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**Request for Application (RFA) for**

**Comprehensive Support & Improvement Schools (CSI)**

**Title I Sec. 1003[a]**

**Every Student Succeeds Act**

**CFDA Number: 84.010A**

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| **Deadline to Submit RFA:****Friday, June 28, 2019** |

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| *This is only a Request for Application (RFA) and does* ***NOT*** *constitute an award. Should this RFA result in an award, the LEA Superintendent/Charter Director will be notified by an official award letter. Only upon receipt of an award letter, signed by Secretary Karen Trujillo, may the LEA/charter school submit a Budget Adjustment Request (BAR).* |

**New Mexico Public Education Department**

**300 Don Gaspar Ave,**

**Santa Fe, NM**

**87501**

New Mexico Public Education Department: School Improvement 1003[a]

1. **Background**

Under the New Mexico Public Education Department’s (NMPED) approved Every Student Succeeds Act (ESSA) plan, the state’s lowest-achieving schools are identified as Comprehensive Support and Improvement (CSI) schools. As a result, CSI schools, with the support of the larger Local Education Agency (LEA/District) and school community, have an opportunity to develop and implement targeted interventions, as defined in their NM DASH, with the goal of achieving dramatic student achievement gains such that the school is in good academic standing within three years.

1. **Purpose**

The primary purpose of the CSI Request for Application process is to provide LEAs with schools identified as CSI the opportunity to apply for additional funding through an application process to **support participation in an evidence-based school improvement program or innovative school interventions designed to address Tier 1 (Core) Instruction. Tier 1 (Core) Instruction must be an identified Focus Area for purposes of this application and for the CSI school’s NM DASH for 2019-20 and 2020-21 SY.** This may be in addition to, or in support of, state-sponsored programs funded via targeted investments.

1. **Eligibility**

This supplemental funding opportunity is open to LEAs with CSI Schools[[1]](#footnote-1). There are two ways a school can be identified as being in need of Comprehensive Support and Improvement:

* 1. Being among the lowest-performing 5% of **Title I** schools in the state, based on the total number of points earned on the School Grade Report Card;
	2. Having a 4-year graduation rate below 67% for two out of the past three years (**Title I and non-Title I** high schools).

LEAs may submit multiple applications in response to this RFA, however; **only separate and complete applications for each CSI school will be accepted.**

1. **Evidence-based Interventions[[2]](#footnote-2)**

LEAs are charged with implementing ESSA and ensuring the utilization of evidence-based strategies, activities, and interventions in schools in need of significant improvement.

While some ESSA programs allow the use of all four levels of evidence, Section 1003[a] of New Mexico’s ESSA Plan requires that CSI schools use these funds only for interventions reflecting one of the highest three levels of evidence (Strong, Moderate, and/or Promising).

* Strong: at least one well-designed and well-implemented experimental study (i.e., a randomized controlled trial).
* Moderate: at least one well-designed and well-implemented quasi-experimental study.
* Promising: at least one well-designed and well-implemented correlation study with statistical controls for selection bias.

The PED will not provide a list of potential evidence-based interventions for school turnaround

programs for use by LEAs in schools identified as CSI that choose to apply for the Competitive Grants for School Improvement. It is incumbent upon the LEA to demonstrate that the selected intervention falls into one of the three ESSA tiers of evidence in Category 1 (see Table1).

**Table 1: Tiers of Evidence in ESSA**

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| **Category 1:** “demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on.” | **Tier 1**“strong evidence from at least 1 well-designed and well-implemented experimental study” | **Tier 2** “moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study” | **Tier 3** “promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias” |

1. **LEA Organizational Conditions**

LEAs must demonstrate that they have the organizational conditions necessary for dramatic school improvement success. Those organizational conditions include:

* **Instructional Infrastructure Conditions:** While all the conditions are critical in the school improvement process, for purposes of this grant, improvements to the **Instructional Infrastructure Condition (Tier 1 “CORE” Instruction Focus Area) must be the primary focus of initiatives funded through CSI awards.**

LEAs must create an instructional infrastructure where data is well-organized and the pathway to use data to adapt instruction is clear. Improvements to the instructional infrastructure may be accomplished through addressing the other three conditions as well, but the activities funded through this application must result in improved instructional infrastructure conditions.

