and action steps to increase graduation rate.

Directions

1. LEA and School teams collaborate to write a strong, detailed application, provide all required documents and check and sign assurances.
 - a. LEA's assigned specialist is available for assistance.
 - b. Use the rubric when completing application narrative questions.
2. Application completion with all required documents and evidence in GME **by Oct. 8, 2021** is required. Additional inquiries from ADE will not be made.
3. The application will be scored using the scoring rubric provided.
4. Seventy percent of points is required for funding.
5. LEAs will be notified of award or non-award by Oct.31, 2021

Complete all sections in GME

Program Details

- FFATA and GSA Verification
- Contact Information
- Program Narrative Questions
- Assurances
- Related Documents
 - Signature Page in required related documents (required)
 - Evidence Based Summary Form/s in required related documents (required)
 - Graphs, tables, and charts necessary for a complete application (optional, as needed)
 -

Proposed Budget

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

- Items must support improved achievement and be aligned to CNA and identified root causes.
- Be sure that the requests for funds are allowable.
- Out of state travel and large expenditures for capital items are generally not allowed. Check with your specialist if you have questions or need assistance building your budget.

Requirements

- Completed **new** CNA uploaded in GME
- Thorough root cause analyses (fishbones) uploaded in GME
- Completed 2021-22 LEA and School IAP in GME including SI required goals

Grants will not be scored if all requirements are not met.

CSI Graduation Rate Grant Allowable Expenditures

All Comprehensive Support and Improvement School activities funded with Title I 1003 (a) School Improvement funds must be reasonable and necessary and directly related to the implementation of the LEA and School Integrated Action Plan. It must address the needs identified in the schools' Comprehensive Needs Assessment, aligned to the root causes and advance the overall goal to increase graduation rate.

- Data driven decision-making process
- Strategies and action steps based on root cause/s identified for low graduation rate
 - Leadership Development
 - Professional Learning activities and related travel costs (out of state will be considered only if necessary)
 - Supplies directly related to action steps
- Off contract pay for work (above and beyond duties necessary to job function); planning committees, researching evidence-based interventions, curricula, assessments
 - Board approved hourly rate paid, must be reasonable
 - Requires time and effort logs

This grant will NOT fund positions, performance incentive pay or stipends or capital outlay items

Criteria for Compliance

Grant recipients are required to:

- Receive EPS approval for revisions prior to implementing any change in spending or program
 - Submit revisions for any fiscal or programmatic change
 - In accordance with sound accounting practices, LEAs are required to request timely reimbursements.
 - Keep necessary Time and Effort documentation
 - Submit Completion Reports on time
- Grantees failing to meet any single requirement of compliance are subject to possible funding forfeiture.*

Targeted Support and Improvement Schools

Eligible Applicants

LEAs with schools identified as Targeted Support and Improvement Schools.

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

Purpose

To provide LEAs funding to support TSI schools to implement L/SIAP and increase achievement of identified subgroups.

Directions

1. LEA and School teams collaborate to write a strong, detailed application, provide all required documents and check and sign assurances.
 - a. LEA's assigned specialist is available for assistance.
 - b. Use the rubric when completing application narrative questions.
2. Application completion with all required documents and evidence in GME by **May 30, 2021** is required. Additional inquiries from ADE will not be made.
3. The application will be scored using the scoring rubric provided.
4. Awards will be made based on the scored. **Seventy percent of points is required for funding.**
5. LEAs will be notified of award or non-award by July 1.

Complete all sections in GME

Program Details

- FFATA and GSA Verification
- Contact Information
- Program Narrative Questions
- Assurances
- Related Documents
 - Signature Page in required related documents (required)
 - Evidence Based Summary Form/s in required related documents (required)
 - Graphs, tables, and charts necessary for a complete application (optional, as needed)

Proposed Budget

- Complete a *proposed* budget in GME. Be sure to include sufficient details in the narrative. Maximum allocations will be based on school enrollment.

