

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: South Carolina Department of Education	Applicant's Mailing Address: Rutledge Building 1429 Senate Street Columbia, SC 29201
State Contact for the School Improvement Grant Name: Courtney J. Foster Position and Office: Project Director, Office of Federal and State Accountability Contact's Mailing Address: Rutledge Building 1429 Senate Street, Room 701A Columbia, SC 29201 Telephone: (803) 734-2721 Fax: (803) 734-2722 Email address: cjfooster@ed.sc.gov	
Chief State School Officer (Printed Name): Dr. Jim Rex	Telephone: (803) 734-8559
Signature of the Chief State School Officer: X 	Date: February 22, 2010
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

PART I: SEA REQUIREMENTS

South Carolina’s School Improvement Grant (SIG) project—Project 180—will allocate \$48,270,564 of 1003(g) funds for schools that are persistently low achieving, with priority going to Tier I and Tier II schools. LEAs with Tier I schools will identify potential Tier III schools for Project 180.

A. Eligible Schools

The South Carolina Department of Education (SCDE) used the following method to determine the lowest 5% persistently lowest achieving schools (PLAS).

- For each elementary or middle school, a performance measure was calculated by determining the percentage of students in the “all students” category scoring met or exemplary on the ELA and mathematics portions of the statewide performance assessment, the Palmetto Assessment of State Standards (PASS). The subject areas carried equal weight in the calculation.
- For each high school, a performance measure was calculated by determining the percentage of students in the “all students” category scoring level 3 or 4 on the ELA and mathematics portions of the statewide high school performance assessment, the High School Assessment Program (HSAP). The subject areas carried equal weight in the calculation.
- For purposes of determining a school’s lack of progress, a three-year average was determined by averaging the current year’s test results with the previous two years.
- Schools with fewer than 40 tested students were excluded.

Tier I

- Using the three-year average, the lowest 5% of Title I schools in Improvement were identified.
- Title I high schools that do not have a graduation rate of at least 60% for a three-year period were identified.

Tier II

- Using the three-year average, the lowest 5% of non-Title I secondary schools (junior high and high schools) eligible to receive but not receiving Title I funds were identified.
- Non-Title I High schools (that are eligible for Title I) that do not have a graduation rate of at least 60% for a three-year period were identified.
- Title I secondary schools that were not included in Tier I but have a proficiency rate within the range of Tier II were identified.
- Inclusion of schools using the newly eligible criteria waiver.

Tier III

- Any LEA/district with a Tier I or Tier II school may identify a Tier III school as a Title I school that is in improvement, corrective action, or restructuring; that is not a Tier I

school; and that serves as a feeder to a Tier I or Tier II school in that district. LEAs/districts will identify Tier III schools in their applications.

Inclusion of Schools Using Newly Eligible Criteria

South Carolina does identify schools because of newly eligible criteria. The US Department of Education has granted South Carolina a waiver to expand the definition of persistently low-achieving schools. This expansion includes secondary schools participating under Title I, Part A, of the Elementary and Secondary Education Act that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined. These criteria will permit any local educational agency (LEA) with one of these schools that South Carolina identifies as a Tier II school to apply to the SCDE to use SIG funds to implement in the school one of the school intervention models set forth in the SIG final requirements.

The following table lists the schools in Tier I and Tier II alphabetically, by LEA/district and then by school, including schools identified because of the waiver.

