

School Grant Opportunities

AD Convening | January 16, 2014



SCHOOL-LEVEL GRANTS OVERVIEW

2014 School Classifications

EXCELLING:
(138 schools)

PROGRESSING:
(286 schools)

TRANSITIONING:
(418 schools)

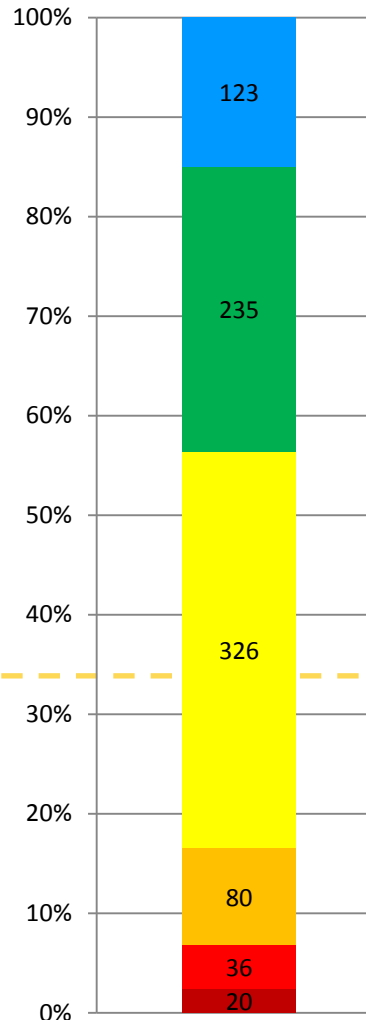
REVIEW:
(114 schools)

FOCUS:
(42 schools)

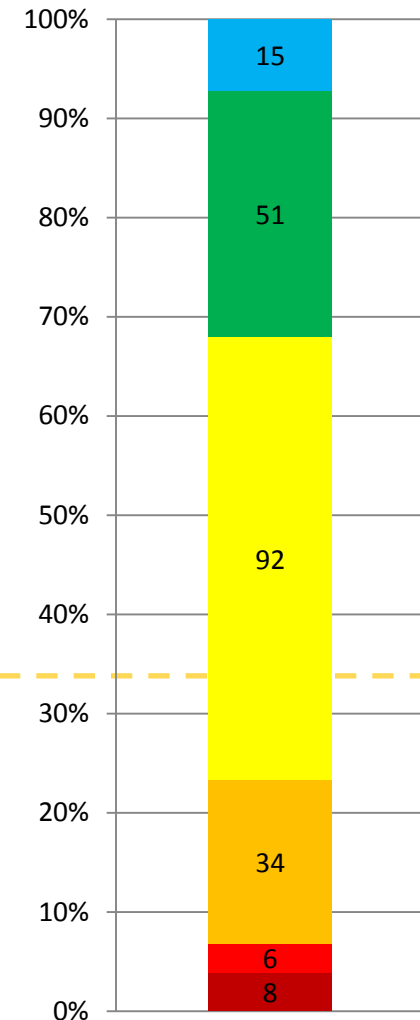
TURNAROUND:
(28 schools)

***Our
Priority***

SPI - CMT



SPI - CAPT



91%

Located in Alliance
Districts

School-level Grant Opportunities

	Turnaround (28 schools)	Focus (42 schools)	Review (114 schools)
School Improvement Grant	✓	✓	
Commissioner's Network	✓	✓	✓
1003(a) Competition	✓	✓	
High School Redesign	✓	✓	✓
Alliance District Funding	✓	✓	✓
Priority School District Funding	✓	✓	✓
Title I Funding	✓	✓	✓

Expectations for School Turnaround

- **Competitive Process** – CSDE will fund truly bold and transformative plans that are likely to succeed in raising student achievement.
- **Conditions for Success** – Districts must secure site-based flexibility and conditions conducive to empowering teachers and leaders and responsive to student needs, in exchange for heightened accountability.
- **Increased Capacity** – CSDE will support innovative and research-based strategies, and targeted investments in additional capacity and strategic partnerships.
- **Comprehensive Plans** – CSDE will give strong preference to robust plans showing careful alignment and district investments to address school needs in the areas of talent, academics, culture and climate, and operations.

