Targeted Support and Improvement (TSI)
FY20 TSI Grant Application
Support and Innovation Unit

March 4th, 2019
Welcome!

Thank you for taking the time to view this webinar!

To see additional information and resources regarding Targeted School Improvement (TSI), please visit http://www.azed.gov/improvement

Please email us your questions at: SupportandInnovationInbox@azed.gov

Support and Innovation Unit
Arizona Department of Education
Agenda

- FY20 TSI Grant Opportunity Overview
- FY20 TSI Grant Eligibility
- TSI Requirements
- Before Starting the Application
- TSI Resources and Examples
- Overview of the Online FY20 TSI Grant Application
- 2020 Timeline for TSI Schools
- LEA Budget Based on School Allocation(s)
- Allowable Expenditures

Next Steps: Opportunities for Support
This is a competitive grant. A detailed application with all required elements and documents is required to be eligible for funding.

LEAs will apply on behalf of all of their TSI schools in one online LEA-level application on the ADE Grants Management system.

LEAs with TSI schools are eligible to apply for funds based on the sizes of their TSI schools. The total maximum budget an LEA may apply for is the sum of their TSI school allocations. The total allocation is determined by allowable expenses and the evidence-based strategies and action steps in the IAP and is not automatic.

**FY20 TSI Grant Timeline**
Grant budget can support activities through September 30, 2020

- **Grant Opens:** March 1, 2019
- **Grant Webinar:** March 1, 2019
- **Grant Closes:** May 1, 2019

<table>
<thead>
<tr>
<th>School Size</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>~100</td>
<td>$ 7,000</td>
</tr>
<tr>
<td>101-350</td>
<td>$10,000</td>
</tr>
<tr>
<td>351-600</td>
<td>$12,500</td>
</tr>
<tr>
<td>601-900</td>
<td>$15,000</td>
</tr>
<tr>
<td>&gt;900</td>
<td>$20,000</td>
</tr>
</tbody>
</table>
LEAs with Targeted Support and Improvement (TSI) schools are eligible to apply

- *For profit charter schools are NOT eligible*

LEAs applying for funding on behalf of their TSI schools must meet all TSI expectations for their LEA and their TSI school(s) to be eligible to apply for funding through the FY19 TSI Grant.
TSI Requirements

To be eligible for the FY20 TSI Grant the following must be completed and directly aligned to grant application.

- New 2019-20 CNA uploaded in ALEAT
- Thorough root cause analyses (fishbones) uploaded in ALEAT
- Completed 2019-20 LEA and School IAP in ALEAT including School Improvement required goals and tagged TSI

Resources: Targeted Support and Improvement School Guidance and Resources, CNA-IAP Guidance, CNA-IAP Resources as well as recorded webinars and instructional modules on the Support and Innovation website at: www.azed.gov/improvement
Before Starting the Application
The LEA should ensure that ALL schools within its organization identified as TSI complete the following:

- Completed the Comprehensive Needs Assessment
  - Subgroup Key Indicators
    - 1.2 A & D; 1.6, 1.7 A & B; 1.8
    - 2.1; 2.4 A, B and I; 2.5 D
    - 3.2 B; 3.5 C
    - 4.1; 4.4 B; 4.5
    - 5.1 B & C; 5.3 A
- Identify the Top 3-4 Primary Needs
### Sample CNA from School A

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Average Score</th>
<th>Comments &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Teacher uses multiple instructional strategies</td>
<td>2.05</td>
<td>Staff tend to have high expectations for all students but some high expectations are not fair for some students depending on behavior, language or ability.</td>
</tr>
<tr>
<td>2.2</td>
<td>Teachers have clear expectations for students</td>
<td>1.75</td>
<td>Most teachers have high expectations for all students but they have a better understanding of students' needs and can adapt to individual differences.</td>
</tr>
<tr>
<td>2.3</td>
<td>Teachers plan for instruction and adjust instruction as needed</td>
<td>1.33</td>
<td>Teachers plan for instruction but do not use UDL. Teacher plan with grade level, but Do not capture with Resource Teacher, OS teacher or Support Staff.</td>
</tr>
<tr>
<td>2.4</td>
<td>Teacher implements instructional strategies</td>
<td>1.17</td>
<td>Instructional strategies vary from classroom to classroom. Some teachers use uniform instructional strategies, and others do not.</td>
</tr>
<tr>
<td>2.5</td>
<td>Teachers provide meaningful feedback to students</td>
<td>1.27</td>
<td>Teachers are more consistent, informative and are beginning to use more feedback.</td>
</tr>
<tr>
<td>2.6</td>
<td>Teachers collaborate with other teachers, administrators, parents, and other professionals to enhance student success</td>
<td>1.00</td>
<td>Professional learning is one of the four focus areas. Sometimes professional learning is not followed up.</td>
</tr>
<tr>
<td>2.7</td>
<td>Teachers collaborate with other teachers, administrators, parents, and other professionals to enhance student success</td>
<td>1.25</td>
<td>Teachers collaborate with grade level teams and make decisions with other professionals to ensure success.</td>
</tr>
</tbody>
</table>