School enrollment	Maximum Allocation
~100	\$10,000
101-350	\$12,500
351-600	\$15,000
601-900	\$20,000
>900	\$25,000

- Allocation will be in District Level Programs; you will **not** be creating dropdowns for each school
- Indicate specific school expenditures in the budget narrative (similar to the ESEA Consolidated Application)

Grant narrative example

Purchase Conscious Discipline Materials to support SEL needs of identified subgroups (Economically disadvantaged and students with disabilities) **Total \$3,931.00**

LEA Leadership Team

5	Conscious Discipline Books	\$ 145.00
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Sunshine School

1	E-Course site license	\$ 779.00
1	Premium Resources	\$ 70.00
42	Conscious Discipline Books	\$1,218.00
Total		\$2,067.00

Lizard School

1	E-Course site license	\$ 779.00
1	Premium Resources	\$ 70.00
30	Conscious Discipline Books	\$ 870.00
Total		\$ 1719.00

- Items must support improved subgroup achievement, be evidence-based, and aligned to CNA and identified root causes.
- Proposed expenditures must be **specific**. Amounts for **general items will be disallowed and that funding forfeited**.
- Be sure that the requests for funds are allowable. Out of state travel and large expenditures for capital items are generally not allowed. Check with your specialist if you have questions or need assistance building your budget.

Requirements

- Completed **new** CNA uploaded in GME
 - Thorough root cause analyses (fishbones) uploaded in GME
 - Completed 2021-22 LEA and School IAP in GME including SI required goals
- Grants will not be scored if all requirements are not met.**

TSI Grant Allowable Expenditures

All TSI 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 Plan relative to increasing subgroup achievement and aligned to the needs and root causes identified in the schools' Comprehensive Needs Assessment. **Proposed expenditures must be specific. Amounts for general items will be disallowed.**

- Data driven decision-making process
- Specific strategies and action steps based on root cause/s identified for increasing subgroup achievement
 - Leadership Development
 - Professional Learning activities and related travel costs (out of state travel may be approved only if necessary)

- Specialized supplies directly related to supporting action steps
- Off contract pay for work (above and beyond duties necessary to job function); planning committees, researching evidence-based interventions, curricula, assessments
 - Board approved hourly rate paid, must be reasonable
 - Requires time and effort logs

This grant will NOT fund positions, performance incentive pay or stipends, capital outlay items or general supplies

Criteria for Compliance

Grant recipients are required to:

- Receive EPS approval for revisions prior to implementing any change in spending or program
- Submit revisions for any fiscal or programmatic change
- In accordance with sound accounting practices, LEAs are required to request reimbursements monthly.
- Keep necessary Time and Effort documentation
- Submit Completion Reports on time

Grantees failing to meet any single requirement of compliance are subject to possible funding forfeiture.

Sig Cohort 5 Year 3

Eligible Applicants

FY20 SIG 5 Grant recipients who successfully implemented FY21 Integrated Action Plan and selected model.

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

Purpose

The purpose of the 1003(g) School Improvement Grant (SIG) is to provide local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools; selecting from the following models: Transformation, Turnaround, Early Learning or an Evidence Based Whole School Reform Model.

Directions

1. LEA and School teams collaborate to write a strong, detailed application, provide all required documents, provide evidence of compliance, if necessary, and check and sign assurances.
 - a. LEA's assigned specialist is available for assistance.
 - b. Use the rubric when completing application narrative questions.
2. Application completion with all required documents and evidence in GME by **May 30, 2021** is required. Additional inquiries from ADE will **not** be made.
 - a. Required Documents
 - i. Signature page
 - b. Optional Documents
 - i. Completed program details charts/graphs/tables necessary to answer the narrative questions
 - ii. Evidence-based summary form
3. The application will be scored using the scoring rubric provided.
4. Awards will be made based on the scored applications and the demonstrated capacity and commitment to implement the selected model.
5. LEAs will be notified of award or non-award by July 1.

Complete All Sections In GME

Program Details

- FFATA and GSA Verification
- Contact Information
- Program Narrative Questions
- Assurances
- Related Documents
 - Signature Page in required related documents (required)
 - Graphs, tables, and charts necessary for a complete application (optional, as needed)
 - Evidence based summary form (optional, if applicable)
- Completed **new** CNA uploaded in GME

- Thorough root cause analyses (fishbones) uploaded in GME
- Completed 2021-22 LEA and School IAP in GME including SI required goals

Proposed Budget

- Complete a *proposed* budget in GME. Be sure to include sufficient details in the narrative.
- Items must support strategies and action steps based on the model being implemented and applicable CNA data and root cause analyses and IAP

Requirements

- Completed new CNA uploaded in GME
- Thorough root cause analyses with fishbones diagrams uploaded in GME
- Completed new L/SIAP in including SI required goals and tagged SIG at action step level
- Assurances in GME
- All sections in GME

Grants will not be scored if all requirements are not met.