SCHOOL IMPROVEMENT GRANT (SIG)

School Improvement Grant (SIG) Overview







The federal **School Improvement Grant (SIG)** program is a competitive grant program, providing states, districts, and schools with additional funding to leverage change necessary to turn around chronically underperforming schools.

According to federal SIG guidelines, states must give priority in awarding SIG funding to districts that demonstrate the greatest need and the strongest commitment to use the funds to **substantially raise student achievement.**

SIG Goal

Target the majority of funds to chronically low-achieving Title I schools, including high schools and their feeder schools, to implement robust and comprehensive reforms, to dramatically transform school culture and increase student outcomes.

Opportunities Presented by SIG

-  Access to pipelines of school leaders and high-quality Lead Partners
-  Pathway to secure optimal working conditions and operational flexibilities (people, time, money, programs), and modify local policies
-  New financial resources at the school level
-  Opportunities for district central office investments in turnaround
-  Incentives (larger grant amounts) for bold reform models and strategies
-  Access to resources and support from the CSDE Turnaround Office

SIG Funding

- SIG awards are issued for a total of 3 years
- 3.8 million is the total allocation available for year 1
- Funds can be allocated in the following range: \$50,000 - \$2 million per year for up to 3 years.
- An LEA must describe how they will sustain the strategies once federal funds are gone.
- Schools receiving the SIG must implement all aspects of the model beginning in September 2014
- Schools will be monitored annually to determine if funding will be renewed

Funding

- Past awards ranged from 400,000 per year to 700,000 per year per school
- It is anticipated that Connecticut will receive additional funds that will support years 2 and 3 of the SIG
- Some year 1 money can be used for pre-implementation activities that occur before September 2014

School Eligibility

- All **TURNAROUND** schools having not previously received School Improvement Grants
- All **FOCUS** schools
- The CSDE will give preference to eligible Turnaround and Focus schools not currently participating in the Commissioner's Network in order to drive student achievement in additional schools

SIG-Eligible Schools

Eligible TURNAROUND Schools

District:	School:
Bridgeport	Bryant School*
	Luis Munoz Marin School*
Hartford	McDonough Expeditionary Learning School
New Britain	Northend School
	Pulaski Middle School
	Roosevelt Middle School