**Average Score for Principle 2:**

1.40

**Identify trends and patterns for Principle 2:**

2.8 Teachers and appropriate staff participate in ongoing, appropriate professional learning opportunities because we provide multiple professional learning activities throughout the year but there is not a plan for implementation, monitoring and evaluation of professional learning.

**Identify possible primary needs for Principle 2:**

Develop a professional development plan that supports evidence based instructional strategies (2.6) to meet students’ needs. The professional learning plan must include implementation, monitoring and evaluation of professional learning given to staff.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Average Score</th>
<th>Trends: High/Low Scores</th>
<th>Comments &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principle 4 – Effective Curriculum</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>Written curriculum to meet needs of all learners, 4.5 all staff participate in professional learning of curriculum, 4.8 systematic process to evaluate curriculum for improvement.</td>
<td>2.00</td>
<td>High scores</td>
<td>We have adopted curricula in Math and ELA and it meets the needs of most students</td>
</tr>
<tr>
<td>4.2</td>
<td>Ensure curriculum is aligned to the Texas Essential Knowledge and Skills Standards in all academic areas.</td>
<td>2.00</td>
<td>High scores</td>
<td>Curriculum alignment is based on TEKS and student performance in Science and Math</td>
</tr>
<tr>
<td>4.3</td>
<td>Ensure curriculum is evidence-based and standards-based.</td>
<td>2.00</td>
<td>High scores</td>
<td>Curriculum is evidence-based and standards-based</td>
</tr>
<tr>
<td>4.4</td>
<td>Ensure curriculum is developed in collaboration with stakeholders.</td>
<td>0.75</td>
<td>High scores</td>
<td>The curriculum meets the needs of all students. Additional resources and materials have been added to support these needs</td>
</tr>
<tr>
<td>4.5</td>
<td>Staff development is aligned to the Texas Essential Knowledge and Skills Standards</td>
<td>1.00</td>
<td></td>
<td>Ensures that students meet the needs of all students.</td>
</tr>
<tr>
<td>4.6</td>
<td>Ensure that professional development for staff is aligned to the Texas Essential Knowledge and Skills Standards.</td>
<td>3.00</td>
<td>High scores</td>
<td>We do not currently have a systematic process to evaluate curriculum for continuous improvement</td>
</tr>
</tbody>
</table>

**Average Score for Principle 4 – Effective Curriculum:**

**Total:** 129
– Conduct a Root Cause Analysis (Fishbone) on the top 3-4 Primary Needs.

  • To connect the identified subgroup to one of the identified CNA needs it is recommended that you connect the CNA indicator and the data that is evaluated.
  
  • For example: “2.1 Teachers need to have high standards for all students as evidence by low achievement for (subgroup) on AzMERIT.

www.azed.gov/improvement
Sample Fishbone

Primary Need

1.4 School A needs to meet the needs of all learners with effective curriculum as evidence by low achievement of ELL learners on A2ME2IT (46,4,4).

Students
- Some struggle
- Some disengage
- ELL need more practice
- Need to modify
- Must learn to modify
- Need instruction
- Align to AZ standards
- Meet needs of most
- Limited ELL+SPED
- Resources
- Has reteach/enrich

Teachers
- Most teach whole group
- More engagement
- Strategies needed
- More "we do" time
- Students need more practice
- Create a productive single
- Modify when needed

Instruction
- Need training on how to modify & adjust
- Embedded ELL standards
- More How to use curriculum
- Modify & plan for instruction

System
- Need
- Staff lacks co-plan
- with all stakeholders
- Staff collaborate w/ ELL+SPED dept.
- Curriculum analysis

Resource
- Professional Learning
Identifying Need Statement and Desired Outcome

Root Cause: lack of resources for appropriate, necessary additional practice
Develop a School Integrated Action Plan

