

**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, July 31, 2020** |

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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 Stewart, may the LEA/charter school submit a Budget Adjustment Request (BAR).* |

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 School 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:

1. Support participation in an evidence-based school improvement program or innovative school interventions designed to address **Tier 1 (Core) Instruction**.
2. **Tier 1 (Core) Instruction** must be an identified Focus Area for purposes of this application and for the CSI school’s NM DASH for 2020-21SY.
3. This may be in addition to, or in support of, state-sponsored programs funded via targeted investments.
4. **Evidence-based Interventions[[1]](#footnote-1)**

LEAs are charged with implementing ESSA and ensuring the utilization of evidence-based strategies, activities, and interventions in schools in need of significant improvement. Evidence-based Intervention/Program/Practice must align with the identified Root Cause and Focus Areas in the school NM School DASH. The NMPED 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. **Hold Constant on Annual Meaningful Differentiation for the 2020-2021 SY**

Due to the unprecedented circumstances brought on by the COVID-19 pandemic and the closure of schools, the U.S. Department of Education has granted the New Mexico Public Education Department (PED) a waiver to bypass assessment and accountability requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).

As a result of the waiver and with the absence of data, the PED will “hold-constant” the federal designations of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) through the 2020-2021 school year.

The new cycle of Annual Meaningful Differentiation required by the federal statute, identifying schools in three categories, More Rigorous Interventions (MRI), CSI, and TSI will be moved to a new 3-year cycle as identified below:

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| **Annual Meaningful Differentiation Cycle** |
| December of 2021-22SY | Initial Identification (relies upon spring 2021 data) |
| January-June of the 2021-2022SY | Planning |
| 2022-2023SY | Year 1 of Implementation |
| 2023-2024SY | Year 2 of Implementation |
| 2024-2025SY | Year 3 of Implementation |

1. **Funding**

For the 2020-2021 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[[2]](#footnote-2). NM PED is making single-year awards (2020-21), through the period of availability of funds[[3]](#footnote-3) based on a formula.

Estimated funds available[[4]](#footnote-4): 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/bureaus/administrative-services/awards-and-carryover/>

1. **NM Waiver and Implications for CSI Funding**

NMPED submitted additional waiver applications to the U.S. Department of Education (USDE) to waive certain fiscal and programmatic requirements pursuant to section 3511 of Division A of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act). PED specifically requested to waive, pursuant to section 3511 of Division A of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), P.L. 116-136 (H.R. 748), 34 Stat. 281 (Mar. 27, 2020), the requirements enumerated below on behalf of New Mexico and its sub grantees (e.g., local educational agencies (LEAs):

* Period of availability of funds in section 421(b) of the General Education Provisions Act (GEPA): to extend the period of availability of FY 2018 funds for programs in which the State participates under its approved consolidated State plan until September 30, 2021. The programs are:
	+ Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs), including the portions of the SEA's Title I, Part A award used to carry out section 1003 school improvement, section 1003A direct student services, if applicable, and Title I, Part D, Subpart 2.
* The definition of professional development in section 8101(42) of the ESEA for the 2019-2020 school year.
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 Evidence-Based Intervention/Program/Practice funded with the FY20 CSI grant that align to the identified Root Cause and Focus Areas in the school NM DASH.
* 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.
* 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. **Full Application Submission**

Complete applications, beginning on page 7, are to be saved as a PDF for each school and **must** be submitted separately on behalf of the LEA by **Friday, July 31, 2020**, to CSI.Grants@state.nm.us no later than 4:00 p.m. If you have questions please email Ms. Elisabeth Peterson at Elisabeth.Peterson@state.nm.us

Requests for Reimbursement for FY20 funds will not be accepted until the LEA/School has an approved application on file.

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.

* **Budget Narrative**

The budget narrative, should identify and explain all funded costs for the entire project period to include projected carryover.

* **Budget Summary Chart**

This chart summarizes the budget for the entire project period, one year 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 School 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.