Eligible FOCUS Schools

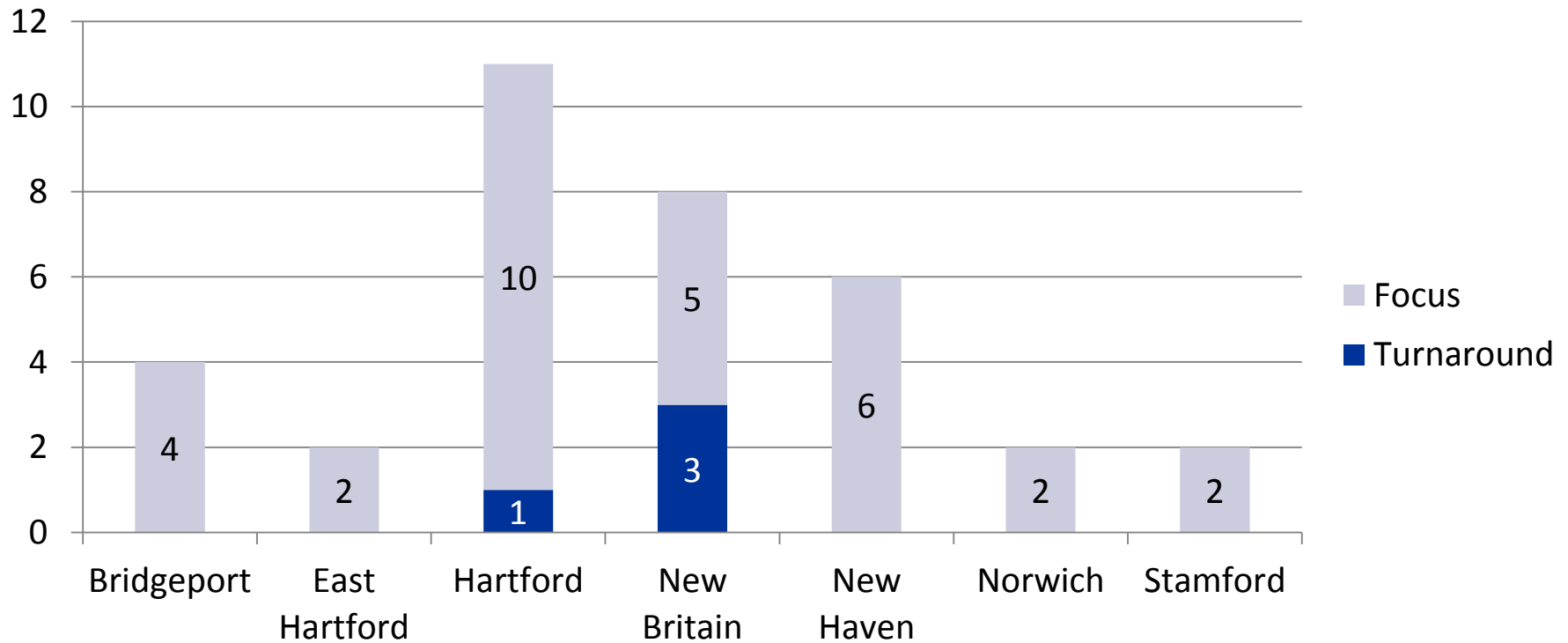
District:	School:
Achievement First	Amistad Academy
Bridgeport	Cesar Batalla School
	Columbus School
	Geraldine Johnson School
	Jettie S. Tisdale School
East Hartford	Anna E. Norris School
	Silver Lane School
East Windsor	Broad Brook Elementary School
Explorations	Explorations
Groton	Kolnaski Magnet School
Hartford	Culinary Arts Academy
	Dr. James H Naylor/CCSU Leadership Academy
	Expeditionary Learning Academy at Moylan School
	Fred D. Wish Museum School
	HPHS Law and Government Academy
	Kennelly School
M. D. Fox Elementary School	

Eligible FOCUS Schools (Continued)

District:	School:
Hartford (cont.)	M. L. King School
	OPPortunity High School
	Simpson-Waverly School
Integrated Day	Integrated Day Charter School
Meriden	John Barry School
Middletown	Bielefield School
New Britain	Gaffney School
	Holmes School
	New Britain High School
	Slade Middle School
	Smith School
New Haven	Augusta Lewis Troup School
	Beecher School
	John S. Martinez School
	Microsociety Magnet School
	Truman School
	Wexler/Grant Community School
New London	Jennings School
Norwich	John M. Moriarty School
	Veterans' Memorial School
Stamford	Davenport Ridge School
	Roxbury School
Trailblazers	Trailblazers Academy
Waterbury	Bucks Hill School

**The CSDE will give preference to non-Commissioner's Network schools. Schools marked with an asterisk (*) are under consideration to join the Network.*

Districts with Multiple SIG-Eligible Schools



Projected Timeline

Activity:	Timeframe:
1. CSDE hosts Bidders' Conference after the Alliance District convening	January 16 th
2. Districts submit expression of interest forms	January 23 rd
3. Districts/Schools conduct self-diagnostic assessments and select reform models	January/February
4. CSDE releases SIG Application (pending USDE approval)	January 24, 2014
5. SIG application due	February 24, 2014
6. CSDE awards SIG grants	March 2014

SIG Reform Model- Turnaround Model

Must include:

- Replacing the principal and at least 50% of staff;
- Adopting a new governance structure, which may include establishing a turnaround office at the district level;
- Implementing a new or revised instructional program that is research based and vertically aligned;
- Promoting the continuous use of student data to inform and differentiate instruction;
- Providing social-emotional and community oriented services and supports for students;

Turnaround Model

- Establishing schedules and implementing strategies that provide increased learning time; and
- Implementing strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions that are designed to recruit, place, retain staff with the skills necessary to meet the needs of the students; and
- Providing ongoing, high quality job-embedded professional development that is aligned with the school's instructional program.