- Strategies that address CNA needs and clearly connected to the subgroup
- Action Steps that are specific and actionable
- Entered into ALEAT for Title 1 schools or emailed to specialist for non-Title 1 schools
# Sample IAP for School A

<table>
<thead>
<tr>
<th>Principle #</th>
<th>Strategies</th>
<th>Action Steps</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| 4          | Committee to Evaluate Curriculum for Additional Resources | 1. Determine committee members  
2. Determine Meeting Dates  
3. Develop norms, goals, procedures and deadlines  
4. Conduct Curriculum Review  
5. Make recommendations on Resources and Training need  
6. Select Resources | March 2019-April 2019 (FY19) |
| 2          | Committee to develop professional learning plan for 2018-2019 school year | 1. Determine committee members  
2. Determine Meeting Dates  
3. Develop norms, goals, procedures and deadlines  
4. Review data on needs  
5. Develop a comprehensive Plan for professional learning that incorporates instructional needs.  
6. Develop a calendar of events | April 2019-June 2019 (FY19) |
## Sample IAP for School A

<table>
<thead>
<tr>
<th>Principle #</th>
<th>Strategies</th>
<th>Action Steps</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| 4           | Adopt and Order Supplemental Resources | 1. Follow board policy to adopt supplements  
2. Request Quotes  
3. Order Resources  
4. Disseminate Resources | July 2019-August 2019 |
| 2           | Implement professional learning plan | 1. Review professional learning calendar during back to school week  
2. Conduct professional learning days  
3. Professional learning Committee collect data on implementation of plan  
4. Review evaluation of the professional learning plan | August 2019-May 2020 |
Develop an LEA Integrated Action Plan

• The LEA should review all school integrated action plans to evaluate the effectiveness and provide feedback to site leadership.

• The LEA should add strategies and action steps on their integrated action plan to support sites on their implementation.

• After plans have been completed the LEA should determine what action steps need school improvement funding.
Sunshine School District

School A
- CNA
- Fishbone 1
- Fishbone 2
- Fishbone 3

School B
- CNA
- Fishbone 1
- Fishbone 2
- Fishbone 3

School C
- CNA
- Fishbone 1
- Fishbone 2
- Fishbone 3

School D
- CNA
- Fishbone 1
- Fishbone 2
- Fishbone 3
Sunshine School District

**School A**
- ELL Supplemental Resources
- PD on ELL instruction Strategies
- Develop MTSS System

**School B**
- High Quality Feedback to Teachers
- Parent Involvement
- Develop MTSS System

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

**School D**
- ELL Supplemental Resources
- Increase parent communication
- Develop MTSS System
Sunshine School District TSI Allocation is $60,000
($15000 each school)

School A
$12,500 for ELL Resources & PD

School B
$0 because feedback requires no money and parent involvement will be funded with Title 1 funds

School C
$5,000 for off contract committee work to plan PD to address school culture

School D
$12,500 for ELL Resources & PD

$30,000 to address MTSS Strategies and Action Steps at LEA
Now that the LEA has ensured that...

✓ CNA’s completed for all schools
✓ Fishbones completed for all schools
✓ CNA and Fishbones uploaded to ALEAT school file cabinet
✓ Integrated Action Plan developed for each school site with feedback from LEA in ALEAT
✓ LEA Integrated Action Plan is complete in ALEAT
✓ Allocations determine to meet site needs

We are ready to APPLY!
The following information can also be found in the Targeted Support and Improvement School Guidance and Resources 2018-2019 documents and as part of the TSI Overview Webinar on the Support and Innovation website at: www.azed.gov/improvement

- The CNA, RCA, IAP Process
- LEA Guiding Questions to Analyze School CNAs
- IAP Plan Development Worksheet Templates
- Creating SMART Goals
- Example of School IAP (SIAP) Plan Development Worksheet
- Example of LEA IAP (LIAP) Plan Development Worksheet
- ESSA Evidence-Based Strategies
Overview of the FY20 TSI Grant Application in the GME System

The FY20 TSI Grant application may be accessed through the ADE Grants Management system at gme.azed.gov.

You will need to sign in to the Grants Management system using your ADEConnect login information to access the application. Access to the Grants Management system may need to be granted to you by your local LEA ADEConnect Entity Administrator.