* **Leadership Condition**s: LEAs must commit to lead for success by identifying priorities, aligning resources, investing in change that is sustainable, and clearly and consistently communicating that change is not optional.
* **Differentiated Support and Accountability Conditions:** To achieve ambitious results, LEAs committed to turnaround must prioritize low-performing schools and provide both additional, core support beyond what non-turnaround schools receive, and individualized supports aligned with unique school needs, including the identification of resource inequities.
* **Talent Management Conditions:** Public education is human capital intensive and efforts to turnaround low-performing schools must prioritize how talent policies and approaches will be bolstered to support turnaround.
1. **Funding**

For the 2019-2020 SY, ESSA requires states to set aside seven percent of Title I, Part A funds for school improvement activities. Ninety-five percent of these funds must pass through to LEAs to support CSI schools, consistent with the state’s new accountability system[[3]](#footnote-3).

PED is making multi-year awards (2019-20 and 2020-21), through the period of availability of funds[[4]](#footnote-4), to successful applicants.

Estimated funds available[[5]](#footnote-5): The Comprehensive Support and Improvement (CSI) Awards are posted on the Administrative Services Division page of the NM PED Website: https://webnew.ped.state.nm.us/wp-content/uploads/2019/05/24190-CSI-SIG-Initial-PLANNING-Allocation-FY19-20\_Updated\_05.08.19-Web-Post-Revised.pdf

[[6]](#footnote-6)

1. **Maximum Funding Amounts**
* Ninety-percent (90%) of the maximum funding requests for each period must be directed toward school-level activities supporting the implementation of the evidence-based intervention.
* Applicants must describe and justify in the budget narrative any specific LEA-level expenses (indirect cost) to be supported by funds at no more than 10% of total request for each period.
* Normal indirect cost may also be claimed at the PED approved rate for the district.
* Supplies and materials are allowable for CSI schools, if necessary to meet the project goals and objectives, but must not exceed 10% of the total budget for each project period.
1. **Project Period**

For applications, the full project period for this award is two years. Continuation funding after each period of the project is contingent upon progress toward meeting achievement goals, leading indicators, fidelity of implementation of required model actions, and maintenance of all award requirements.

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| **Project Period Timeline** |
| Applications Released by PED | May 15, 2019 |
| Letter of Intent to Apply due to PED (Appendix A) | May 31, 2019 |
| Applications Due to PED | June 28 2019 |
| Announcement of Awards | July 12, 2019 |
| Year-One Implementation Period | BAR Approval Date to June 30, 2020 |
| Year-Two Implementation Period | July 1, 2020 to June 30, 2021 |

1. **Full Application Submission**

Complete applications **must** be submitted electronically through the Priority Schools Bureau portal available at the following link: ped.psb@state.nm.us.

In addition, one original application plus one hardcopy **must** be mailed by postal service to:

New Mexico Public Education Department

Attn: Elisabeth Nixon Peterson

Director, Priority Schools Bureau

Room 123

300 Don Gaspar Avenue

Santa Fe, New Mexico 85701

Complete hardcopy applications **must** be postmarked by June 28, 2019, and complete electronic copies must be submitted through the Priority Schools email portal (ped.psb@state.nm.us.) no later than 4:00 p.m. on June 28, 2019.

1. **Budget Requirements**

The budget documents requested in response to this RFA must identify and explain funded costs for activities that are necessary to carry out all aspects of the whole-school change. In addition, through the budget narrative, the LEA will be asked to identify other sources and amounts of funding that will support and sustain the activities that are crucial to rigorous implementation of the chosen evidence-based intervention.

* **Budget Narrative**

The budget narrative, described in the Proposal Narrative sections of this RFA, should identify and explain all funded costs for the entire project period (two years of implementation).

* **Budget Summary Chart**

This chart summarizes the budget for the entire project period, two years of implementation.

1. **Additional Budget Guidance**

**Appropriate Costs**

Funds are intended to *supplement* and *support* comprehensive school reform by funding ***specific*** initiatives designed to promote targeted and sustainable school improvement and aligned with the school’s NM DASH Annual and 90-day Plans. The actions and practices identified through each category of the project narrative drive the appropriate costs.

Appropriate costs are those costs that are directly connected to the actions and to sustaining the practices prompted in the categories of the project narrative (e.g., the implementation of a curriculum aligned the New Mexico Common Core State Standards (NM CCSS), continuous use of data to drive decision making, extended/expanded learning time, etc.)

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.

While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary. This does not preclude an LEA from paying the travel expense of those attending a conference or meeting that is necessary to carry out its federal grant program, which could include per diem for food.