Restart Model

Occurs after closing the school:

- Must start under management of a charter school operator, a charter management organization (CMO) or an education management organization (EMO); and
- Must admit, within the grades it serves, all former students who wish to attend the school.

Closure Model

Closing the school and enrolling the students who attended the school in other, high-achieving schools in the LEA

Transformation Model

Must include:

- Replacing the principal
- Developing teacher and leader effectiveness by using evaluations that are based in significant measure on student growth, identify and reward school leaders and teachers who improve student outcomes and remove those who do not;
- Implementing comprehensive instructional reform strategies by using data to identify and implement instructional programs that are research based and aligned;

Transformation Model

- Implementing strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions that are designed to recruit, place, retain staff with the skills necessary to meet the needs of the students
- Establishing schedules and strategies that provide increased learning time;
- Giving the school operating flexibility (staffing, calendars/time and budgeting);

Transformation Model

- Providing ongoing, high quality job-embedded professional development that is aligned with the school's instructional program;
- Implementing a new or revised instructional program that is research based and vertically aligned;
- Providing ongoing mechanisms for family and community engagement; and
- Ensuring the school receives ongoing, intensive technical assistance and support from the district.

Budgets

- Budgets are required at the district and school level for each school
- Include pre-implementation activities if applicable
- SIG funds **may not be used supplant** non-federal funds only to supplement
- Districts must continue to provide all funds that would have been provided to the school in the absence of SIG
- No indirect allowable

SIG Success Story – Bloomfield High School



	Math Goal	Math at/above Proficiency	Science Goal	Science At/above Proficiency	Reading Goal	Reading At/above Proficiency	Writing Goal	Writing At/above Proficiency
2010	18.2	44.7	17.1	62.9	14.0	68.8	40.2	80.5
2013	25.4	63.4	32.2	71.3	28.2	74.8	37.9	89.3
+/-	+7.2	+18.7	+15.1	+8.4	+14.2	+6.0	-2.3	+8.8

SIG Successes

District	School	Change in SPI over 3 years in SIG
Bloomfield	Bloomfield High School	+7.0
Bridgeport	Bassick High School	+13.2
Bridgeport	Harding High School	+5.6
New Haven	Hill Central School	+7.1
New Haven	Brennan/ Rogers	+9.6
New London	New London High School	+15
Windham	Natchaug School	+24.9

SIG Application

- **Bold Plans:** The CSDE is looking to fund truly transformative plans. The CSDE will award SIG funding through a competitive process with differential award amounts based on the boldness of the reform models and quality of the plans.
- **Conditions:** Districts must establish flexible working and operating conditions that are conducive to high-quality teaching and learning, and transforming the status quo.
- **Capacity:** Districts must work with the CSDE to identify highly effective turnaround leaders and staff. Turnaround often requires an infusion of capacity and expertise; therefore, the CSDE encourages districts to collaborate with external partners.
- **Accountability:** SIG schools must participate in ongoing progress and performance monitoring with the CSDE.