The Funding Application is named: “Targeted Support and Improvement Grant” under Fiscal Year 2020.
Overview of the FY20 TSI Grant Application in the GME System

The following is a screenshot of the online application:
Overview of the FY20 TSI Grant Application in the GME System

The main TSI application includes the following primary separate elements. These were previously included as part of the Program Details section in the FY19 application:

- FUNDING DISCLAIMER
- FFATA & GSA VERIFICATION
- PROGRAM INFORMATION / INSTRUCTION
- CONTACTS
- ASSURANCES
- PROGRAM DETAILS – LEA / DISTRICT LEVEL

These sections will only need to be completed once by the LEA for the grant on behalf of all TSI schools included in the application.
Overview of the FY20 TSI Grant Application in the GME System

The first section of the application includes a standard Funding Disclaimer which is included on all ADE grant applications. **No action is required for this element.**

FUNDING DISCLAIMER

The Grantee acknowledges and agrees that the Arizona Department of Education’s award and/or payment of funds under this agreement is contingent upon ADE receiving funds from Federal, State, or other funding sources to support the grant. Notwithstanding any other provisions of this agreement, in the event that ADE funding is reduced or rescinded by Federal, State, or other funding sources, ADE may immediately reduce the amount of funds awarded or terminate this agreement by written notice to the Grantee.
# Overview of the FY20 TSI Grant Application in the GME System

## FFATA & GSA VERIFICATION

1. The district/organization has submitted OR will be submitting the annual General Statement of Assurance
   - [ ] *Yes

2. The district/organization understands that if ADE is not updated with the organization’s SAM.gov information, including CCR expiration, that funding for the organization can be placed on hold.
   - [ ] *Yes

* 3. Please provide a short description of your project in one to two paragraphs:
Overview of the FY20 TSI Grant Application in the GME System

This section includes general information and instructions to complete the application. **No action is required for this element.**

Program Information / Instruction

Arizona Department of Education (000111000) Test District - FY 2020 - Targeted Support and Improvement Grant

This is a competitive application process. High quality, aligned application, CNA, root cause analyses and LEA and

**Eligibility:**
LEAs with schools identified as Targeted Support and Improvement Schools.

**Purpose**
To provide LEAs funding to support TSI schools increase achievement of identified subgroups.

**General Information**
Overview of the FY20 TSI Grant Application in the GME System

PROGRAM INFORMATION / INSTRUCTION

Requirements

- Completed new 2019-20 CNA uploaded in ALEAT
- Thorough Root Cause Analysis (fishbones) uploaded in ALEAT
- Completed 2019-20 LEA and School IAP in ALEAT including SI required goals
Overview of the FY20 TSI Grant Application in the GME System

Contact information is required for the following LEA personnel:

- LEA/Charter Holder
- Board President
- Superintendent
- Federal Programs Director
- Other Contact (as needed)
Overview of the FY20 TSI Grant Application in the GME System

ASSURANCES

All assurances are required to be eligible to receive funding through the FY20 TSI grant. Each assurance must be checked in this section.

This section will be completed once by the LEA on behalf of all TSI schools included in the application.
Overview of the FY20 TSI Grant Application in the GME System

The **Program Details** section has changed from FY19. The FY20 application now has just **one** Program Details section with Program Narrative Questions that the LEA will complete at the LEA/District level for all included TSI schools.
Complete ALL Program Narrative Questions

**NOTE:** Use scoring rubric found in Grants Management Resource Library (formerly Document Library), accessed from the main GME menu; click on Support & Innovation heading to find individual grant information.

This section will be completed once by the LEA on behalf of all TSI schools included in the application.
Overview of the FY20 TSI Grant Application in the GME System

Program Details – LEA / District Level

Program Narrative Questions

Question 1:
List Targeted Support and Improvement Schools and Identified Subgroup/s (add lines as necessary)

Provide the following information for the TSI schools the LEA has chosen to include in the grant application:

- School Name
- School Enrollment
- Identified Subgroup/s
Overview of the FY20 TSI Grant Application in the GME System

**PROGRAM DETAILS – LEA / DISTRICT LEVEL**

**Program Narrative Questions**

**Question 2:**
As a result of analyzing the new 2019-20 CNAs, list unique schools needs

Provide the following information for the TSI schools the LEA has chosen to include in the grant application:

- School
- Principle
- Primary Need
- Root Cause/s
- Need Statement
- Desired Outcome
- Process and/or impact SMART Goal/s

**Note:** Only include the needs that will be funded by your FY20 TSI application
Overview of the FY20 TSI Grant Application in the GME System

Program Details – LEA / District Level

Program Narrative Questions

Question 3:
As a result of analyzing the new 2019-20 CNAs, list the trends across schools

Provide the following information for the TSI schools the LEA has chosen to include in the grant application:

- School
- Principle
- Primary Need
- Root Cause/s
- Need Statement
- Desired Outcome

