# Implementation Grant Application

# for 1003(a) SCHOOL IMPROVEMENT FUNDS

**Submit completed application electronically to Scot Fiscus (scot.fiscus@alaska.gov) by March 15, 2019.** The Alaska Department of Education & Early Development (DEED) strongly encourages districts to submit the application **as soon as possible** to expedite planning and implementation of proposed actions.

**DESCRIPTIVE INFORMATION**

To be eligible for 1003(a) school improvement funds, districts must apply on behalf of schools that are identified as a Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) School by the Alaska Department of Education and Early Development. For designated/eligible schools see [Alaska Designated Schools List 2018-2019](https://education.alaska.gov/aksupport/akstepp/Alaska-Designated-Schools-List.docx).

Context for the Grant

In October, 2018, Alaska schools were newly designated for 1) *Comprehensive Support and Improvement* due to graduation rate (*CSI(Grad Rate)*), 2) *Comprehensive Support and Improvement* due to an index value in the lowest 5 percent of schools *(CSI(5%)),* and 3) *Targeted Support and Improvement* due to subgroup performance (*TSI*).

Designated schools have already accessed an initial planning grant starting in November, 2018. This additional Implementation Grant is available to those same designated schools for implementing interventions that strengthen instructional opportunities of students, with special attention to the reasons/indicators that led to CSI or TSI designation. Implementation grant funds are designed to be used to implement evidence-based-interventions as identified in each school’s improvement plan. This school improvement plan is managed in the online planning tool Alaska STEPP, or an alternative improvement planning tool approved by DEED.

Included in the support and oversight of CSI and TSI schools, each school will locally develop a support and improvement plan for the school to improve student outcomes which:

* Is informed by accountability indicators (i.e. the reason for designation),
* Is based on a school-level needs assessment,
* Includes evidence-based-interventions, and
* Is developed in partnership with stakeholders (including principals and other school leaders, secondary students, teachers, parents and community members, tribal representatives, etc.)

Upon submission of this Implementation Grant application and DEED/District approval of each updated local school improvement plan, designated schools can use awarded funds to continue to implement the interventions identified in the school improvement plan that will directly impact student outcomes.

Eligible Applicants

The district can apply for implementation funds for each school designated as CSI 5%, CSI Graduation Rate, or TSI to implement activities that support the actions of a local school improvement plan that target and support a positive change towards exiting school designation.

Each designated school is eligible for the following funds:

| **School Designation** | **Grant Award Amount** |
| --- | --- |
| CSI 5% | Up to $50,000 |
| CSI Graduation Rate | Up to $25,000 |
| TSI | Up to $25,000 |

This grant is intended to implement selected elements of each school’s improvement plan. Funded elements must be reflected in each school’s plan and linked to one of the domains and indicators of the[*Indicators of Effective Schools Rubric*](https://education.alaska.gov/aksupport/akstepp/AKSTEPP_Domains_Indicators_Rubric_Schools.docx).

Application Timeline

| **Date** | **Grant Activity** |
| --- | --- |
| October 23, 2018 | School designations announced |
| November 2018 | Planning Grant of up to $10,000 available to designated CSI and TSI schools |
| November – June, 2019 | Planning Grant activities and development of school improvement plan |
| **March 15, 2019** | School Improvement Plan submitted to DEED/District |

Part II – School Improvement Plan Implementation Grant

| **Date** | **Grant Activity** |
| --- | --- |
| **March 15, 2019** | Implementation Grant Application Due to DEED |
| **March 15, 2019** | School Improvement Plan submitted to and approved by DEED/District |
| **Approval through June, 2020** | Use of Implementation Grant funds to support interventions contained in School Improvement Plan through the end of the 2019-2020 school year, if appropriate. |