SIG Application Overview

Part I: LEA Strategy

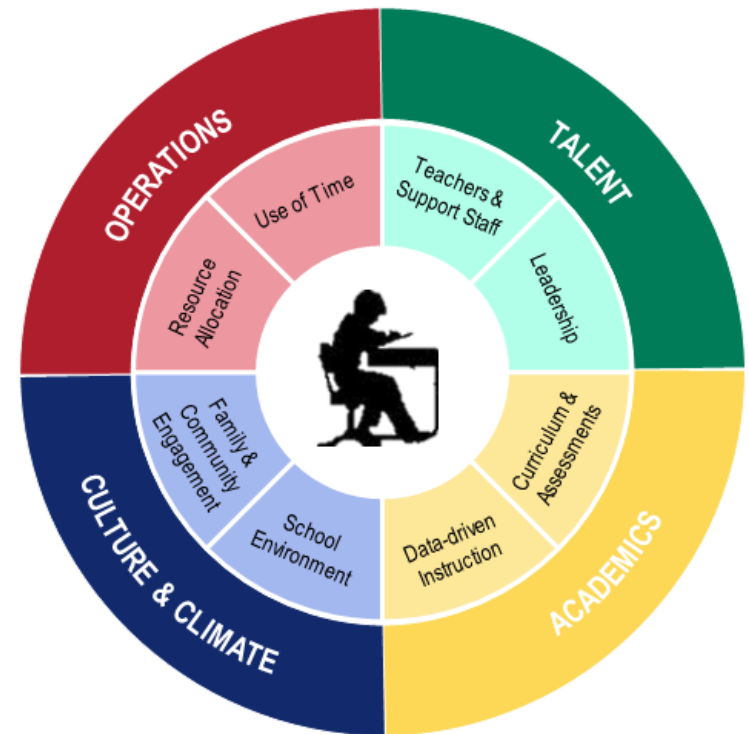
- LEA Capacity and Organizational Structure
- Conditions for Success
- Accountability and Monitoring
- Budget and Budget Narrative

Part II: School Plan

- Needs Analysis
- Reform Model and Rationale
- Overarching SMART Goals
- Talent
- Academics
- Culture and Climate
- Operations
- Stakeholder Engagement
- Implementation Timeline

Turnaround Framework

- **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
- **Academics:** Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.
- **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
- **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.



Application Rubric and Competitive Award Process

SIG Application Scoring Rubric

Overview:			Rating Key:	
<p>SIG applications will be evaluated using the criteria shown at right. Each section of the application, inclusive of Part I: LEA Strategy and Part II: School Plan, will be rated as 1 – Below Standard, 2 – Developing, 3 – Proficient, or 4 – Exemplary. Sections of the SIG application are weighted differently. Each section will be scored from 1 to 4 and multiplied by the factor indicated below. Plans can receive up to 100 possible points. SIG is a competitive grant; awards and award amounts will be based on the quality and transformative potential of the application.</p>			<p>1 – Below Standard: The response lacks meaningful detail, demonstrates a lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues in concept and/or ability to meet the requirement in practice. Proposed strategies are not transformative in nature.</p> <p>2 – Developing: The response lacks critical details in certain areas. The response requires additional information in order to be considered reasonably comprehensive and transformative, and to demonstrate a clear vision for the school.</p> <p>3 – Proficient: The response indicates solid preparation and a grasp of the key issues, as demonstrated by a comprehensive and sufficiently transformative response. It provides a clear, realistic picture of how the school will operate. The response demonstrates the ability of the applicant to execute the vision described in the response.</p> <p>4 – Exemplary: The response reflects a thorough understanding of key issues. The response indicates thorough preparation, and a clear and compelling picture of how the school will operate. The response demonstrates the readiness of the applicant to successfully execute the vision described in the response.</p>	
Sections and Points Available:				
Part I: LEA Strategy		Weighting		Points Available
1. LEA Capacity and Organizational Structure		x3		12
2. Conditions for Success		x3		12
3. Accountability and Monitoring		x2		8
4. Budget and Budget Narrative		x1		4
LEA Strategy Subtotal:				36
Part II: School Plan		Weighting		Points Available
1. Needs Analysis		x1		4
2. Reform Model and Rationale		x3	12	
3. Overarching SMART Goals		x1	4	
4. Talent		x3	12	
5. Academics		x3	12	
6. Culture and Climate		x2	8	
7. Operations		x2	8	
8. Stakeholder Engagement		--	--	
9. Implementation Timeline		x1	4	
School Plan Subtotal:			64	
Total Points Available:			100	



1003(a) APPLICATION

1003(a) Competition Overview

Purpose

To leverage change and dramatically improve student achievement in Connecticut's lowest-performing schools by making targeted improvements in the areas of talent, academics, culture and climate, and/or operations.