Note: Only include the trends that will be funded at the District Level by your FY20 TSI application, if applicable
Overview of the FY20 TSI Grant Application in the GME System

Program Narrative Questions

**Question 4:**
List any IAP strategies and action steps from the LEA and School level that will continue from 2018-19 that will be included in your FY20 TSI grant.
Overview of the FY20 TSI Grant Application in the GME System

PROGRAM DETAILS – LEA / DISTRICT LEVEL

Program Narrative Questions

Question 5:
What new strategies and actions steps have been added to the LEA and School/s 2019-20 IAP/s that will be funded with the FY20 TSI grant. Be sure to upload Evidence Based Summary Form/s in required Related Documents.
Overview of the FY20 TSI Grant Application in the GME System

PROGRAM DETAILS – LEA / DISTRICT LEVEL

Program Narrative Questions

Question 6:
It is the LEA's responsibility to support and monitor each school with low achieving subgroups. Describe LEA plan to hold all identified schools accountable for implementation of the TSI Goals, Strategies and Action Steps in the SIAP. Include the structure, methodology, who, when and the monitoring and evaluation measures.
Overview of the FY20 TSI Grant Application in the GME System

The FY20 TSI Grant application includes proposed budgets for the **District Level** and **School Level** for each TSI school, as applicable:

You can toggle between the District Level and School Level budget pages through using the dropdown menu:
Overview of the FY20 TSI Grant Application in the GME System

You will need to create a new ‘School’ for each eligible TSI school you choose to fund in order to create a budget for them in the system. For example: ABC Elementary School – (086753091)

The dropdown menu in this section will not automatically be pre-populated with your eligible TSI schools.
Overview of the FY20 TSI Grant Application in the GME System

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

Arizona Unified School District - District Level Program(s)

The ‘District Level’ selection only **automatically aggregates** the budget information from all ‘School Level’ budgets.
Overview of the FY20 TSI Grant Application in the GME System

School and District-Level Budgets

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

Adequate budget narrative details must be provided, and activities should properly coded to the correct function and object codes.

*Check your math!*

**REMEMBER:** All proposed TSI budgeted programs, activities and interventions must be **TSI tagged** and included in your IAP(s).
Overview of the FY20 TSI Grant Application in the GME System

School and District-Level Budgets

All budgeted items must support, and be aligned to, the strategies and action steps in the LEA and School IAPs based on the data from the CNA, thorough Root Cause Analyses and identified desired outcomes.

**NOTE:** Large amounts may not be budgeted to 6300 (purchased professional services) or 6600 (supplies) as ‘placeholders’ to hold undesignated funds.

If a specific item or vendor has not yet been determined for a budgeted activity, please add the following to your budget narrative for that item:

“to be determined in consultation with ADE Specialist”

Be sure that the requests for funds are allowable. Positions, out of state travel and large expenditures for capital items are generally not allowed. Check with your Specialist if you have a question or need assistance building your budget.
LEAs will apply on behalf of their TSI schools. Each LEA can create budgets to support their LEA and School TSI Integrated Action Plans (IAPs).

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

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

It is not automatic.

**EXAMPLE:**

Arizona Unified School District has 3 TSI schools:

<table>
<thead>
<tr>
<th>School</th>
<th>School Size</th>
<th>Allocation Cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Elementary</td>
<td>86</td>
<td>$7,000</td>
</tr>
<tr>
<td>DEF Middle School</td>
<td>75</td>
<td>$7,000</td>
</tr>
<tr>
<td>GHI High School</td>
<td>309</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

The potential total amount of funds this district could apply for would be **$24,000**
LEA Budget Based on School Allocation(s)

### Important Notes

- An LEA does not need to budget the total amount of funds for which they are eligible to apply.

- Applications should be driven by local needs and the evidence-based TSI strategies and action steps found in the LEA and School IAPs.

- An LEA does not need to include all TSI schools in their application.

- School allocations inform the total amount of funds an LEA may apply for through the grant.

- The LEA may choose to leverage their funds in the manner they feel will best serve their local needs in support of their TSI schools.
Sunshine School District TSI Allocation is $60,000 ($15000 each school)

- School A: $12,500 for ELL Resources & PD
- School B: $0 because feedback requires no money and parent involvement will be funded with Title 1 funds
- School C: $5,000 for off contract committee work to plan PD to address school culture
- School D: $12,500 for ELL Resources & PD

$30,000 to address MTSS Strategies and Action Steps at LEA
All Targeted Support and Improvement School activities funded with Title I 1003(a) School Improvement funds must be reasonable and necessary and directly related to the implementation of the LEA and School Integrated Action Plans (IAPs).

