


Tiered Intervention Grant

Pursuant to: Title I, Section 1003 (g) of the Elementary and Secondary Education Act of 1965

March 20, 2013



Purpose

The intent of this grant is to provide funding for districts (on behalf of eligible schools) to:

- Partner with the Colorado Department of Education (CDE) in the implementation of one of the school intervention models provided in the draft guidance for the use of Federal Title I 1003(g) funds
- (To view the final requirements/program guidance, please visit: <http://www2.ed.gov/programs/sif/legislation.html>);
Note: The latest 1003g Guidance is dated March 1, 2012
- Increase the academic achievement of all students attending chronically low performing schools as measured by the state's assessment system; and

Available Funds

- Approximately \$7 million is available for distribution to LEAs.
- An LEA may request up to \$2 million per year over the three year grant period for each participating school.
- Subsequent years funding is contingent upon CDE approval and results of progress monitoring
- Actual allocations will be based on the intervention model chosen and SEA guidelines.
- CDE expects to fund approximately 6 applications.

Eligible Applicants

- **TIG Eligible Title I Schools were identified if,**
 - Schools were on the 2012-2013 Title I Schools List; and
 - Had 2012 Academic Achievement ratings of *does not meet* in reading and mathematics on the 3-year SPF (must have had data for the past 3 years). (This is run at the E, M or H level individually. For a school to be identified, all EMH levels receiving Title I funding need to receive *does not meet* ratings in reading and math); and
 - Were schools with the lowest 5% of combined reading and math percentiles for academic achievement on the 3-year SPF; and/or
 - Were schools with graduation rates less than 60% for all of the following: 2011 4-year, 2010 5-year, and 2009 6-year rates; and
 - Were assigned a 2012 Turnaround or Priority Improvement (or AEC-Turnaround or AEC- Priority Improvement, if eligible) plan type assignments (their official plan type assignment).

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Eligible Applicants (2)

- **Title I Eligible High Schools were identified if,**
 - Schools were Title I eligible high schools for 2012-2013 (schools with High School records, not currently served with Title I funds, with 2012-13 Free and Reduced Lunch percentage equal to or greater than 35% or at or above the 2012-13 district average for the High School level); and
 - Were schools with graduation rates less than 60% for all of the following: 2011 4-year, 2010 5-year, and 2009 6-year rates (schools must meet the minimum count each individual year to be included in the analyses); and
 - Were assigned a 2012 Turnaround or Priority Improvement (or AEC-Turnaround or AEC- Priority Improvement, if eligible) plan type assignments (their official plan type assignment).
- **Alternative Education Campuses (AECs) that meet one or more of the following criteria were exempted and not included in the SIG eligible schools:**
 - School purpose is dropout re-engagement or credit recovery
 - School is temporary and designed to transition students back to their home school or
 - School is not a diploma-granting institution.

Note: Previously funded-TIG schools were excluded from the analyses. Priority schools may not be focus schools. Focus schools that apply for and are awarded a TIG will become priority schools and will be removed from the Colorado list of Focus Schools.

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Allowable Use of Funds


- **Awarded funds may be used for the following purposes: Pre-Implementation costs and implementation of the chosen model (identified costs that are absolutely necessary to implement the model fully and effectively) including:**
 - Family and community engagement;
 - Rigorous review by external providers;
 - Staffing;
 - Instructional programs;
 - Professional development and support; and/or
 - Preparation for accountability measures (see attachment B for additional guidance on pre-implementation funds).
 - Implementation of any of the school intervention models provided in the USDE guidance for the use of Federal Title I 1003(g) funds (see Attachment C for additional detail);
 - Evaluation of implementation and/or external providers.
- **Administrative costs may be no more than 5% of the funded amount**

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Commitments

Federal Assurances:


- Use its School Improvement Grant to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements;
- Establish annual targets 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;
- (If the applicant implements a restart model in a 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; and
- Report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements.



Commitments

State Assurances:


- 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;
- Provide the leadership capacity to oversee the implementation of intervention models;
- Participate in quarterly Professional Learning Communities 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.
- Develop a detailed budget for each school and submit a revised budget at least annually, as well as an annual financial report;



Commitments

State Assurances (cont.)