Eligibility

Turnaround and **Focus** schools. The CSDE will give preference to those schools not receiving SIG or Network funds during the 2014-15 school year.

Timeline

Application Deadline : April 11, 2014

Grant Period: Federal 1003(a) funds must be expended by September 30, 2015. 1003(a) recipients will automatically be considered for a second year of funding, contingent upon progress made in 2014-15.

Application Components

1 School Improvement Plan



2 Budget Narrative and Budget Proposal

3 Statement of Assurances

School Improvement Plan and Budget Proposal

SIP Template

- Cover Page
- Section 1: Needs Analysis
- Section 2: Overarching SMART Goals
- Section 3: Talent Section
- Section 4: Academics Section
- Section 5: Culture and Climate Section
- Section 6: Operations Section
- Section 7: Stakeholder Engagement
- Section 8: Implementation Timeline

Appendix B: Budget Narrative and Budget Proposal

Please provide a budget narrative, as described in Section V.A.2, in the space below.

Please complete the budget template below. Provide cost information and justifications, to summarize proposed investments and explain how they would contribute to the successful implementation of the school improvement plan and efforts to dramatically improve student achievement. List costs by their ED 114 cost category using the Uniform Chart of Accounts on the next page. If you need additional rows for a given cost category, please add rows to the template; unused rows can be left blank or deleted.

ED 114 Category	Cost Description	Budget Justification and Cost Basis	Cost
100			
100			
200			
200			
300			
300			
400			
400			
500			
500			

Evaluation Criteria

Points	Standards
1	Exemplary: The response reflects a thorough understanding of key issues and alignment to school needs. The response indicates careful preparation for successful implementation, and a clear and compelling picture of how the school will operate. The response demonstrates the readiness of the applicant to successfully execute the vision described in the response
2	Proficient: The response indicates solid preparation and a grasp of the key issues, as demonstrated by a comprehensive and sufficiently transformative response. It provides a clear, realistic picture of how the school will operate. The response somewhat demonstrates the applicant's ability to execute the vision described in the response.
3	Developing: The response lacks critical details in certain areas. The response requires additional information in order to be considered reasonably comprehensive and transformative, and to demonstrate a clear vision for the school.
4	Below Standard: The response lacks meaningful detail, demonstrates a lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issues in concept and/or ability to meet the requirement in practice. Proposed strategies are not transformative in nature.

Application Rubric

Section:	Weighting:	Points Available:
Section 1: School Improvement Plan		
1. Needs Analysis	x 2	8
2. SMART Goals	x 1	4
3. Talent	x 4	16
4. Academics	x 4	16
5. Culture and Climate	x 2	8
6. Operations	x 3	12
7. Stakeholder Engagement	x 1	4
8. Implementation Timeline	x 1	4
Section 2: Budget Narrative and Budget Proposal		
1. Budget Narrative	x 4	16
2. Budget Proposal	x 3	12
Total Points Available:		100

Grant Funding and Monitoring

- The CSDE anticipates having approximately **\$4.3M** available for competitive 1003(a) school-level grants
- LEAs can apply on behalf of schools for up to **\$250,000** per school per year
- 2014-15 1003(a) grant recipients will automatically be considered for a **second year** of funding, contingent on funding and school progress and results
- All grant recipients will be **monitored** for plan implementation and performance relative to leading and lagging indicators of school turnaround

HIGH SCHOOL REDESIGN

High School Redesign Overview

Purpose

To dramatically improve student achievement in Connecticut's lowest-performing comprehensive high schools by supporting the adoption and development of smaller learning communities or autonomous academies through capital investments and infrastructure improvements.

Eligibility

Turnaround, Focus, and Review comprehensive high schools (serving 750+ students). The CSDE will give preference to those schools not receiving SIG or Network funds during the 2014-15 school year.

Timeline

Application Deadline : April 11, 2014

Grant Period: The anticipated grant period is May 15, 2014 through June 30, 2015.

