

Frequently Asked Questions Regarding CSI, DSS, and Evidence-Based Interventions

Comprehensive Support and Improvement (CSI) Schools Competitive Grants

1. What are the options for CSI Schools?

LEAs with identified CSI schools are required to select at least one of four pathways for intensive improvement under New Mexico's ESSA plan:

1. NM DASH-Plus, which includes onsite monitoring every 30-days, with additional conference calls, technical assistance, and oversight.
2. Applying and participating in State-Sponsored School-Based Interventions (such as Principals Pursuing Excellence).
3. High school transformation in partnership with PED (10 high schools will be selected for this opportunity each cycle).
4. Application for Competitive Grants for Comprehensive Support and Improvement to support the implementation of Evidence-Based Interventions.

2. Does the CSI School have to choose one of the four pathways?

Yes. If the LEA/School does not choose numbers 2, 3, or 4 or a combination of these, which does include an opportunity to apply for additional funding through 1003[a], the school will be moved into Pathway 1, NM DASH-Plus Monitoring which does not include an opportunity to apply for additional funding through 1003[a].

3. If the school wants to participate in State Sponsored School-Based Interventions, can they also apply for Competitive Grant Funding?

Yes. If the school wishes to apply to participate in pathway 2: State-Sponsored School-Based Interventions (such as Principals Pursuing Excellence or the University of Virginia School Turnaround Program), the LEA should apply for Competitive grant funding. Competitive grant funding can be used to support the participation in and implementation of these school-based interventions.

4. If a school is awarded competitive grant funding to support participation in a State-Sponsored School-Based Interventions (such as Principals Pursuing Excellence or programs such as the University of Virginia School Turnaround Program) and is NOT accepted, is the school able to keep the competitive grant funding?

Yes. If the school is not accepted into the program, the LEA and school will work with PED to identify another evidence-based intervention to address their root cause. A revised budget will be created to reflect the new evidence-based intervention.

High School Transformation

1. If the school is interested in participating in the High School Transformation Partnership, should they apply for Competitive Grant Funding?

Yes. If the school wishes to apply to participate in High School Transformation Partnership, they should indicate that they are applying for number 3 and 4.

The High School Transformation Partnership is a collaboration between the Priority Schools Bureau (PSB) and College and Career Readiness Bureau (CCRB) to provide high-impact support and accountability to 10 New Mexico CSI high schools around the planning, implementation, and monitoring of evidence-based redesigns, leading to path-changing outcomes for students and communities. Competitive grant funding can be used to support the participation and implementation in the High School Transformation Partnership.

Evidence-Based Interventions

1. Can you share more information regarding Evidence-Based Interventions (EBI)?

Yes. Educators often use the well-established and commonly used practices and strategies that they have seen others use—including their own teachers—never questioning whether these practices are supported by evidence. In fact, some of these practices have been shown to be ineffective or have no data to support them. For example, many schools across the country have adopted a zero tolerance policy and associated disciplinary practices for certain behaviors, yet research indicates that these practices are not only ineffective but are also associated with negative student outcomes.

To improve the quality of instruction students receive and the outcomes that students achieve, the field of education has been making great efforts for a number of years to implement evidence-based practices or programs (EBPs). In general, an EBP is one whose effectiveness is supported by rigorous research. In other words, research shows that the practice or program works.

2. What is the difference between evidence-based practices and evidence-based programs?

Although the terms evidence-based practices and evidence-based programs have been used interchangeably, experts in the field, as well as practitioners, are beginning to differentiate between them.

- **Evidence-Based Practice:** Skills, techniques, and strategies that have been proven to work through experimental research studies or large-scale research field studies.

- **Evidence-Based Program:** A collection of practices that, when used together, has been proven to work through experimental research studies or large-scale research field studies.

3. Where can I find additional information regarding Evidence-Based Interventions?

Below are examples of clearinghouses of EBI:

- [What Works Clearinghouse](#): With over 700 publications available and more than 12,000 reviewed studies in the online searchable database, the WWC identifies studies that provide credible and reliable evidence of the effectiveness of a given practice, program, or policy and disseminates summary information and free reports online.
- [Best Evidence Encyclopedia](#): A free web site created by the Johns Hopkins University School of Education’s Center for Data-Driven Reform in Education (CDDRE) that gives educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12.
- [Results First Clearinghouse Database](#): This one-stop online resource provides policymakers with an easy way to find information on the effectiveness of various interventions as rated by eight national research clearinghouses.
- [Evidence for ESSA](#): A free, authoritative, user-centered database to help anyone – school, district, or state leaders, teachers, parents, or concerned citizens – easily find programs and practices that align to the ESSA evidence standards and meet their local needs.
- Results for America Evidence in Education Lab: Resource Page: <http://results4america.org/ed-lab-resources/>
- Results for America Our Work: Evidence in Education Lab <http://results4america.org/our-work/evidence-in-education-lab/>

Direct Student Services

1. Who is eligible to apply for Direct Student Services (DSS) Funding?

All New Mexico LEAs are eligible to apply for DSS funding. PED will prioritize awards under this competition to LEAs that, when compared to other LEAs in the state, are serving the highest percentage of schools that are:

- Identified by the State for CSI under Section 1111(c)(4)(D)(i) of ESEA; or
- Identified by the State for targeted support and improvement (TSI) under Section 1111(d)(2) of ESSA.

2. How much money is available to each LEA in DDS?

LEAs may request funds ranging from \$500 to \$5,000 per student, on average, based on need and proposed services to be offered to the target sub-group population(s).

3. What are the goals of DSS?

Direct Student Services empowers schools to provide **expanded educational options** to meet the needs of all students. More specifically, the program intends to support the following outcomes:

- Create opportunities for students to participate in courses not otherwise available to them at their school, particularly **advanced placement**;
- Provide **extended learning time** opportunities to identified students;
- Expand access to **innovative CTE and postsecondary courses** that enable students to complete approved programs of study or attain of transferrable college credit;
- Target interventions and supports for students in the early grades so that they attain the necessary **literacy and math skills** for success in 3rd grade and beyond;
- Provide expanded access for **personalized learning opportunities**; and
- Provide **transportation funding** to students that choose to exercise school choice.

4. How long does the DSS grant last for?

The grant period is for two years, subject to annual appropriations. Funding beyond the first year is subject to compliance, satisfactory performance, and the number of students served in the prior year measured against the number of projected to be served in the application.