It is incumbent upon the applicant to demonstrate the close connections between the costs proposed and the organizational or pedagogical purposes those costs will support from the project narrative.

1. **Budgeting and Planning for Sustainability**

In budgeting and planning for sustainability, LEAs should be certain to support critical, ongoing activities through reliable and stable funding sources. In budgeting and planning for sustainability, funds should support but not serve as the sole source of funding for this work.

1. **Reporting Requirements**

The identified point(s)-of-contact at the LEA responsible for oversight, monitoring, and support of the CSI School are required to participate in progress site visits and monitoring telephone calls with PED[[7]](#footnote-7).

In addition, LEAs will be responsible for submitting monthly, quarterly and/or annual reports on school progress[[8]](#footnote-8) that may include, but are not limited to:

**NM DASH**

* NM DASH Feedback Tool completed by District Reviewer for each school (annually by September 1.

**Leading Indicators**

* Student attendance and school average daily attendance
* Attendance by instructional staff and staff average daily attendance
* Interim assessment data
* Student course completion data
* Instructional staff turnover rate
* NM TEACH information
* In-school and out-of-school suspension rates and average in-school and out-of-school suspension rates by total school and broken down by sub-group
* Chronic absenteeism rates
* Dropout rates
* Number of students completing advanced coursework by subgroup (e.g., advanced Placement/ International Baccalaureate, college pathways or dual enrollment classes [high schools only])
* Other program evaluation and indicator data as needed

**Lagging indicators**

* Student achievement rates
* State assessment data disaggregated by sub-group
* Student achievement rates compared to the State
* Student achievement rates compared to the LEA
* Student growth data
* College readiness data
* Graduation and transition data

**Behavioral and Academic Data**

* Evidence that the LEA has a multi-tiered framework with proven evidence-based practices that improve behavioral and academic outcomes for students.
* Evidence that the school implements the practices that support student in a Multi-tier System of Supports (MTSS) model to ensure that struggling students receive the targeted and intensive supports they need.
* PED-approved K-3 reading assessment used to measure student growth, inform instructional practice, and identify professional development needs.
* School-developed and/or LEA-directed formative/interim assessments used by the school to determine the likelihood of meeting academic achievement targets.
* School-developed and/or LEA-directed formative/interim assessments used to determine the impact of instructional practice.
1. **Application Approval Process**

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| **CSI RFA Title I Sec. 1003[a]** **Application Approval Guide** | **Not****Evident** | **Evident** | **Approaching/****Missing Documentation** |
| **I. LEA Organizational Culture** |  |  |  |
| A. LEA Overview |  |  |  |
| B: Instructional Infrastructure |  |  |  |
| C. LEA Support and Accountability |  |  |  |
| **II School Level Context** |  |  |  |
| A. School Overview - NM DASH (2018 – 2019) |  |  |  |
| B. NM TEACH Data Analysis (2017 – 2018) |  |  |  |
| C. Collaboration Structures |  |  |  |
| **III Evidence-Based Interventions** |  |  |  |
| A. Root Cause and Focus Areas (NM DASH aligned) |  |  |  |
| B. Choice of Evidence-based Interventions |  |  |  |
| **IV. Budget** |  |  |  |
| A. Budget Narrative |  |  |  |
| B. Budget Summary Chart (Excel Files) |  |  |  |
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1. **Review of Applications**

Only complete applications from eligible LEAs received at PED by the due date will be accepted. LEAs must clearly identify in the application cover page the specific CSI schools for which they are applying, or the application will be rejected as incomplete. All complete applications will be reviewed by knowledgeable staff to determine evidence of required components utilizing Appendix D, Application Reviewer Rubric.

1. **Continuation or Redistribution of Funding**

Continuation funding after each period of the project is contingent upon progress toward meeting achievement goals, leading indicators, fidelity of implementation of required model actions, and maintenance of all award requirements.

If a sub-grantee fails to comply with Federal statutes, regulations or the terms and conditions of this award, the State Education Agency (SEA) may impose additional conditions, as described in §200.207 Special Conditions (below).

If the SEA determines that noncompliance cannot be remedied by imposing additional conditions, the SEA may take one or more of the following actions, as appropriate in the circumstances:

1. Temporarily withhold cash payments pending correction of the deficiency by the sub-grantee

or more severe enforcement action by the SEA.