Application Components

- 1 School Improvement Plan
- 2 Commitment to SLCs of Autonomous Academies
- 3 Budget Narrative and Budget Proposal
- 4 Statement of Assurances



Note: Turnaround and Focus school applicants may also apply for 1003(a) funds to support programmatic investments. The application structure is intentionally similar.

School Improvement Plan and Budget Proposal

SIP Template

- Cover Page
- Section 1: Needs Analysis
- Section 2: Overarching SMART Goals
- Section 3: Talent Section
- Section 4: Academics Section
- Section 5: Culture and Climate Section
- Section 6: Operations Section
- Section 7: Stakeholder Engagement
- Section 8: Implementation Timeline

Part I: Bond Funding Request

ED 114 Cost Category	Cost Description	Budget Justification and Cost Basis	Bond Funding Request
300	Services of architects		
300	Services of architects		
300	Services of architects		
300 Cost Category Total:			
700			
700			
700			
700 Cost Category Total:			\$
800			
800			

Grant Request

Part II: Redesign Budget*

Cost Description	Budget Justification and Cost Basis	Funding Source(s)	Cost

***Note:** Districts are encouraged and expected to identify other public and/or private funding streams to support programmatic costs in the transition to SLCs or autonomous academies.

Commitment to SLCs or Autonomous Academies

Applicants must, in no more than 2 pages: Articulate the district's commitment to achieve SLCs or autonomous academies. Provide information about the school's anticipated governance structure, the relationship between academies, possible themes/programs of study, and/or potential partners.

Evaluation Criteria

Points	Standards
1	Exemplary: The response reflects a thorough understanding of key issues and alignment to school needs. The response indicates careful preparation for successful implementation, and a clear and compelling picture of how the school will operate. The response demonstrates the readiness of the applicant to successfully execute the vision described in the response
2	Proficient: The response indicates solid preparation and a grasp of the key issues, as demonstrated by a comprehensive and sufficiently transformative response. It provides a clear, realistic picture of how the school will operate. The response somewhat demonstrates the applicant's ability to execute the vision described in the response.
3	Developing: The response lacks critical details in certain areas. The response requires additional information in order to be considered reasonably comprehensive and transformative, and to demonstrate a clear vision for the school.
4	Below Standard: The response lacks meaningful detail, demonstrates a lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issues in concept and/or ability to meet the requirement in practice. Proposed strategies are not transformative in nature.

Application Rubric

Section	Weighting	Points Available
Section 1: School Improvement Plan		
1. Needs Analysis	x 2	8
2. SMART Goals	x 1	4
3. Talent	x 3	12
4. Academics	x 3	12
5. Culture and Climate	x 2	8
6. Operations	x 3	12
7. Stakeholder Engagement	x 1	4
8. Implementation Timeline	x 1	4
Section 2: Commitment to SLCs or Autonomous Academies	x 5	20
Section 3: Budget Narrative and Budget Proposal		
1. Budget Narrative	x 2	8
2. Budget Proposal	x 2	8
Total Points Available:		100

Possible High School Redesign Partner

- High school reform is complex and challenging work.
- The CSDE hopes to release a request for proposals (RFP) to identify a high school redesign partner with experience and results transforming comprehensive high schools.
- This partner will support schools in refining and operationalizing their plans.



Grant Funding and Monitoring

- The CSDE anticipates having approximately **\$2M** available for competitive low-performing schools bond grants
- Note that all awards must first be approved by the **State Bond Commission**
- LEAs can apply on behalf of eligible schools for up to **\$500,000** per school
- All grant recipients will be **monitored** for plan implementation and performance relative to leading and lagging indicators of school turnaround

Allowable Expenditure

Per Public Act 12-189 § 9(e)(3) and Public Act 13-239 § 32(g)(3), low-performing schools bond funding can support:

- Alterations;
- Repairs;
- Improvements; and
- Technology and equipment in low-performing schools.



Questions and Contact Information

Questions?

*Additional questions? Please contact Morgan Barth,
Turnaround Office Division Director, at
Morgan.Barth@ct.gov*