Table I: Tier I and Tier II

LEA Name	School Name	NCES ID#	Tier I	Tier II	Grad Rate	Newly Eligible Waiver	Enroll	Grades
Aiken	Aiken Performing Arts Academy	450072000940	X		X		43	9-12
Allendale	Allendale-Fairfax Middle	450075001415	X				346	6-8
Allendale	Fairfax Elementary	450075001349	X				301	PK-5
Bamberg 2	Denmark-Olar Middle	450096000123	X				224	6-8
Bamberg 2	Denmark-Olar High	450096000122		X			256	9-12
Charleston	Burke High School	450144001328		X		X	823	7-12
Charleston	Greg Mathis Charter High	450144000857	X				83	9-12
Charleston	Morningside Middle	450144000215	X				567	6-8
Charleston	N. Charleston High	450144000251	X		X		854	9-12
Charleston	RB Stall High	450144000265	X		X		901	9-12
Charleston	St. Johns High School	450144000264		X		X	346	9-12
Charleston	Susan G. Boykin Academy	450144000945	X				183	K-6
Clarendon 2	Manning Junior High	450177000326		X			493	7-8
Darlington	Darlington High	450186000098		X			1239	9-12
Dillon 2	J V Martin Junior High	450192000386		X		X	536	7-8
Florence 4	Johnson Middle	450222000737	X				210	6-8
Greenville	Carolina High School and Academy	450231000562		X			726	9-12
Hampton 2	Estill High	450246000613		X			420	9-12
Hampton 2	Estill Middle	450246000612	X				261	6-8
Jasper	Hardeeville Middle/High	450252001481		X			478	7-12
Jasper	Ridgeland Middle	450252001449	X				468	7-9
Lee	Mary L. Dinkins Higher Learning Academy	450267000974	X				93	K-9
Lee	West Lee Elementary	450267000712	X				193	PK-5
Richland 1	CA Johnson Preparatory Academy	450336000953		X			512	9-12
Richland 1	Eau Claire High	450336000951		X			805	9-12
Spartanburg 7	Carver Junior High	450366001049		X			646	7-9
Spartanburg 7	Myles W. Whitlock Junior High	450366001050	X				361	7-9
Williamsburg	Kingstree Junior High	450378001107		X		X	468	7-8
							12,836	

B. Evaluation Criteria

The SCDE has funds to provide support to all Tier I and Tier II eligible schools, so grant awards will be made on a formula basis. However, funding levels will be determined by the quality of the LEA's application, the components of the intervention selected, the scope of services, and an interview with the applicant, if deemed necessary, to gauge capacity. These steps will help us assess and ensure the highest level of capacity and commitment from applicants (and i.e., the greatest likelihood for success). **Although South Carolina is making provisions for Tier III schools to be included in this project, our priority will be to fund Tier I and Tier II schools.** In addition, continuation funding for up to three years will be determined based upon the subgrantee's progress, capacity, fiscal responsibility, and compliance with reporting requirements, as well as their submission of any revised plans, timelines, and budgets for Year 2 and Year 3 that align with evaluation reports and results.

An eligible LEA will submit an application that consists of two sections: Section I pertains only to the LEA's experience, commitment, and capacity that will be addressed through a narrative and a budget (justification) and summary. Section II will consist of details for each school to be served within that LEA—a narrative about each school's commitment and capacity to implementing the selected intervention model and a budget (summary and justification) for each school. (For example, an LEA serving three schools will submit one Section I and three Section IIs to the SCDE.) In addition to the scoring rubric, a draft of the Request for Proposals is attached to this application.

Integrally involved in the SIG process is the Project 180 Council, comprised of 10 members. The members include the SIG Project Director, appropriate personnel from key SCDE offices (Offices of School Leadership, Data Management & Analysis, Standards and Support), and representatives from institutions of higher education, schools, districts, and the community. This council will serve as central oversight for SIG applicants and progress. The Council will discuss and review LEA applications; determine if interviews are necessary for determining capacity and final approval of the LEA's funding; and provide essential technical assistance as appropriate. The council will meet on a quarterly basis on location at the SIG schools to discuss the progress of the LEAs in meeting SIG goals and offer technical assistance guidance in implementing and maintaining effective progress.

In reviewing LEA applications for capacity and funding and conducting appropriate interview with LEAs, the Project 180 Council will conduct due diligence for all applications. This process, modified for South Carolina, is based on The Due Diligence Tool by Grantmakers for Effective Organizations (2004). The Project 180 Council will be able to track capacity issues such as:

- Ability to articulate successes and challenges
- Demonstration of recent program accomplishments
- Demonstration of engagement and collegial relationship between the LEA, the school board, and the individual schools
- Experience and training at the LEA to carry out proposed interventions OR a plan to build capacity at the LEA level
- Alignment of the intervention, implementation, and monitoring of project components.