Allowable Expenditures

All SIG activities funded with 1003 (g) School Improvement funds must be reasonable and necessary and directly related to the implementation of the LEA and School Integrated Action Plan. It must address the needs identified in the schools' Comprehensive Needs Assessment and root cause analyses as well as the requires strategies in the selected model and advance the overall goal to increase the academic achievement in low performing schools. Alignment with the CNA, RCA, IAP including all model elements is required.

- Data driven decision-making process
- Strategies and action steps based on selected model required strategies and aligned with CNA data and root cause analyses
- Strategies and action steps directly related to elements in selected Federal Model and IAP
 - Professional Learning activities (including conferences and related travel)
 - Educational Service Provider (external provider) services based on specific needs identified in CNA or expertise in the selected model
 - Supplies directly related to implementation of model and/or IAP
 - Capital outlay items necessary to implement model and/or IAP
 - Position salaries necessary to implement model and/or IAP
- Off contract pay for work (above and beyond duties necessary to job function); planning committees, researching evidence-based interventions, curricula, assessments
 - Board approved hourly rate paid, must be reasonable
 - Requires time and effort logs

Criteria for Compliance

Grant recipients are required to:

- Receive EPS approval for revisions **prior** to implementing any change in spending or program
- Submit revisions for any fiscal or programmatic change
- In accordance with sound accounting practices, LEAs are required to request reimbursements monthly.
- Keep necessary Time and Effort documentation

- Submit Completion Reports on time

Grantees failing to meet any single requirement of compliance are subject to corrective action.

SSI Programmatic Assurances

(CSI, TSI SIG)

Check each box, sign, and date the bottom of the form.

- Complete and submit a school Comprehensive Needs Assessment (CNA) in GME.
- Complete thorough root cause analyses for CNA identified primary needs and submit fishbone diagrams in GME.
- Develop an LEA and School (for each school in improvement) Integrated Action Plan (L/SIAP) as required based on the CNA and root cause analyses results and submit in GME.
- The LIAP and SIAP includes meaningful evidence-based interventions to improve student achievement.
- Monitor, update, delete, retire, or add strategies and action steps to the L/SIAP in GME at least quarterly.
- Ensure systems, processes, and procedures, including operational flexibility, are in place to actively to support Comprehensive Support and Improvement schools and/or Targeted Support and Improvement schools.
- Ensure effective organization of time for weekly professional learning communities (PLCs).
If no, add action steps to L/SIAP
- Implement a balanced assessment system including common interim/benchmark assessments at least three times a year.
If no, add action steps to L/SIAP
- Implement a written, evidence and standards-based curriculum including evidence-based materials.
If no, add action steps to L/SIAP
- Implement an observation and feedback protocol with fidelity.
If no, add action steps to L/SIAP
- Submit quarterly interim/benchmark assessment data reports and reflective analysis **(CSI only)**.
- Identify an LEA contact person who will oversee implementation activities, maintain contact with School Support and Improvement (SSI) staff, and accompany ADE SSI staff during CSI site visits at the school upon request.
- Complete and submit ED Facts data when requested by ADE.
- 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.

Signed this day Click or tap to enter a date. **by**

(Print Name and Title)

For _____ **(LEA/School name) ensuring that**
the above is accurate and has or will occur.

Systemic Leadership Development Grant

Eligible Applicants

LEAs with schools identified as Comprehensive Support and Improvement Schools (CSI) in 2017-18 and/or Targeted Support and Improvement Schools identified in 2018-19

Purpose

To provide funding to LEAs with CSI and/or TSI Schools for participation in approved systemic leadership education or executive leadership programs and any required related costs

Due date: May 30, 2021

Complete all sections in GME

- **Program Details**
 - Contact Information
 - Narrative questions
 - Assurances
- **Proposed budget** with detailed narrative
- **Required Related Documents**
 - Signature Page
 - Selected Leadership Program application/information
 - Official program description or brochure including benefits, details program long-term and short-term goals, program elements, participant eligibility, participation dates, length of program, program research base
- **Optional Related Documents**
 - Funding release form as needed
 - Evidence based Summary Form as needed