1. Disallow all or part of the cost of the activity or action not in compliance.
2. Wholly or partly suspend or terminate the award.
3. Recommend the USED initiate suspension or department proceedings as authorized under 2

CFR part 200.

1. Withhold further Federal awards to the project or program[[9]](#footnote-9).

The SEA may impose additional award conditions[[10]](#footnote-10) as needed, which may include the following:

1. Requiring payments as reimbursements rather than advance payments;
2. Withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given period of performance;
3. Requiring additional, more detailed financial reports;
4. Requiring additional project monitoring;
5. Requiring the sub-grantee to obtain technical or management assistance; or
6. Establishing additional prior approvals.

If any funded LEAs withdraw or become ineligible within the first year of funding due to not progressing toward meeting achievement goals, leading indicators, fidelity of implementation of required model actions, and maintenance of all grant requirements, the leftover funds may be used to fund the next highest-ranking applications.

**LEA Comprehensive Support and Improvement Application Cover Sheet**

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| **LEA Information** |
| **LEA/State Charter Name:**  | **LEA NCES ID #:**  |
| **Mailing Address:**  |
| **Phone:**  | **Fax:**  |
| **Superintendent/Charter Director:**  | **Email:**  |
| **Title I Director:**  | **Email:**  |
| **Federal Programs Director:**  | **Email:**  |
| **Business Manager:**  | **Email:**  |
| **Comprehensive Support and Improvement Schools LEA Lead:**  | **Email:**  |
| **NM DASH District Core Team Representative:** | **Email:** |
| **NM DASH District Reviewer:** | **Email:** |

**CSI RFA Application**

**Proposal Requirements**

1. The proposal narrative should **not exceed 15 pages** (not including required charts, forms, and requested artifacts submitted as appendices).
2. It should betyped, single-spaced, with LEAs addressing each of the subsections by entering text where indicated.
3. Font may NOT be less than 12 pt. Times New Roman.
4. Charts and forms do not require 12 pt. Times New Roman font.
5. The complete LEA application including budgets, charts, and forms will be posted on the PED ESSA webpage.

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| **LEA Comprehensive Support and Improvement Application** |
| **LEA Name:** | Click here to enter text. |
| **Submitting on Behalf of (name of school):** | Click here to enter text. |
| **Number of Students Enrolled:** | Click here to enter text. |
| **Number of Licensed Staff:** | Click here to enter text. |
| **Of the Number of Licensed Staff Above, the Number of Alternatively Licensed Staff:**  | Click here to enter text. |
| **Number of Unfilled Licensed Staff Positions:** | Click here to enter text. |

**I. LEA Organizational Culture**

**A. LEA/District Overview**

How does the District support the development, implementation, and monitoring of the CSI school’s NM DASH?

Click or tap here to enter text.

**B. Instructional Infrastructure**

**Instructional Materials:** What is the current status district-wide of grade-level scope and sequence alignments with the NM Common Core State Standards for ELA/Reading and math?

Click or tap here to enter text.

**Instruction:** Describe the school-site and district-level system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction.

Click or tap here to enter text.

**Assessment:** What is the district cycle of interim assessment for school sites?

Click or tap here to enter text.

Identify the interim assessments being used district-wide.

Click or tap here to enter text.

What is the district timeframe and process in providing timely data collection and subsequent easily accessed and user-friendly data analysis reports to school sites?

Click or tap here to enter text.

Describe the district process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data (e.g. common planning time, teacher-administrator one-on-one meetings, and group professional development).

Click or tap here to enter text.

**C. LEA Support and Accountability**

Identify the district representative/title on the CSI school’s NM DASH Core Team. Identify the district reviewer (including title) of the school’s NM DASH. Describe the specific participation of the district representative in the development, implementation and monitoring[of the school’s NM DASH.

Click or tap here to enter text.

Describe the LEA’s plan for communication with stakeholders, including timeframe and staff members responsible for that communication.

Click or tap here to enter text.

**II. School-level Context**

1. **School Overview**

The school’s current NM DASH – 2018 – 2019 and 30-, 60- and 90-day Progress Reports for the same time period will be reviewed online by NM PED application reviewers. (No action is necessary by the LEA/School to satisfy this item.)

**B. Collaboration Structures**

For the school the LEA is applying on behalf of, describe the collaboration structures in place to include the:

* Schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length and a process and procedures utilized during collaboration meetings (e.g. agendas, protocols)
* Systems in place for principal and/or other instructional leaders to support and hold teachers accountable for meeting effectiveness.