- Participate fully in on-site visits conducted by CDE to every funded school during the grant cycle;
- 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;
- Maintain sole responsibility for the project even though subcontractors may be used to perform certain services; and
- 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.
- Contracts with education providers must include a performance guarantee to increase student achievement based on services provided.



Commitments


State Education Agency assurances – 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 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 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.

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Evaluation

- CDE will work collaboratively with LEAs to develop meaningful detailed performance targets and specific timelines.
- These targets and timelines will be used when making subsequent Year funding determinations.
- A Unified Improvement Plan (UIP) for each individual school site will be monitored at school and district on-site reviews and updated as necessary, with final revisions annually.
- The UIP and grant budget expenditures must be aligned to the UIP Quality Criteria and chosen reform model.

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Evaluation

- Awardees will be expected to collect the following leading indicators, report them to CDE and include them in the data analysis portion of the UIP (where possible):
- Title I Section 1003(g) required indicators:
 - The number of minutes within the school year;
 - Student participation rate on State assessments in reading, writing, math, and science, by student subgroup;
 - Dropout rate;
 - Student attendance rate;
 - Number and percentage of students completing advanced coursework (e.g., AP/IB);
 - Early-college high schools, or dual enrollment classes;
 - Discipline incidents;
 - Truants;
 - Distribution of teachers by performance level on an LEA's teacher evaluation system; and
 - Teacher attendance rate.

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Evaluation (cont.)

- Quantitative indicators that supplement those required under 1003(g):
 - Proficiency results on interim assessments of student performance
- In reading, writing, math, and science:
 - The percentage of students taught by teachers who, in prior years, achieved above average or exceptional growth with their students;
 - Other measures of time allocated to learning and intervention;
 - Annual collection data and improvement in catch up, keep up, and moving up categories in reading, writing, and math;
 - Annual collection data and improvement in all proficiency and growth data in reading, writing, math, and science; and
 - Others likely to be highly-correlated with successful improvement efforts.

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Evaluation

- Tiered Intervention Grants are intended to yield rapid increases in student achievement; therefore, funded sites that have a flat or declining performance framework profile over the life of the grant are unlikely to be funded for a third year.
- For continuation of funding into Year 2, CDE will consider achievement data, with a strong emphasis on implementation data including:
 - An indication that the district and school desire to continue Tiered Intervention Grant funding in the school and have a willingness and readiness to revisit the strategies necessary to significantly improve the school's performance
 - An indication of the willingness of the district and school to create an implementation plan that is consistent with Title I, section 1003(g) requirements.
- For continuation of funding into Year 3, emphasis will be placed on school achievement gains, as well as implementation data.
- Student Achievement and School Accountability Programs (SASA) Monitoring Plan for School Improvement Grants. Tools can be found at:
<http://www.cde.state.co.us/FedPrograms/ti/sitig.asp>

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Duration of Grant

- Funds must be expended by:
 - Year 1: September 30, 2014 (May 30, 2013-September 30, 2014)
- Years 2 and 3 contingent upon CDE approval and continued 1003(g) funding from the USDE:
 - Year 2: September 30, 2015 (July 1, 2014-September 30, 2015)
 - Year 3: September 30, 2016 (July 1, 2015-September 30, 2016)

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Letter of Intent

■ If interested in applying for this grant opportunity, please complete the Letter of Intent and submit by Friday, March 22, 2013.

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Submission Process

- The original plus five copies of the application must be received by Wednesday, April 17, 2013 at 4:00 p.m.
- In addition to the six hard copies, a copy of the proposal narrative must be submitted to: CompetitiveGrants@cde.state.co.us and a copy of the electronic budget must be submitted via the CDE Tracker System for each school.
- Please e-mail all required pieces of the narrative as one document with the Excel budget workbook.
- Faxes will not be accepted. Incomplete or late proposals will not be considered.
- Application materials and budget are available for download on the CDE Web site at: <http://www.cde.state.co.us/FedPrograms/ti/siteig.asp>.
- Submit Proposals to:
Nicole Dake
Colorado Department of Education
1560 Broadway, Suite 1450
Denver, CO 80202
- Submit an electronic copy of the proposal narrative and excel budget to:
CompetitiveGrants@cde.state.co.us
- Also upload an electronic copy of the budget to: The CDE Tracker System
(<https://tracker.cde.state.co.us/Security/Login.aspx?ReturnUrl=/Default.aspx>)