All activities must address the Needs and Root Causes identified in the schools’ Comprehensive Needs Assessment (CNA) and advance the overall goal to increase academic achievement in their identified low performing subgroups.
Examples of Allowable Expenditures

- Strategies and action steps based on CNA data analysis specific to subgroup achievement
- Data driven decision-making process
- Leadership Development
- Professional Learning activities specific to subgroup achievement (including conferences and related travel)
- Supplies directly related to action steps specific to subgroup achievement
- Pay for off contract work (above and beyond duties necessary to job function); committees, professional learning activities, research specific to subgroup achievement attendance
  - Board approved hourly rate paid, must be reasonable
  - Requires time and effort logs
Allowable Expenditures

Examples of Non-Allowable Expenditures

• Positions
• General supplies
• Capital items
• Performance incentive pay or stipends
Overview of the FY20 TSI Grant Application in the GME System

PROGRAM INFORMATION / INSTRUCTION

Related Documents

LEAs are required to upload these two required documents through the Optional Related Documents page.

- Evidence Based Summary Form
- Signature Page

LEAs with multiple TSI schools should upload the Signature page to the District-Level programs ‘school’ that you created in their dropdown menu or the first school.

Upload evidence based summary forms in schools and LEA District-Level programs, as needed and appropriate.
SIGNATURE PAGE

Signature Page - 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

Required

Related

Documents

Guidance on the ESSA Levels of Evidence for School Improvement Grants

Use the resource below for more information
Grant recipients are required to:

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

Substantial approval is when the grant is Director approved and required prior to any expenditures. Grantees failing to meet any single requirement of compliance are subject to possible funding forfeiture.
Overview of the FY20 TSI Grant Application in the GME System

Targeted Support and Improvement Grant Checklist

The checklist is used by Support and Innovation staff as part of the application review process. Each item on the checklist is required to be completed in order for an application to be approved.

Some are items that need to be completed by ADE staff, and require no action by the LEA. These include:
- Reviewed LEA for outstanding Issues; and,
- Reviewed for High Risk Status
Overview of the FY20 TSI Grant Application in the GME System

Targeted Support and Improvement Grant Checklist

General Statement of Assurance (GSA) has been submitted
- GSA location to review submission status: GME Main Menu > Entity Information > General Statement of Assurances link
- If no, contact Grants Management through history log and select No from dropdown of checklist

FFATA & GSA Verification information has been completed on Program Details page
- Description is included
- All LEA information has been submitted

Reviewed LEA for outstanding Issues
- Outstanding Completion Report(s)
- Outstanding Refund(s)
- Programmatic Holds(s)
Overview of the FY20 TSI Grant Application in the GME System

Targeted Support and Improvement Grant Checklist

Reviewed for High Risk Status
- Is this LEA under a high risk status
- Program area may need to apply additional monitoring

CNA
- CNA including root cause analysis fishbones are completed and uploaded into ALEAT

IAP Meets Requirements
- The LEA IAP includes the LEA's plans to support schools in improvement
- The School IAP strategies and action steps address root causes and need statements identified in the CNA; all grant funded activities are included in strategies and action steps
- Action Steps are tagged appropriately
Overview of the FY20 TSI Grant Application in the GME System

Targeted Support and Improvement Grant Checklist

**Budget Meets Requirements**
- The budget narrative matches the strategies and actions steps in the LEA/ School IAP
- All budget items are on the correct budget line
- Proposed expenditures are allowable

**Total Budget**
- The total budget matches the exact allocation
2019 Timeline for TSI Schools

- **February through May**: LEA Desktop Monitoring continues.
- **January**: LEA Desktop Monitoring begins.
- **Grant Opens**: March 1, 2019
- **Webinar Posted**: March 4, 2019
- **Grant Closes**: May 1, 2019
- **Awards Announced by**: July 1, 2019
Next Steps: Opportunities for Support

Live Root Cause Analysis Demonstration Webinars
- March 26th - 3:30PM-4:30PM
- April 3rd - 3:30PM-4:30PM
- April 4th - 3:30PM-4:30PM

Thank You!

To see additional information and resources regarding Targeted School Improvement (TSI), please visit http://www.azed.gov/improvement

602-364-2269 or 602-364-1782

Please email us your questions at: SupportandInnovationInbox@azed.gov

or

Contact your assigned specialist