Click or tap here to enter text.

**III. Evidence-based Interventions**

1. **Root Cause**

Describe the process used by the school’s Core Team, in collaboration with the district representative, to identify performance challenges, complete root cause analysis, and identify focus area(s) for DRAFT 2019-20 NM DASH Annual Plan and for this CSI application.

Click or tap here to enter text.

What is the school’s performance challenge(s) and root cause of the barrier(s) interfering with Tier 1 instruction?

Click or tap here to enter text.

**B. Choice of Evidence-Based Interventions**

Identify the school’s chosen intervention(s), as detailed on Page 3 of this document, and describe its alignment to the performance challenges and root cause analysis.

Click or tap here to enter text.

**IV. Budget**

**A. Budget Narrative**

The LEA/school must provide an appropriate and complete budget narrative that identifies and explains all proposed costs for LEA and school-level activities for the entire project period (two years of implementation).

Click or tap here to enter text.

For each major activity, describe the LEA’s strategies for why and how the LEA/school will sustain these actions past the whole project period of the grant.

Click or tap here to enter text.

Clearly describe and justify any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period.

Normal indirect cost may also be claimed at the PED-approved rate for the district.

Click or tap here to enter text.

**B. Budget Summary Chart**

[ ] A complete Budget Summary Chart for the entire project period (two years of implementation) (as an attachment).

The budget items must be clear and obvious as to how the proposed activities are directly impacting the school-level implementation of the evidence-based intervention(s) proposed in this application. The proposed expenditures must be reasonable and necessary to support the application’s initiatives and goals/objectives. Grant funding must supplement, not supplant, existing funding sources.

**Appendix A: Letter of Intent Example**

*Insert Date*

Secretary Karen Trujillo

Public Education Department

300 Don Gaspar Avenue

Santa Fe, NM, 87501

Dear Secretary Trujillo:

The *(insert district)* intends to apply for Comprehensive Support and Intervention (CSI) funding for the 2019-2020 school years on behalf of the following school(s):

(*insert name of school or schools*)

Sincerely,

Insert name of Superintendent

Superintendent, (insert district name)

cc: *insert names of school board president, school principal, and any other locally identified district, community or school board members.*

**Appendix B: Comprehensive Support and Intervention Assurances**

The following assurances indicate support of the Board of Education (BOE), Local Education Agency (LEA), and School Leadership for the 2019-20 and 2020-21school years in the areas specified. By signing these assurances, the parties agree to two years full participation in the **Comprehensive Support and Improvement Evidence-Based Intervention Implementation.**

If at any time a signed party does not adhere to the agreed assurances, the Request for Application will be deemed incomplete.

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| **LEA:**  |

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| **The Board of Education commits to the following:**1. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
	1. The BOE assures that it was involved in the discussion and application process with the LEA applying on behalf of eligible schools and supports the application/s.
	2. The BOE commits to supporting the superintendent in modifying practice and policy, if necessary, to enable schools and teachers to fully participate and implement evidence-based interventions.
	3. The BOE commits to flexibility in scheduling as it relates to evidence-based intervention activities, to include but not limited to allocating time for professional development and collaboration.
	4. The BOE supports the use of summative and formative assessments to assess student proficiency and reviews LEA and school growth regularly to inform superintendent’s progress toward LEA proficiency targets.
	5. The BOE commits to successful completion of the evidence-based intervention in the event of LEA or school leadership changes.

**The LEA commits to the following:**1. Assuring that each school the LEA proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under Title 1, Part A, Sec. 1003a
2. Provide the prioritized support, autonomy, and accountability for urgent and sustainable success, including:
	1. Partner with principal to establish a comprehensive school NM DASH Annual and 90-day plan that is aligned with the LEA’s strategic plan
	2. Partner with principal on critical decisions like staffing, scheduling, budgeting, targeted professional development, and other operational issues
	3. Put into place rigorous and aligned interim assessments 3-4 times per year along with efficient data collection and distribution for use at the school level
	4. Proactively engage all stakeholders to acknowledge current reality and present a bold vision for the future of the school
	5. Hold turnaround schools and principals accountable through a robust monitoring system as defined by the LEA
3. Ensure that conditions are in place at the school level to support turnaround, including:
	1. Rigorous aligned interim assessments 3-4 times per year
	2. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader (principal, assistant principal, instructional coach) analysis meetings
	3. Teacher action plans addressing root cause analysis of interim assessment data will be developed by all teachers and leaders prior to one-on-one teacher-leader analysis meetings
	4. Structured weekly collaboration time for ongoing data analysis by PLCs
	5. Student and staff culture of learning
	6. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
4. Message the evidence-based intervention to all stakeholders to include school board members and collective bargaining units as necessary
5. Develop a sustainability plan prior to the end of Year 2