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Review

- Applications will be reviewed based on the rubric to ensure they contain all required components. The review of the Tiered Intervention Grants will be a standards based process. LEAs will not be funded unless they meet each of the criteria in each section of the application.
- Each district/school identified for possible funding will be visited following the review of applications, the week of May 20th 2013. The purpose of the site visit will be to:
 - Confirm the information provided in the application;
 - Verify readiness;
 - Ensure capacity needed to successfully implement the proposed project;
 - Determine any technical assistance and/or support needs of each district/school;
 - Make final funding determinations.
- If district/school staff are not able to verify the information provided in the application, or fail to demonstrate an understanding of the program the recommendation to fund will be withdrawn.
- Applicants will receive final notification of application status by May 30, 2013.

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Intervention Models

- Turnaround
- Transformation
- Restart
- Closure

Guidance can be found at:

<http://www2.ed.gov/programs/sif/sigguidance02232011.pdf>

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Turnaround - Requirements

- Replace the principal
- Replace Staff (rehire no more than 50%)
 - Screen based on locally adopted competencies
- Increased learning time (extended day/year, teacher collaboration)
- Job embedded professional development
- Incentives (financial, promotion, career growth)
- New governance structure (turnaround office, turnaround leader, etc.)
- Continuous Use of data to drive instruction and identify instructional programs
- Social emotional - community oriented services

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Transformation - Requirements

- Replace the principal
- Provide mechanisms for family and community engagement
- Use rigorous, transparent, and equitable evaluation systems for teachers and principals
- Job embedded professional development
- Increased learning time (extended day/year, teacher collaboration)
- Staff incentives (financial, promotion, career growth)
- Continuous use of data to drive instruction and identify instructional programs
- System to Identify and reward teachers, leaders and staff

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Restart - Requirements

- A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.

Closure – Requirements

- School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.

Required Elements

- Part I: Proposal Introduction (not scored)
- Cover Page
 - Schools to be Served
 - LEA/School Information and Signature Page
 - Assurance and Certification Form
 - Waivers
 - Executive Summary
- Part II: Narrative
- Section I: LEA Readiness
 - Section II: LEA Commitment and Capacity
 - Section III: Needs Assessment and Program Plan
 - Section IV: Budget Narrative

Section I: LEA Readiness

- What need this grant would fulfill within your school(s) and district.
- Role of the district leadership in communicating the importance of achieving dramatic gains, compelling action and being available to strategically support the reform effort.
- How is the district able to demonstrate readiness for the Tiered Intervention grant and what steps have been taken that demonstrate commitment to the specific requirements of this grant (e.g., SST Review, school board commitment, previous staffing changes)?
- How the applicant has made the community (SAC parents, business, foundations, etc.), aware of the performance of the school(s) for which you are applying.
- How your community and school board has been involved in improvement planning to date.
- How this grant opportunity fits into the district/schools overall improvement plan.
- What makes your district/school(s) ready and capable of dramatic change at this point in time.

31 possible points.

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Section II: LEA Commitment and Capacity

- What methods did the district use to consult with relevant stakeholders regarding the LEA's application and implementation of school intervention models in its schools?
- How the community was given notice of intent to submit an application and how any waiver requests will be made available for public review after submission of the application.
- What specific actions has the district taken (or will take) to design and implement interventions consistent with the final requirements?
- Actions the district has taken or will take to recruit, screen, and select external providers, if applicable, to ensure their quality (e.g., interviews, screening tools created)?
- What specific actions has the district taken or will the district take to align other resources with the proposed interventions ?
- What specific actions has the district taken (or will take) to ensure flexibility, modify its practices, policies or oversight structures, outside of normal district constraints, if necessary, to enable its schools to implement the interventions fully and effectively?