**Do Not Submit Pages 1-5 with Your Application**

**The CSI Application begins here. Complete pages 6-7 (application) and pages 8-9 (assurances) and email to CSI.Grants@state.nm.us**

1. **CSI Fund 24190 Application 2020-2021 SY**

The application and scoring guide have been combined, please complete the following tables along with the DRAFT NM DASH Annual Plan for school year 2020-2021 and the CSI Planning Award Budget File. Save these files and submit to CSI.Grants@state.nm.us no later than **Friday, July 31, 2020**

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

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

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| **CSI RFA Title I Sec. 1003[a] Application and Scoring Guide**1. *Complete all required sections of the application*
2. ***Do not*** *check any of the boxes, these will be used for review of your application*
3. *Plans will be reviewed by PED staff using the criteria outlined below*
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| **I. Application Cover Page** |
| A. All requested information is provided  |
| [ ]  Complete | [ ]  Incomplete |

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| **II. School Level Context** |
| 1. The school has completed a Draft NM School DASH Annual Plan for 2020-2021 and the LEA has reviewed, completed the Online Feedback Tool and provided feedback (if necessary).

*Due to the school closure of 2019 – 2020, Spring Semester NM School DASH 90-day Plans were not fully implemented. It is, therefore, recommended that School Core Teams utilize the 90-day Plan Reflect, Revisit, and Reset (Worksheet 5.2 from 2019-20 NM School DASH Process Guide) from Fall Semester of 2019 to develop the DRAFT NM School DASH Annual Plan for school year 2020-2021.* |
| [ ]  Not Evident | [ ]  Approaching, Missing  Documentation | [ ]  Evident and Aligned |

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| **III Evidence-Based Interventions (EBI)** |
| **List all 2019-2020 Evidence-Based Interventions/Programs/Practices (EBI) that will continue into 2020-2021 and will be funded with the FY20 CSI grant that align to the identified Root Cause and Focus Areas in the school NM School DASH?** Click here to enter text. |
| 1. **Identify any NEW Evidence-Based Interventions/Programs/Practice that will be added to the school that will be funded with the FY20 CSI grant identified Root Cause and Focus Areas in the NM School DASH. Include timelines and responsible staff.**

Click here to enter text. |
| 1. **List successes from 2019-2020 CSI Evidence-Based Interventions/Programs/Practices implementation. How do you know? What is your evidence?**

Click here to enter text. |
| 1. **Identify any Evidence-Based Interventions/Programs/Practices that will NOT continue in the 2020-2021 SY that were previously funded with CSI school improvement funds? Please provide an explanation as to the shift?**

Click here to enter text. |
| **IV. Budget** |
| **B. CSI Planning Award Budget Template (Excel File) was submitted. It is complete, contains no errors, and aligns to Root Cause and Focus Areas identified in the school NM DASH.** |
| [ ]  Not Evident | [ ]  Approaching, Missing  Documentation | [ ]  Evident and Aligned |

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| **IV. Assurances** |

The following assurances indicate support of the Board of Education (BOE), Local Education Agency (LEA), and School Leadership for the 2020-21 school year in the areas specified. By signing these assurances, the parties agree to a year’s full participation. 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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| **Board of Education**  |
| **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.
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| **LEA:**  |
| **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:
3. Partner with principal to establish a comprehensive school NM School DASH Annual and 90-day plan that is aligned with the LEA’s strategic plan
4. Partner with principal on critical decisions like staffing, scheduling, budgeting, targeted professional development, and other operational issues
5. Proactively engage all stakeholders to acknowledge current reality and present a bold vision for the future of the school
6. Hold schools and principals accountable through a robust monitoring system as defined by the LEA
7. Ensure that conditions are in place at the school level to support turnaround, including:
8. Structured weekly collaboration time for ongoing data analysis by PLCs
9. Student and staff culture of learning
10. Message the evidence-based intervention to all stakeholders to include school board members and collective bargaining units as necessary
11. Develop a sustainability plan prior to the end of the funding cycle.
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| **School Leadership**  |
| **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 School DASH Annual and 90-day plan aligned with the LEA’s strategic plan, including:
2. Timely dissemination of interim assessment data to teachers
3. Structured weekly collaboration time for ongoing data analysis by PLCs/grade level meeting/collaboration time
4. Student and staff culture of learning
5. 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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**Assurances Signatures required for Public Schools**

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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 |

**Assurances Signatures Required for Charter Schools (per NMPED Options for Parents Bureau)**

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| Executive Director/Charter Director Signature | Date |

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| Charter Governing Council President Signature | Date |

1. Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf> [↑](#footnote-ref-1)
2. ESSA §1003(b) [↑](#footnote-ref-2)
3. Continuing awards are dependent upon continued appropriation from congress. [↑](#footnote-ref-3)
4. ibid [↑](#footnote-ref-4)