Tiered Intervention Grant

# 2016-2017

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Part I: Cover Page (Complete and attach as the first page of proposal) | | | | | | | | | | |
| **Lead Local Education Agency (LEA)/BOCES Information** | | | | | | | | | | |
| **LEA Name:** | |  | | | | | **LEA/BOCES Code:** | | |  |
| **Mailing Address:** | |  | | | | | **DUNS #:** | |  | |
| **District Turnaround Project Manager** | | | | | | | | | | |
| **Name:** |  | | | **Title:** |  | | | | | |
| **Telephone:** |  | | | **E-mail:** | |  | | | | |
| **Program Contact Person (if different)** | | | | | | | | | | |
| **Name:** |  | | | **Title:** |  | | | | | |
| **Telephone:** |  | | | **E-mail:** | |  | | | | |
| **Fiscal Manager Information** | | | | | | | | | | |
| **Name:** |  | | | **Title:** |  | | | | | |
| **Telephone:** |  | | | **E-mail:** | |  | | | | |
| **Region:** *Indicate the region(s) this proposal will directly impact* | | | | | | | | | | |
| **□ Metro □ Pikes Peak □ North Central □ Northwest □ West Central**  **□ Southwest □ Southeast □ Northeast** | | | | | | | | | | |
| **Total LEA Request:** *Indicate the total amount of funding you are requesting for each year as well as the overall total. Please note: An individual budget will be required for each school site totaling to the amount listed below.* | | | | | | | | | | |
| **Year 1**  **(Nov. 1, 2016 – June 30, 2018)** | | | **Year 2**  **(July 1, 2018 – June 30, 2019)** | | | | | **Total** | | |
| **$** | | | **$** | | | | | **$** | | |

**Please note:** If the grant is approved, funding will not awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

The Year 1 grant period may be a pre-implementation year. In this case, the electronic budget would only need to reflect costs for Year 1. The full budget will be required with plan due January 2017. However, estimated costs for additional years must be reflected in the Total LEA Request above.

**Part IA: Schools to be Served**

***Complete the following information by identifying the priority and focus school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each priority and focus school, as applicable.***

***The models the LEA may include are: (1) turnaround; (2) restart; (3) closure; (4) transformation; (5) state-determined model, if approved; (6) evidence-based whole school reform model; and (7) early learning model.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL**  **NAME** | **NCES ID #** | **PRIORITY** | **FOCUS (if applicable)\*** | **INTERVENTION** |
| **School ES** | xxxxx | X |  | turnaround |

\*An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

**Part IB: School Information**

Complete and attach following Part IA.

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| **School Contact Information** | | | |
| **School Name:** | | **School Code:** | |
| Contact Name and Title: | | | |
| Telephone: | E-mail: | | |
| Is school currently receiving a School Improvement Grant funded through 1003(a) funds? | | | Yes  No |

# Part IC: Assurances Form (Complete and attach after Parts IA and B)

*The School Board President and Board- Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| On | (date) | , 2016 | the Board of | (district) |

hereby applies for and, if awarded, accepts the state funds requested in this application.  In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application.  The Board also certifies that all program and pertinent administrative requirements will be met.  These include the Office of Management and Budget Accounting Circulars, and the Department of Education’s General Education Provisions Act (GEPA) requirement.  In addition, the Board certifies that the district is in compliance with the requirements of the federal Children’s Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools.

In addition, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention Grant** agree to the following:

**Federal Assurances:**

* Use its Tiered Intervention Grant to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements;
* Establish annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive School Improvement funds;
* Report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements, including baseline data for the year for the year prior to SIG implementation (program guidance can be found at: <http://www.cde.state.co.us/fedprograms/guidance-on-school-improvement-grants>.)
* Each priority and focus school the LEA commits to serve will receive all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

**LEA Assurances:**

* If the applicant implements a restart model in a priority school, Include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
* Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to recruit, select and provide oversight to external providers to ensure their quality;
* Monitor and evaluate the actions schools have taken as outlined in the approved School Improvement Grant application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of School Improvement Grant funding;
* Provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant. The district will report to CDE, at least quarterly, the school level interim measures of student learning required under section III of the final requirements (program guidance can be found at: <http://www.cde.state.co.us/fedprograms/guidance-on-school-improvement-grants>);
* Align current and future funding sources in support of improvement goals, including commitment to identify and reallocate existing local funds for the purpose of sustaining the improvement work after federal funds expire;
* Participate in ongoing professional learning opportunities focused on school and district improvement;
* Commit to working with CDE to monitor progress on the UIP and make adjustments to the plan accordingly;
* Provide data on attainment of performance targets to CDE to inform decision around the continuation of funding;
* Participate fully in on-site visits conducted by CDE to every funded school during the grant cycle;
* Work collaboratively with CDE, as appropriate, in the selection of a strong school leader or partner, such as a Charter Management Organization (CMO), Education Management Organization (EMO) or other provider;
* Work cooperatively with CDE and provider(s), if applicable, in waiving district policies, procedures or practices that are deemed to be impediments to improvement, such as scheduling of the school day and year; staffing decisions; budgeting; and/or to obtain innovation school status for identified schools;
* Commit to engaging in significant mid-course corrections in the school if the data do not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation, such as replacing key staff, leadership or external providers;
* Notify the community of the intent to submit an application and that any waiver request will be made available for public review prior to submission of the application;
* Participate in the development and submission of any reports necessary to meet statutory requirements (e.g., EdFacts, CSPR) within the time frames specified;
* Maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit;
* Submit budget revision(s), if applicable, to CDE on a quarterly basis for review and approval;
* Submit Annual Financial Reports as part of their annual review with CDE.  CDE will utilize the information as a measure of performance and leading indicator of performance in subsequent year(s);
* Contracts with education providers must include a performance guarantee to increase student achievement based on services provided.