**School Leadership Commits to the Following:**1. Partner with LEA leadership to create and/or align systems at the school level to support the NM DASH Annual and 90-day plan aligned with the LEA’s strategic plan, including:
	1. Rigorous aligned interim assessments 3-4 times per year
	2. Timely dissemination of interim assessment data to teachers
	3. Deep item analysis of interim assessments 3-4 times per year with one-on-one teacher-leader (principal, assistant principal, instructional coach) analysis meetings
	4. Teacher action plans addressing root cause analysis of interim assessment data developed by all teachers prior to one-on-one teacher-leader analysis meetings
	5. Structured weekly collaboration time for ongoing data analysis by PLCs/grade level meeting/collaboration time
	6. Student and staff culture of learning
	7. Short-cycle observation walkthroughs and one-on-one teacher-leader feedback meetings
2. Align school policies and structures to provide ongoing school-site support for all teachers to support implementation of the evidence-based intervention
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|  |  |
| President, Board of Education Signature | Date |

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| --- | --- |
| Superintendent Signature | Date |

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|  |  |
| School Leadership Signature | Date |

**Appendix B: Certification and Approval**

I hereby certify that I am the applicant’s Superintendent/Charter Director, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project.

I understand that this application constitutes an offer and, if accepted by the PED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to PED if at any time I learn that this certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

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| Superintendent/Charter Director Printed Name | Date |

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| Superintendent/Charter Director Signature (blue ink) | Date |

**Certification and Approval**

I hereby certify that I am the applicant’s School Board President, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project.

I understand that this application constitutes an offer and, if accepted by the PED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to PED if at any time I learn that this certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

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| Board President Printed Name | Date |

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|  |  |
| Board President Signature (blue ink) | Date |

**Appendix C: Application Approval Guidelines**

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| **CSI RFA Title I Sec. 1003[a]** **Application Approval Guide** | **Not****Evident** | **Evident** | **Approaching/****Missing Documentation** |
| **I. LEA Organizational Culture** |  |  |  |
| A. LEA Overview |  |  |  |
| B: Instructional Infrastructure |  |  |  |
| C. LEA Support and Accountability |  |  |  |
| **II School Level Context** |  |  |  |
| A. School Overview - NM DASH (2018 – 2019) |  |  |  |
| B. Collaboration Structures  |  |  |  |
| **III Evidence-Based Interventions** |  |  |  |
| A. Root Cause and Focus Areas (NM DASH aligned) |  |  |  |
| B. Choice of Evidence-based Interventions |  |  |  |
| **IV. Budget** |  |  |  |
| A. Budget Narrative |  |  |  |
| B. Budget Summary Chart (Excel Files) |  |  |  |