Instructions

**To apply for these 1003(a) school improvement funds, for use during FY19 and into FY20, districts must:**

1. **Ensure completion, by each eligible school, of the *student intervention/cost table* on page four of this document.**
2. **Complete the program** [***budget / narrative forms (xlsx)***](http://education.alaska.gov/forms/Grants/05-07-071.xlsx) **(education.alaska.gov/forms/Grants/05-07-071.xlsx) for the aggregated district grant total, and submit with signed activities/cost table(s).**
3. **Ensure the *school improvement plan* for each eligible school, reflects the proposed and funded actions with a dollar amount and actions associated with each objective.**
4. **Complete/update, and submit the School Improvement Plan in AK STEPP (consisting of the Needs Assessment document, signed AK STEPP FY19 Assurance, and completed indicators as appropriate) or another approved school improvement plan format.**

**DUE BY Friday, March 15, 2019**

Intervention Activity/Cost Table

| **Student Intervention Activity / Cost Table** (fillable form)  Implementation Grant, 1003(a) School Improvement Funds – CSI and TSI Designated Schools, 2019-2020 | | | | |
| --- | --- | --- | --- | --- |
| District: | | School: | | |
| **Activities** **that support successful implementation of evidence-based interventions contained in the school improvement plan and designed to impact student performance, identified needs, and the reasons for school designation.** | | | | |
| **Indicator # (Alaska Effectuve Schools Rubric)** | **Provide a simple summary of the intervention to be funded and the activities to implement it successfully. (Detail should be included in the improvement plan.)**  **(insert rows as needed)** | | | **Estimated Cost** |
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|  |  | | |  |
|  | (Calculated as a percent of the total grant award based upon the District’s established indirect rate) Indirect Costs: | | |  |
|  | Cell Left intentionally blank | | **Total:** |  |

By signing below, the district and school are agreeing to use these funds to fully implement interventions and improvement strategies as contained within the above table and the school’s Improvement Plan.

           

Principal Name Signature Date

Superintendent or Designee Signature Date

**Appendix A – Evidence-Based Interventions (EBI)**

**ESSA Framework for EBIs**

(The following excerpt is taken from US Department of Education’s [Non-Regulatory Guidance: Using Evidence to Strengthen Investments](https://ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf), page 4-5.)

SELECT RELEVANT, EVIDENCE-BASED INTERVENTIONS

Once needs have been identified, SEAs, LEAs, schools, and other stakeholders will determine the interventions that will best serve their needs. By using rigorous and relevant evidence and assessing the local capacity to implement the intervention (e.g., funding, staff, staff skills, stakeholder support), SEAs and LEAs are more likely to implement interventions successfully. Those concepts are briefly discussed below (also see Part II of this guidance for more information on evidence-based interventions):

* While ESEA requires “at least one study” on an intervention to provide strong evidence, moderate evidence, or promising evidence, SEAs, LEAs, and other stakeholders should consider the entire body of relevant evidence.
* Interventions supported by higher levels of evidence, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective. When strong evidence or moderate evidence is not available, promising evidence may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working.
* The relevance of the evidence – specifically the setting (e.g., elementary school) and/or population (e.g., students with disabilities, English Learners) of the evidence – may predict how well an evidence-based intervention will work in a local context (for more information, also see Part II and endnotes). SEAs and LEAs should look for interventions supported by strong evidence or moderate evidence in a similar setting and/or population to the ones being served. The What Works ClearinghouseTM(WWC) uses rigorous standards to review evidence of effectiveness on a wide range of interventions and also summarizes the settings and populations in the studies.
* Local capacity also helps predict the success of an intervention, so the available funding, staff resources, staff skills, and support for interventions should be considered when selecting an evidence-based intervention. SEAs can work with individual and/or groups of LEAs to improve their capacity to implement evidence-based interventions.

Some questions to consider about using evidence:

* Are there any interventions supported by strong evidence or moderate evidence?
* What do the majority of studies on this intervention find? Does the intervention have positive and statistically significant effects on important student or other relevant outcomes, or are there null, negative, or not statistically significant findings?
* Were studies conducted in settings and with populations relevant to the local context (e.g., students with disabilities, English Learners)?
* If strong evidence or moderate evidence is not available, is there promising evidence?
* Does the intervention demonstrate a rationale that suggests it may work (e.g., it is represented in a logic model supported by research)?
* How can the success of the intervention be measured?