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Section II: LEA Commitment and Capacity

- For schools that are selected, how will the district demonstrate capacity to carry out the proposed interventions (e.g., leadership, detailed strategic or dissolution plans, capacity to administer and track progress monitoring assessments, capacity to engage in significant mid-course connections)?
- If there are eligible schools in the district that will not be served through this grant, please provide a detailed explanation for why the district lacks the capacity to serve them (e.g., lack of administrative or support staff to adequately support the implementation, improve academic achievement by focus on fewer schools).
- What specific actions has the district taken (or will take) to sustain the reforms after the funding period ends (e.g., professional development, trainer of trainer models, district commitment of continuation resources)?
- Set feasible, attainable, and measurable objectives for each project goal. Identify how progress will be monitored towards each objective. Identify the timeline by which progress targets should be met.

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Section II: LEA Commitment and Capacity

- How will data be disaggregated by subgroups on a regular basis (e.g., specific evaluation methods that are feasible and appropriate to the goals and objectives of the proposed project, data reports generated monthly and reviewed at both district and school levels, assessments administered on a specific assessment schedule).
- Who will monitor and evaluate the progress of the program? Who will be responsible for sharing those results (i.e., leading indicators, quantitative indicators, student performance data) with CDE on a monthly basis (e.g., name of specific company or person with expertise noted)?
- How will the project strategies be modified if the progress monitoring data does not show that targets have been met?
- **54 possible points.**

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Section III: Needs Assessment and Program Plan

- **Submit the Unified Improvement Plan Addendum for each proposed site.**
 - Use the template making sure to clearly address the needs assessment.
 - Additional narrative detail may be added if there is not enough clarity within the Plan itself.
 - To ensure success, it is imperative that specific needs are clearly delineated before an intervention model is chosen, before the plan is prepared and (if applicable) before a provider is chosen.
- **Analyze the current conditions in the proposed school(s) by providing student performance and other relevant data in relation to intervention selected for each school site.**
- **Analyze the current conditions in the proposed school(s) by identifying root causes.**
 - What is preventing the school from increased academic performance?
 - To what does the district attribute the failure of student academic growth over time?
- **Analyze the current conditions in the district by demonstrating that the LEA has the capacity to ensure that the school(s) implements the required activities of the selected school intervention model fully and effectively.**
- **Provide evidence to demonstrate that overall goals and performance targets are included by year.**
 - Annual math and reading/language arts academic goals are set for each school site the grant will serve.
 - Expectations for growth after one year must be clear.

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Section III: Needs Assessment and Program Plan

- Provide evidence to demonstrate interventions are consistent with the final requirements.
- To view the final requirements/program guidance, please visit: <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf>.
- Provide evidence to demonstrate proposed plan is aligned with the district Unified Improvement Plan.
- Provide evidence to demonstrate sustainability after the implementation of the changes.
- **56 possible points.**

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Section IV: Budget Narrative

- For each school, provide a 3-year electronic budget (http://www.cde.state.co.us/turnaround/cde_turnaroundplan_home.htm) in compliance with CDE's standard fiscal rules including a budget narrative that contains the following criteria:
 - All expenditures contained in the budget are described in the budget narrative and justified in connection to project goals, activities and specific model. The costs of the proposed project (as presented in the budget and budget narrative) are reasonable and the budget sufficient in relation to the objectives, design, and scope of project activities.
 - Amount of school improvement funds to be used for both pre-implementation (those activities which are absolutely necessary to implement the model fully and effectively) and implementation of the selected model and activities in each school the LEA commits to serve is clearly delineated.
 - Amount of school improvement dollars used to support implementation of the selected school intervention model and activities are clearly detailed.
 - Demonstrates how district will align current and future funding in support of improvement goals and sustainability (e.g., specific funds identified, how will existing funds be reallocated to sustain grant after federal funding ends).
 - Details any portion of the plan that will be paid for by grant funds.
- A final budget and budget narrative will be required after actual allocations are determined. Upon approval of a final budget and budget narrative, funds will be released to the grantees. An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each school the LEA commits to serve.

31 23 possible points.



Contact Information

For program questions contact:

Brad Bylsma (bylsma_b@cde.state.co.us or 303-866-6937)

For fiscal/budget questions contact:

Martin Petrov (petrov_m@cde.state.co.us or 303-866-6389)

For RFP specific questions contact:

Lynn Bamberry (bamberry_l@cde.state.co.us or 303-866-6813)

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