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| **APPENDIX D: Application Reviewers’ Rubric** |  |
| **I. LEA Organizational Culture:** **A: LEA Overview**  |  |
| **Not Evident**  | **Approaching Evident**  | **Fully Evident** |
| * **Does not** provide a description of the District participation and engagement in the development, monitoring and implementation of the school’s NM DASH.
 | * Provides a **partial or somewhat convincing** description of the District participation and engagement in the development, monitoring and implementation of the school’s NM DASH.
 | * Provides a **clear and convincing** description of the District participation and engagement in the development, monitoring and implementation of the school’s NM DASH.
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| **I. LEA Organizational Culture:****B: Instructional Infrastructure** |  |
| **Not Evident**  | **Approaching Evident**  | **Fully Evident** |
| * Does **not** describe the status of alignment between grade level scope and sequence and the NM CCSS for ELA/Reading **or** math.
* Does **not** describe the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction.
* Does **not** describe the LEA’s cycle of interim assessments being used for school site. District-wide interim assessments are not identified.
* Does not provide a clear and convincing description of timeframe and process for timely data collection and subsequent easily accessed and user-friendly data analysis reports.
* Does **not** describe the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data.
 | * Provides a **partial/somewhat convincing** description of the current status of the alignment between grade level scope and sequence and the NM CCSS for ELA/Reading **and/or** math.
* Provides a **partial/somewhat convincing** description of the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction.
* Provides a **partial/somewhat convincing** description of the LEA’s cycle of interim assessments being used for school site. District-wide interim assessments are partially identified.
* Provides a partial/somewhat description of timeframe and process for timely data collection and subsequent easily accessed and user-friendly data analysis reports.
* Provides a **partial/somewhat convincing** description of the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data.
 | * Provides a **clear and convincing** description of the current status of alignment between grade level scope and sequence and the NM CCSS for ELA/Reading **and** math.
* Provides a **clear and convincing** description of the system of support and accountability for teachers and leaders in implementing rigorous standards-aligned instruction.
* Provides a **clear and convincing** description of the LEA’s cycle of interim assessments being used for school site. District-wide interim assessments are identified.
* Provides a clear and convincing description of timeframe and process for timely data collection and subsequent easily accessed and user-friendly data analysis reports.
* Provides a **clear and convincing** description of the process for test-in-hand analysis and adaptation of instructional plans based on interim assessment data.
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| **I. LEA Organizational Culture:** **C: LEA Support and Accountability** |  |
| **Not Evident**  | **Approaching Evident**  | **Fully Evident** |
| * Does **not** identify specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school. Does **not** provide specific participation of the District Representative in the development, implementation and monitoring of the school’s NM DASH.
* Does not provide a clear and convincing description of the LEAs plan for communication with stakeholders.
 | * Identifies **only one or two** specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school, including District Representative to school’s Core Team (name/title) and District Reviewer of school’s NM DASH (name/title); and provides specific participation of the District Representative in the development, implementation and monitoring of the school’s NM DASH.
* Provides a **partial/somewhat convincing** description of the LEAs plan for communication with stakeholders.
 | * Clearly identifies **all** specific senior leadership that will direct and coordinate LEA participation in supporting the CSI school including District Representative to school’s Core Team (name/title) and District Reviewer of school’s NM DASH (name/title); and provides specific participation of the District Representative in the development, implementation and monitoring of the school’s NM DASH.
* Provides a **clear and convincing** description of the LEAs plan for communication with stakeholders.
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| **II. School Level Context:** **A. School Overview – NM DASH** |  |
| **Not Evident**  | **Approaching Evident**  | **Fully Evident** |
| * The results of in-depth student benchmark achievement data analysis of the school’s current NM DASH – 2018 – 2019 and 30-, 60-, 90-day Progress Reports and 90-day Reflection Report will be reviewed online by NM PED application reviewers. (No action is necessary by the LEA/School to satisfy this item.)
 | * The results of in-depth student benchmark achievement data analysis of the school’s current NM DASH – 2018 – 2019 and 30, 60, 90-day Progress Report and 90-day Reflection Report will be reviewed online by NM PED application reviewers. (No action is necessary by the LEA/School to satisfy this item.)
 | * The results of in-depth student benchmark achievement data analysis of the school’s current NM DASH – 2018 – 2019 and 30-, 60-,90-day Progress Reports and 90-day Reflection Report will be reviewed online by NM PED application reviewers. (No action is necessary by the LEA/School to satisfy this item.)
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| **II. School Level Context:** **B. Collaboration Structures** |  |
| **Not Evident**  | **Approaching Evident**  | **Fully Evident** |
| * Does **not** describe the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length **or** a process and procedures utilized during collaboration meetings~~.~~
* Does **not** describe the systems in place for principal and/or other instructional leaders to support **or** hold teachers accountable for meeting effectiveness.
 | * Provides **partial/somewhat convincing** description of the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length **and/or** a process and procedures utilized during collaboration meetings.
* Provides **partial/somewhat convincing** description of the systems in place for principal and/or other instructional leaders to support **and/or** hold teachers accountable for meeting effectiveness.
 | * Provides **clear and convincing** description of the schedule of grade-level, grade-band, or content area collaboration meetings, including frequency and length **and** a process and procedures utilized during collaboration meetings~~.~~
* Provides **clear and convincing** description of the systems in place for principal and/or other instructional leaders to support **and** hold teachers accountable for meeting effectiveness.
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| **III. Evidence-based Interventions****A. Root Cause and Focus Areas** |  |
| **Not Evident**  | **Approaching Evident**  | **Fully Evident** |
| * Does **not** describe the process used by the school’s Core Team in collaboration with the District Representative to identify needs and performance challenges, complete root cause analysis, and identify focus area(s) for DRAFT 2019-20 NM DASH Annual Plan and for this CSI application.
* Does **not** identify the school’s performance challenge(s) and root cause of barrier(s) interfering with Tier 1 instruction.
 | * Provides **partial/somewhat convincing** description of the process used by the school’s Core Team in collaboration with the District Representative to identify needs and performance challenges, complete root cause analysis, and identify focus area(s) for DRAFT 2019-20 NM DASH Annual Plan and for this CSI application.
* **Partially identifies** the school’s performance challenge(s) and root cause of barrier(s) interfering with Tier 1 instruction.
 | * Provides **clear and convincing** description of the process used by the school’s Core Team in collaboration with the District Representative to identify needs and performance challenges, complete root cause analysis, and identify focus area(s) for DRAFT 2019-20 NM DASH Annual Plan and for this CSI application.
* **Specifically identifies** the school’s performance challenge(s) and root cause of barrier(s) interfering with Tier 1 instruction.
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| **III. Evidence-Based Interventions****B. Choice of Evidence-based Interventions** |  |
| **Not Evident**  | **Approaching Evident**  | **Fully Evident** |
| * Does **not** identify the school’s chosen intervention(s) nor describes its alignment to the performance challenges and root cause analysis.

