  

Accountability, Support and Innovation

SIG Budget Guidance 2016-17

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| **SIG Cohort 3 Year 3**  |

**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.

The continuation grant is to provide ongoing financial resources to those SIG Schools that are implementing the chosen intervention model with fidelity increasing student achievement and graduation rates, met SCIP achievement goals, demonstrate the capacity to continue implementation and sustain improvement efforts, and are in programmatic and fiscal compliance.

**Eligible Applicants & Funding Amounts**

Eligible applicants are Priority Schools identified as SIG Cohort 3 schools currently receiving SIG funds.

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

 **Process**

The SIG Continuation Grant application will be available in GME March 18, 2016. See Document Library for scoring Rubric and Leading Indicator examples.

Application is due April 21, 2016 in GME and PDF copy to ADE. Applications will be scored the week of April 25, 2016.

Submission of completed application with necessary evidence are required.

**DIRECTIONS:**  There are 3 STEPS to this application process:

STEP 1. LEA and School teams work to complete this application form and assurances.

STEP 2. Complete application in the SIG Cohort 3 Year 3 Program Details section **in GME** by April 21, 2016.

Also, email *signed* PDF application to ADE no later than *Tuesday, April 21, 2016.* The application will be reviewed to ensure criteria has been met and then scored to determine continuation funding eligibility.

**Submit application to:**

**Devon Isherwood, Director of Accountability Support and Innovation**

**Arizona Department of Education**

**devon.isherwood@azed.gov**

STEP 3. ASI staff will notify the LEA by April 29, 2016, the LEA and School application meets the approval criteria, ADE will notify LEA.

Note: If the ASI staff has questions or needs clarification, the LEA will be asked to submit additional information and/or may be asked to meet with ASI staff at ADE prior to approval.

***TIMELINE***

**Cohort 3 schools are applying for Year 3 Implementation for the 2016-2017 school year.**

**Continuation Funding Eligibility Criteria**

* **Improved Student Outcomes**
	+ Significant improvement in leading indicators. This should be addressed throughout the application. See Appendix A for example statements.
	+ Increase in the percent of proficient students in reading and math from baseline year for all students as well as students in the bottom 25%.
	+ Increase in graduation rate from baseline year.
* **Implementation of Intervention Model with Fidelity**
	+ Met School Continuous Improvement Plan achievement goals.
	+ Evidence of implementation with fidelity of SIG model determined as evidenced by District/School Needs Assessments, LEA School reflective data summaries, and LEA and School Continuous Improvement Plans, etc. This should be reflected throughout the application.
* **Capacity to Continue Implementation of Intervention Model for Year 3**
	+ Evidence of capacity to continue implementation with fidelity of SIG model for year 3 as determined by LEA continuation application along with all evidence listed above.
* **Programmatic and Fiscal Compliance**
	+ Accurate and timely submission of all required programmatic and fiscal reports.
	+ Compliant with all state and federal funding requirements/programs.
* **Application completed with necessary details and evidence.**

Applications will be scored according to the rubric in the Document Library. Seventy percent of points is necessary to receive continuation funding.

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| **Budget Guidance** |

L/SCIP and budget narrative are due July 8, 2016.

Complete the budget and line items description in GME. If LEA has more than one SIG school site, then a budget for each site must be completed.

Budget narrative must be detailed and match the strategies and action steps in the L/SCIP.

**Allowable Expenditures**

**SIG Allowable Use of Funds**

All activities funded with SIG funds must be reasonable and necessary, directly related to the full and effective implementation of the intervention model selected by the LEA, address the needs identified by the LEA, and advance the overall goal of the SIG program to increase the academic achievement in chronically low achieving schools.

SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools. In particular, an LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds.

**Turnaround Model**

* On-going, high quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program.
* Training in data analysis to inform and differentiate instruction.
* Financial incentives to recruit place and retain staff with skills necessary to meet the needs of students in the turnaround school.
* Appropriate social-emotional and community oriented services and supports for students.
* Stipends that provide additional time for data meetings, review of curriculum to make sure it is research-based and vertically aligned from one grade to the next as well as aligned with the Arizona College and Career Readiness Standards.
* Strategies that provide increased learning time.
* Costs associated with developing local competencies to measure the effectiveness of staff who can work within a turnaround environment to meet the needs of students.
* Costs associated with implementing the new school model or any of the activities under the transformation intervention model described in the final requirements.

**Transformation Model**

* Costs associated with the development of a rigorous, transparent, and equitable evaluation system for teacher and principals that take into account student growth data, multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and are designed and developed with teacher and principal involvement.
* Rewards for school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates.
* On-going, high quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program.
* Financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.
* Additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school.
* Instituting a system for measuring changes in instructional practices resulting from professional development.
* Stipends that provide additional time for data meetings, review of curriculum to make sure it is research-based and vertically aligned from one grade to the next as well as aligned with the Arizona College and Career Readiness Standards.
* Training in data analysis to inform and differentiate instruction.
* Costs associated with implementing a school-wide ―response-to-intervention model.
* Additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.
* Technology-based supports and interventions as part of the instructional program.
* Enrollment in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers.
* Student transition programs for middle to high school through summer transition programs or freshman academies.
* Costs associated with credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.
* Stipends for additional time for establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate.
* Strategies that provide increased learning time.
* Providing ongoing mechanisms for family and community engagement.
* Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.
* Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.
* Expanding the school program to offer full-day kindergarten or pre-kindergarten.
* Ongoing, intensive technical support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

**Budget Guidelines**

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

**Off contract pay**

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| Instruction 1000 (direct contact with students) |
| Function Code | Object Code | Total Amount |
| *salaries* | *6100* | *Board adopted hourly rate* |

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

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

Position (example: reading interventionist)

Job description required for positions

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| Support Services 2100, 2200, 2600, 2700 (staff) |
| Function Code | Object Code | Total Amount |
| *salaries* | *6100* | *Board adopted hourly rate* |

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

What is the pay for? (example: after contract day PL)

Position (example: data coach)

Job description required for positions

**Professional Learning and Educational Service Providers**

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| Support Services 2100, 2200, 2600, 2700 (staff) |
| Function Code | Object Code | Total Amount |
| *Purchased Professional Services* | *6300* | *TBD based on provider services* |

Educational Service Provider (external provider)

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

How much? # of days x daily rate =

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 =

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| Support Services 2300, 2400, 2500, 2900 (administrators) |
| Function Code | Object Code | Total Amount |
| *Purchased Professional Services* | *6300* | *TBD*  |

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 =

**Travel Costs**

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| Support Services 2100, 2200, 2600, 2700 (staff) |
| Function Code | Object Code | Total Amount |
| *Other purchased services* | *6500* | *TBD*  |

Travel expenses related to conferences attended by staff.

Detail needed: Transportation cost x # of staff =

Hotel room cost x nights x # of staff =

Per Diem x # days x # of staff =

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| Support Services 2300, 2400, 2500, 2900 (administrators) |
| Function Code | Object Code | Total Amount |
| *Other purchased services* | *6500* | *TBD*  |

Detail needed: Transportation cost x # of administrators =

Hotel room cost x nights x # of administrators =

Per Diem x # days x # of administrators =

**If you have any questions, please call your EPS.**

**Support and Innovation Unit**

**Contact Information**

* Devon Isherwood, Director, Support and Innovation unit
* Robert Gray, Director, Support and Innovation unit
* Scott Maxwell, Director of Evaluation and Cross-Divisional Collaboration
* John Cortez, Education Program Specialist
* Jan Pender, Education Program Specialist
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