As a partner in the Tiered Intervention Grant, CDE agrees to provide the LEA with support and tools to foster successful implementation of the School Improvement Grant program. Specifically, **CDE will:**

* Provide the LEA with guidance about the specific types of changes and interventions each of the models require;
* Provide the LEA with descriptions and examples of special district governance structures that will ensure necessary freedom and support for interventions in identified schools;
* Provide the LEA with a description of the changes in policy or practice that may be required to ensure necessary flexibility for dramatic improvement in identified schools;
* Periodically review school and district UIPs and provide feedback;
* Meet regularly with School/District to review performance data and implementation of improvement efforts, as defined in the UIP;
* Provide guidance regarding allocation of 1003(g) and other funds in support of dramatic improvement of achievement in the school(s);
* Provide support for quarterly budget revisions;
* Provide ongoing technical assistance; and
* Define a set of leading indicators and overall performance targets that the identified school(s) and external providers, if applicable, will be required to demonstrate during the course of the reform effort; additionally interim measures and implementation benchmarks that the LEA may use to hold school(s) and provider(s) accountable.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award with thirty (30) days notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

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| Name of Board President |  | Signature of Board President |
|  |  |  |
| Name of District Superintendent |  | Signature of District Superintendent |
|  |  |  |
| Name of Program Contact |  | Signature of Program Contact |

**PART ID: WAIVERS** *(Complete and attach after IC)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (District) requests a waiver of the requirements it has selected below. *Please note:* If the district does not intend to implement the waiver with respect to each participating school, then it must indicate for which schools it will implement the waiver.

Implementing a schoolwide program in a Title I participating school that does not meet the 40 percent poverty eligibility threshold.

**Rural Flexibility**

The Colorado Department of Education required that any LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP) that proposes to modify one element of the Turnaround or Transformation model, the LEA must describe how it will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model. LEAs intending to modify an element must complete the Rural Flexibility section of the action plan template for the Turnaround or Transformation models. The description must include the following information:

* Identification of the specific element of either the Turnaround or Transformation model that the LEA proposes to modify; and
* LEA’s rationale for the need to modify the element identified.

Note: If an LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP) selects the Early Learning Model, it cannot modify the requirement to replace the principal who led the school prior to the implementation of the model.

A list of LEAs that are eligible for services under the Rural Education Assistance Program (REAP) can be found at the following U.S. Department of Education site:

<http://www2.ed.gov/programs/reapsrsa/eligible14/index.html>

The LEA proposes to modify one element of the Turnaround or Transformation Model as described in the action plan section.

**Part IE:** **Retention of Funds for Service**

The Colorado Department of Education (CDE) requests your permission to retain 10% of FY 2016 School Improvement Support Grant (1003(a) school improvement distribution funds).  These retained funds will enable CDE to provide support to districts and their eligible schools in comprehensive needs assessment, improvement plan development, professional learning experiences, leadership development, performance management practices, district system planning and consultation, plan implementation and evaluation of the impact of its improvement strategies. ***There is no need to budget for this amount in this application, as it is budgeted for at the state level.***

CDE believes that this technical assistance in the area of school improvement and school turnaround is beneficial to school districts and requests the permission of eligible agencies to reserve the funds necessary to carry out this initiative.  Please sign this letter acknowledging that the district releases funds to CDE to provide this support.

Name of School:

Signature of Fiscal Representative:

Printed Name of Fiscal Representative:

Signature of Authorized Representative:

Printed Name of Authorized Representative:

**Part II**

**Section A: Consultation**

**Consultation with Staff Members**

*Please provide the names and titles of the staff consulted and who gave input for this application. CDE staff will contact these staff members as part of the application process. Additional rows may be added.*

|  |  |
| --- | --- |
| **Name** | **Title** |
|  |  |
|  |  |
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**Consultation with Stakeholders**

*List each meeting or activity held to consult with stakeholders regarding the LEA’s application and TIG model. Indicate the stakeholders present (parents, community members, teachers, staff, school administrators, school board, district staff, students). Describe the general discussion and feedback from the meeting. Supporting evidence may be attached to this application, if necessary (i.e., meeting agendas and notes). Note: The LEA must take into consideration family and community input in selecting the intervention. Additional rows may be added.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Meeting Topic** | **Date of the Meeting** | **Stakeholder present** | **Discussion and Feedback** |
|  |  |  |  |
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**Section B: Leading Indicators**

*Please complete the table below, using 2015-2016 for your baseline data.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Leading Indicators** | **BASELINE**  **SY 2015-2016** | SY 2016-2017 Goal | SY 2017-2018 Goal |
| 1. Number of educational minutes within the school year |  |  |  |
| 2. Number of daily minutes of math instruction |  |  |  |
| 3. Number of daily minutes of ELA instruction |  |  |  |
| 4. Student attendance rate  (must be a percentage between 0.00 and 100.00) |  |  |  |
| 5. Percent of students chronically absent |  |  |  |
| 6. Number of out of school suspensions |  |  |  |
| 7. Number of referrals |  |  |  |
| 8. Number of students on track to graduate – HS only |  |  |  |
| 9. Types of increased learning time offered   * LSY- Longer School Year * LSD- Longer School Day * BAS-Before/After School * SS- Summer School * WES-Weekend School * OTH-Other |  |  |  |
| 10. Teacher attendance rate  (must be a percentage between 0.00 and 100.00) |  |  |  |