  | * Identifies **only one or two** of the school’s chosen intervention(s) and describes its alignment to the performance challenges and root cause analysis.
 | * **Clearly and convincingly** identifies the school’s chosen intervention(s) and describes its alignment to the performance challenges and root cause analysis.

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| **IV. Budget:****A. Budget Narrative** |  |
| **Not Evident**  | **Approaching Evident**  | **Fully Evident** |
| * Does **not** provide a budget narrative **and/or** does **not** identify and explain proposed costs for LEA and school-level activities for the entire project period (two years of implementation).
* Does **not** describe the strategies for why **or** how the LEA/school will sustain these actions past the whole project period of the grant.
* Does **not** provide description or justification of **any** specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. Normal indirect cost may also be claimed at the PED-approved rate for the district.
 | * Provides a **partial/incomplete** budget narrative that identifies and explains **some** proposed costs for LEA and school-level activities for the entire project period (two years of implementation).
* For each major activity, provides **partial/incomplete** description of the strategies for why **and/or** how the LEA/school will sustain these actions past the whole project period of the grant.

 * Provides **partial/somewhat convincing** description **and/or** justification of any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. May also include normal indirect costs to be claimed at the PED-approved rate for the district.
 | * Provides an **appropriate and complete** budget narrative that identifies and explains **all** proposed costs for LEA and school-level activities for the entire project period (two years of implementation).
* For each major activity, provides **clear and convincing** description of the strategies for why **and** how the LEA/school will sustain these actions past the whole project period of the grant.
* Provides **clear and convincing** description and justification of any specific LEA-level administration and support expenses to be funded by CSI grant at no more than 10% of the total funding request for each period. May also include normal indirect costs to be claimed at the PED-approved rate for the district.
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| **IV. Budget:****B. Budget Summary Chart (Excel File)** |  |
| **Not Evident**  | **Approaching Evident**  | **Fully Evident** |
| * Did **not** submit a Budget Summary Chart for the project period (two-years of implementation).
 | * Submitted a **partial/incomplete** Budget Summary Chart for **less than** the entire project period (two-years of implementation).
 | * Submitted a **complete and detailed** Budget Summary Chart for the **entire** project period (two-years of implementation).
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1. NMPED must identify “not less than the lowest-performing five percent” of Title I schools. This allows NMPED to re-classify the schools identified in 2017 as MRI to CSI. [↑](#footnote-ref-1)
2. Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf> [↑](#footnote-ref-2)
3. ESSA §1003(b) [↑](#footnote-ref-3)
4. Continuing awards are dependent upon continued appropriation from congress. [↑](#footnote-ref-4)
5. Continuing awards are dependent upon continued appropriation from congress. [↑](#footnote-ref-5)
6. [↑](#footnote-ref-6)
7. Please note - if awarded, the sub-grantee will be required to revise Step 2 - Analyze Data and Set Student Achievement Goals of the school NM DASH, identifying new goals that will be targeted with the RFA funds. [↑](#footnote-ref-7)
8. Templates will be provided by PED. [↑](#footnote-ref-8)
9. 2 CFR Part 200 §200.338 Remedies for Noncompliance [↑](#footnote-ref-9)
10. §200.207 Special Conditions [↑](#footnote-ref-10)