Systemic Leadership Development Grant Allowable Expenditures

- Cost of approved program
- Related travel costs
- Cost of any required program coach or mentor

Systemic Leadership Development Grant Assurances

- Commitment to make the selected leadership program a top priority
- Adherence to all program requirements including:
 - Completion of program's planning requirements (i.e. 90-day plans)
 - Participation of the top LEA leadership (including Superintendent) in systemic program/process/plan implementation, monitoring and evaluation required by selected program
 - Participation of the school leadership team in systemic program/process/plan implementation, monitoring and evaluation required by selected program
 - Top LEA leadership (including Superintendent) and school leadership teams attendance and active, positive participation in every convening/training/meeting School leadership (principal and other appropriate personnel) regularly conduct short cycle observation and feedback classroom visits in addition to evaluation observation

- Effective organization of time for weekly structured professional learning communities (PLCs)
- LEA leadership (including Superintendent) regularly conduct site visits to focus on successful planning and implementation of program plans (i.e. 90-day plans) and/or Integrated Action Plan
- Planning for sustainability of systematic changes made as a result of the program
- Submission of timely reimbursement requests
- Submission of summary reports as requested by ADE

Systemic Leadership Development Grant Assurances

- Commitment to make the selected leadership program a top priority
- Adherence to all program requirements including:
 - Completion of program's planning requirements (i.e. 90-day plans)
 - Participation of the top LEA leadership (including Superintendent) in systemic program/process/plan implementation, monitoring and evaluation required by selected program
 - Participation of the school leadership team in systemic program/process/plan implementation, monitoring and evaluation required by selected program
 - Top LEA leadership (including Superintendent) and school leadership teams attendance and active, positive participation in every convening/training/meeting School leadership (principal and other appropriate personnel) regularly conduct short cycle observation and feedback classroom visits in addition to evaluation observation
 - Effective organization of time for weekly structured professional learning communities (PLCs)
 - LEA leadership (including Superintendent) regularly conduct site visits to focus on successful planning and implementation of program plans (i.e. 90-day plans) and/or Integrated Action Plan
 - Planning for sustainability of systematic changes made as a result of the program
- Submission of timely reimbursement requests
- Submission of summary reports as requested by ADE

FY 21 MTSS Mini Grant

Eligible Applicants

LEAs with CSI and/or TSI Schools or CSI or TSI Schools who participated in cohort 2 during SY 2020-21.

Purpose

To provide funding to LEAs with CSI AND TSI Schools for **participation in MTSS Training Cohort**

Due date: May 30, 2021

Complete all sections in GME

- ✓ Program Details
 - Contact Information
 - Narrative questions
 - Assurances
- ✓ Budget with detailed narrative
- ✓ Required Related Documents
 - Signature Page

MTSS Grant Allowable Expenditures

- **Cost of training program**
- **Related travel and planning costs**

MTSS Assurances

The LEA understands a supportive, reciprocal partnership between the school and its district or local educational agency is vital for long-lasting equity and MTSS and commits to the following:

- A strengths based, whole child focus
- A shared commitment that every student in a community is invited and welcomed into a system of teaching and learning that is fluid, responsive, dynamic, and alive, and that uses all available resources to meet student needs.
- A culture of collaboration, learning and high expectations for all students in all settings
- Equitable access to high quality instruction in academics and Social Emotional learning
- Support site leadership for the necessary planning, professional development and resources to implement MTSS
- Scheduled time for weekly professional learning communities (PLCs) during the contract day with a well-defined meeting protocol for clarifying what each student will learn and how educators will ensure the learning, building a collaborative culture, and using various forms of data to monitor student learning and respond to the learning in effective, evidence-based methods.
- Implementation of a comprehensive, balanced screening and assessment system
- Accessible, user friendly data system that provides real time access to a comprehensive student information system containing sufficient data to make informed decisions
- Identify an LEA contact person who will oversee implementation activities, maintain contact with Support and Innovation (SI) staff
- LEA has written procedures to implement the requirement to minimize the time elapsing between receipt and expenditure of federal funds.
- LEA has written procedures for determining the allowability of costs
- LEA has written procedures ensuring equitable allocation of local and state funds, schools receive all funds without consideration of receipt of federal funds
- Programmatic and budget revisions must be approved before changes can be implemented or funds spent

The site leadership recognizes that equity-based MTSS thrives with strong and actively engaged leaders who are committed to improving teaching and learning within a system that empowers educators and school personnel and commits to the following:

- A strengths based, whole child focus
- A shared commitment that every student in a community is invited and welcomed into a system of teaching and learning that is fluid, responsive, dynamic, and alive, and that uses all available resources to meet student needs.
- A culture of collaboration and learning
- Equitable access to high quality instruction in Academics and Social Emotional learning
- A site leadership team that works to discover how to best meet the needs of all students by:
 - Setting priorities – chart a clear course that all staff understand, establish high expectations, and use meaningful data to track progress and performance.
 - Developing people – provide teachers and others in the system with the necessary support and training to successfully refine practices.
 - Making the organization work – ensure that the entire range of conditions and programming fully and efficiently support teaching and learning.
 - Providing and protecting adequate time – coordinate the master schedule for core instruction and intervention and schedule and protect time for collaborative team work.
- Weekly professional learning communities (PLCs) during the contract day with a well-defined meeting protocol to ensure:
 - Shared commitment to improving student learning and outcomes. • Collective inquiry, collaboration and shared practice.
 - Supportive and shared leadership by all members
 - Supportive conditions for collaboration, including designated meeting times & a well-developed communication structures.
 - Action-oriented
- Data based decision making processes and procedures
- Team attendance and active engagement at all MTSS trainings including completion of action items between sessions
- Meetings with MTSS Leadership Coach, as scheduled



Appendices

Evidence-Based Improvement ESSA Guidance

Evidence-based improvement, as outlined by Every Student Succeeds Act (ESSA) of 2015, requires states, LEAs, and schools to base improvement efforts on those strategies, program and practices which have a solid evidence-base. 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.

Tier	ESSA definition	What does it mean?
Tier 1 Strong	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>
<p>Tier 2 Moderate</p>	<p>Moderate evidence from at least one well-designed and well-implemented quasi-experimental study.</p>	<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>
<p>Tier 3 Promising</p>	<p>Promising evidence from at least one well-designed and well-implemented correlational study.</p>	<p>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).</p> <p>The studies do not have to be based on large, multi-site samples.</p> <p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p> <p>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.</p>
<p>Tier 4 Demonstrates a Rationale Cannot be used with School Improvement funds</p>	<p>Demonstrates a rationale based on high-quality research findings or positive evaluation that such, strategy or intervention is likely to improve student outcomes or other relevant outcomes.</p>	<p>Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3.</p> <p>However, there is good reason to believe — based on existing research and data — that the intervention could improve a relevant student outcome.</p>

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

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

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**.

RESOURCE AVAILABLE HERE: [ESSA-Evidence Based Requirements and Resources](#)

[Searchable data base of evidence-based programs, practices, and interventions](#)

See Guidance on the ESSA Levels of Evidence for School Improvement Grants [Evidence-Based Practices, Strategies, Programs and Intervention Articles and Resources | Arizona Department of Education \(azed.gov\)](#) and the Evidence-Based Research Requirements (ESSA) Module [Support & Improvement: Professional Learning | Arizona Department of Education \(azed.gov\)](#) for specific information, support and resources.

Budget Guidelines

Below are examples of the level of detail required in the budget narrative.

6100 Salaries

Function Code 1000 (direct contact with students)
<i>Board adopted hourly rate</i>

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

What is the pay for? (example: after school tutoring, substitutes)

Position (example: reading interventionist)

***Job description required for positions**

***Tutoring plan required for tutoring programs**

Function Code 2100, 2200, 2600, 2700 (staff)
<i>Board adopted hourly rate</i>

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

What is the pay for? (example: off contract committee work to research math curriculum)

Position (example: data coach)

***Job description required for positions**

6300 Purchased Professional Services

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

Educational Service Provider (external provider)

Detail needed: Who? What? When? For whom?

How much? # of days x daily rate =

***Scope of work with deliverables required for external providers/consultants**

Professional Learning Activities

Detail needed: Who? What? When? For whom?

How much? # of days x daily rate =

Conference registration

Detail needed: Conference name, location? length? Who is attending? Registration cost x # of staff =

Function Code 2300, 2400, 2500, 2900 (administrators)
<i>TBD based on provider services or conference fees</i>

Leadership Development

Detail needed: Who? What? When? For whom?

How much? # of days x daily rate =

Professional Learning Activities

Detail needed: Who? What? When? For whom?