Application Scoring Rubric

Section I: LEA Narrative (50 points)

A. Effectiveness of Current Initiatives (10 points)	____/10
<p>The extent to which the district</p> <ul style="list-style-type: none"> • identifies current improvement initiatives at district and school levels, including <ul style="list-style-type: none"> ○ how the need for each initiative was determined ○ how each initiative has been developed (including the role of stakeholders), selected, implemented, and evaluated ○ the cost effectiveness of each initiative ○ the results/outcomes of each initiative • ensures that any programming that will contradict or contravene intervention programming will be terminated. 	
B. Policies and Procedures at the District Level (15 points)	____/15
<p>The extent to which the district</p> <ul style="list-style-type: none"> • identifies current policies and procedures that advance implementation of the intervention and progress at the district and school levels AND that hinder implementation of the intervention and progress at the district and school levels • explains changes/flexibility in policy and procedures that will be necessary and forthcoming (including steps to be taken and when) to remove obstacles for the school to implement the intervention and programs successfully. • describes current hiring, recruitment, evaluation, and retention efforts for personnel at the school level (and district level, if relevant), including turnover rates and factors affecting turnover; staffing of leadership and critical-needs teachers; measures to ensure transition of novice teachers, and any changes in personnel or job descriptions at the district or school level that may be necessary to ensure effective implementation • explains the district’s processes and procedures for due diligence to identify and procure providers/consultants, including: <ul style="list-style-type: none"> ○ the scope of work to be performed by the third party ○ the mandatory qualifications of the third party ○ the criteria and process, including who is involved, for judging external bids ○ request for references for third party providers ○ the contract or template for the contract ○ assurances of partners being held accountable for results ○ resources available to advertise opportunity • ensures any processes and procedures that need to be amended to ensure smooth, prompt delivery of services for the school in implementing the intervention will be implemented. 	
C. Coordination and Alignment of Resources at the District Level (15 points)	____/15
<p>The extent to which the district</p> <ul style="list-style-type: none"> • explains how it will ensure effective use of resources, especially if it has more than one intervention model to implement • identifies the district resources (funds, personnel, infrastructure) necessary to support the effective implementation of the intervention and programs effectively and whether these resources currently exist at the school or district level or must be acquired • identifies how resources (both those identified previously and diverse funding streams) will be aligned to ensure effective implementation of the selected 	

<p>intervention(s) and progress toward goals and objectives</p> <ul style="list-style-type: none"> describes their established practice in identifying and involving stakeholders in district- and school-level decisions, including how stakeholders were involved in selecting and implementing the new intervention, and what and how information was shared with stakeholders. 	
D. Schools to be Served (10 points)	____/10
<p>The extent to which the district</p> <ul style="list-style-type: none"> identifies any eligible school that will NOT be served and explains the rationale for determining not to serve the school identifies all schools to be served and explains, for each school to be served, the district’s perspective on the school’s persistent low performance (and this differs from the school’s need statement) explains its involvement in the selection of the intervention model, core components, and programs provides annual goals for student achievement in ELA and mathematics describes how it will sustain progress, commitment to the intervention, and success at the school beyond the grant funding period describes how changes, progress, and turnaround at the school(s) to be served will be shared and will affect other schools in the district and the entire district provides a statement of agreement that the SCDE may provide direct services to the school(s). 	
Total Points	____/50
LEA Budget Justification and Summary (0 points)	
<ul style="list-style-type: none"> Provides details about and justifies the total funds requested for each school Itemizes and explains district-level expenditures to support each school to be served Explains in-kind or match district resources or other revenues to support the intervention model 	

Section II: School Narrative (one per school) (50 points)