Some questions to consider about local capacity:

* What resources are required to implement this intervention?
* Will the potential impact of this intervention justify the costs, or are there more cost-effective interventions that will accomplish the same outcomes?
* What is the local capacity to implement this intervention? Are there available funds? Do staff have the needed skills? Is there buy-in for the intervention?
* How does this intervention fit into larger strategic goals and other existing efforts?
* How will this intervention be sustained over time?

**Resources for Exploring EBIs**

The following websites can be useful in finding evidence-based educational interventions and exploring interventions that have been successful in addressing identified needs. These sites use varying criteria for determining which interventions are supported by evidence, and distinguish between randomized controlled trials and other types of supporting evidence.

* + [Doing What Works](http://dww.ed.gov/) by the US Department of Education
  + [Intervention Central](http://www.interventioncentral.org/)
  + [RTI Action Network](http://www.rtinetwork.org/) by the National Center for Learning Disabilities
  + [National Center for Positive Behavior Interventions and Supports](http://www.pbis.org/)
  + [National Center on Response to Intervention](http://www.rti4success.org/)
  + [What Works Clearinghouse](http://ies.ed.gov/ncee/wwc/) by the USDOE Institute of Education Sciences
  + [Social Programs That Work](http://www.evidencebasedprograms.org/) by the Coalition for Evidence-Based Policy
  + [Practical Intervention in the Schools Series](http://www.guilford.com/cgi-bin/search.cgi?type=dir&pattern=edu/PIS_series) Book Series
  + [Results First Clearinghouse Database](http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database) by Pew Charitable Trusts as rated by eight national databases
  + [Roadmap to Evidence Based Reform for Low Graduation Rate High Schools](http://new.every1graduates.org/everyone-graduates-center-roadmap-to-evidence-based-reform-for-low-graduation-rate-high-schools/) by the Every Student Graduates Center at Johns Hopkins University

**Establishing Local Evidence of Effectiveness**

As noted in the guidance document quoted above, “Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working.” Policy makers in Alaska have a strong interest to develop an evidence base of successful interventions most appropriate to the context and needs of Alaska’s schools. DEED and statewide stakeholders will be working over the next few years to document the rationale and conduct research on successful interventions used within the state.

To that end, upon submission and review of each implementation grant application, each designated school will complete a *Building Alaska’s own Evidence-Based-Interventions worksheet (see Appendix B)* for at least one intervention being proposed for funding. This analysis will ask each designated school to document 1) a clear explanation of the local need identified for action, 2) the existing evidence base for the intervention to be funded that will address the need, 3) a description of the actions that will be taken to implement the intervention, and 4) the metrics being used to measure outcomes related to the chosen intervention including baseline data, expected results, and the timeline for achieving those results.

This *Building Alaska’s own Evidence-Based-Interventions worksheet* is being piloted with this first award of ESSA funds. Recipients should expect additional training, technical assistance, and emphasis on evidence-based interventions and outcome evaluation as Alaska’s ESSA Plan is implemented and school designations develop.

**Appendix B – Building Alaska’s own Evidence-Based-Interventions - January, 2019**

*Each CSI and TSI school receiving school improvement plan implementation funds will complete the following analysis for at least one of their funded interventions.*

District:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the intervention being implemented?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Clearly explain the challenge or need being addressed by the intervention identified above. Please share any quantitative and/or qualitative data used to diagnose the need.
2. What evidence exists that establishes the impact of the intervention? Note any nationally normed intervention impact studies as well as any regional or local data indicating positive impact.
3. Describe the actions that will be taken in the next year to implement the intervention to success.
4. What metrics/indicators will be used to measure the success and outcomes related to the intervention? Include the specific indicator being measured, pre-intervention (or current) baseline levels, and expected levels that would demonstrate successful outcomes.

To be considered after implementation:

1. Were the outcome goals and target metrics accomplished for the intervention?
2. What would be done differently if implementing again? What aspects of the implementation of this intervention were vital for its success?