How much? # of days x daily rate =

Conference registration

Detail needed: Conference name, location? length? Who is attending? Registration cost x # of staff =

6500 Travel Costs

Function Code 2100, 2200, 2600, 2700 (staff)
<i>TBD based on state per diem or board adopted rates</i>

Travel expenses related to conferences attended by staff.

Detail needed: Conference name and date

Transportation cost x # of staff =

Hotel room cost x nights x # of staff =

Per Diem x # days x # of staff =

Function Code 2300, 2400, 2500, 2900 (administrators)
<i>TBD based on state per diem or board adopted rates</i>

Travel expenses related to conferences attended by administrators.

Detail needed: Conference name and date

Transportation cost x # of administrators =

Hotel room cost x nights x # of administrators =

Per Diem x # days x # of administrators =

6600 Supplies

Function Code 1000 (direct contact with students)
<i>TBD</i>

Curricular materials, instructional kits, site licenses, etc. for student use

Item name x # of items x cost =

****Miscellaneous office supplies not allowed***

Function Code 2100, 2200, 2600, 2700 (staff)
<i>TBD</i>

Supplies for staff, professional learning books, etc.

Item name x # of items x cost =

****Miscellaneous office supplies not allowed***

Required Document - Systemic Leadership Grants for ELEVATE
Approval to Use 1003(a) Funds

_____ LEA approves the use of 1003(a) funds by the
Arizona Department of Education to directly provide the ELEVATE, Executive Leadership Program,
including all costs for convenings/conferences; including conference location, food, speakers, and all
materials to improve student achievement, instruction, and schools.

_____ Superintendent
Printed Name

Required Documents - All grants

**Signatures below denote commitment to implementation, monitoring and evaluation of
strategies and action steps outlined
in the IAP and the grant application.**

Signature _____

Board President _____ **Date** _____

Signature _____

Superintendent _____ **Date** _____

Signature _____

Charter Holder _____ **Date** _____

Evidence-Based Summary Form

Practice, program, strategy, intervention

Target grade	Community	ESSA Rating	Effect Size
<input type="checkbox"/> Preschool	<input type="checkbox"/> Urban	<input type="checkbox"/> Strong	<input type="checkbox"/> 0.0 to .39 (not recommended)
<input type="checkbox"/> Elementary	<input type="checkbox"/> Rural	<input type="checkbox"/> Moderate	<input type="checkbox"/> 0.4 to .49 (1-year growth)
<input type="checkbox"/> Middle School	<input type="checkbox"/> Suburban	<input type="checkbox"/> Promising	<input type="checkbox"/> 0.5 and above (highly recommended)
<input type="checkbox"/> High School			

Program, Practice or Strategy Description or Research Paper Abstract:

Upload research report and/or job description to support your strategy to related documents. If doesn't have an ESSA rating, include type of study; Experimental studies have demonstrated that the intervention improves a relevant student outcome, Quasi-experimental studies have found that the intervention improves a relevant student outcome, Correlational studies (e.g., studies that can show a *relationship* between the intervention and outcome but cannot show *causation*) have found that the intervention likely improves a relevant student outcome. Case studies, white papers, or vendor research are not adequate.

Include website for research

If you have any questions or need support, contact your Education Program Specialist.

Tutoring Plan

For use of School Improvement Grant Funds (CSI, TSI, SIG)

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.

LEA:

School:

Circle Grant: CSI TSI SIG

Tutoring Purpose: content area/s and expected outcomes

Targeted Students Populations:

Tutoring Dates:

Tutoring Session Times:

Staffing: Who is teaching the tutoring groups (positions, not names; every effort should be made to assign highly effective teachers; required to be effective teachers)?

Student Identification for Participation: How will students be identified; indicate data to be used, including instruments/assessments?

Program Content: What evidence-based material are being used?

Program and Pedagogy: How is the tutoring different from core instruction?

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

Program Monitoring: How will the tutoring program be monitored? (including who will oversee the project?)

Program Evaluation: How will the tutoring program be evaluated?

Accessibility: How will equitable accessibility be ensured for all eligible (identified subgroup) students; will transportation be provided?

TSI **If providing tutoring to students with disabilities, the following assurances apply:

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
- Initialing the boxes and the signature below assures to the conditions described.

Signature (superintendent or designee)

Print Name and Title

Date

School Support and Improvement Contact List

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