(A) Statement of Need and Situation (15 points)	____/15
<p>The extent to which the applicant</p> <ol style="list-style-type: none"> Uses appropriate data to identify the problem(s) that the selected intervention will enable the school to resolve. (<i>Tier III schools must identify the impact on Tier I and Tier II schools and the programs selected to resolve those issues.</i>) Provides a clear explanation of the school’s data that demonstrates or indicates problems or issues to be addressed. Explains current programs and initiatives to address the problems or issues at the school level, including how programs and initiatives were identified; what programs and initiatives are working (and are not working); how effectiveness has been determined; and how cost-effectiveness has been determined. Explains policies and procedures that advance AND that hinder interventions and progress at the school level. Describes changes that are necessary and will be made to remove obstacles for successful implementation of the intervention and core components and to turn the school around. 	
(B) Core Components, Annual Goals, and Outcomes (20 points)	____/20
<p>The extent to which the applicant</p> <ol style="list-style-type: none"> Identifies the selected rigorous intervention, its specific components, and the particular researched-based programs within the intervention that the school will 	

<p>implement, explains how the intervention was selected and who was involved in the selection (<i>Tier III schools must explain this for the programs selected.</i>)</p> <ol style="list-style-type: none"> 2) Identifies the specific core components of the intervention and the research-base for each program within each component 3) Identifies any additional programs or elements to be included (e.g. modifying district practice and policies, evaluating external service providers, sustainability of reform after funding ends). 4) Provides exact measure(s) to be used to evaluate the effectiveness of each core component of the rigorous intervention. (<i>Tier III schools must explain the evaluation of effectiveness for the selected program.</i>) 5) Establishes realistic and ambitious annual goals for student achievement in mathematics and English language arts. 6) Establishes clear outcomes (short-term and intermediate) for each core component and program (outcomes include but are not limited to changes in knowledge, awareness, behaviors, practice, and student achievement). 7) Explains what results and outcomes are expected at the school and district levels beyond the funding period (such as changes in culture, climate, and infrastructure). 8) For each Tier III school the LEA commits to serve, identifies the services the school will receive and the activities the school will implement; describes the goals for the school set by the LEA (subject to approval by the SEA) to hold accountable its Tier III schools that receive school improvement funds; and explains how Tier III schools fit into the LEA’s overall turnaround plan and impacts student achievement at the Tier I or Tier II school it feeds into. 9) Provides an Implementation Plan for each core component and program. 10) Provides Mapping Worksheets for Needs/Initiatives, Policies and Practices and Core Components. 	
<p>(C) Resources and Management (15 points)</p>	
<p>The extent to which the applicant</p> <ol style="list-style-type: none"> 1) Identifies the resources (fiscal, staff, space, equipment, etc.) necessary for implementation of the intervention model, the core components, and specific program; whether these resources are currently in place or if grant funds are necessary to obtain the resources; and how existing and grant funds and resources will be aligned to ensure effective implementation of the selected intervention and progress toward goals and objectives. 2) Identifies resources that must be obtained from external (third-party) providers, including assistance from the SCDE, and how providers will be identified and selected. 3) Explains the management structure for the project, including lead personnel or teams, the qualifications of such personnel to lead the intervention team, and how the management structure will ensure accountability. 4) Explains how the school will include stakeholders in the intervention process (selection, implementation, monitoring, and evaluation of the intervention). 5) Describes the steps the schools will take to sustain reform, progress, and turnaround beyond the grant funding period. 	
<p style="text-align: right;">Points for Section II: School Narrative</p>	<p style="text-align: right;">____/50</p>
<p style="text-align: right;">Points for Section I: LEA narrative</p>	<p style="text-align: right;">____/50</p>
<p style="text-align: right;">Total Points</p>	<p style="text-align: right;">____/100</p>
<p>Budget Narrative (0 points; applicants must submit a budget summary and budget narrative that is approved before funds will be released)</p>	

<ol style="list-style-type: none"> 1) Provides detailed expenditures to accomplish the stated objectives and appropriate for the proposed activities. 2) Provides costs that are reasonable and appropriate given the nature and scope of the project and core components (using federal cost principles, state procurement requirements, market value, and actual cost estimates). 3) Costs per student are reasonable. 	
Council/Reviewer Comments:	

To ensure that LEAs/districts understand the commitment and capacity required to participate in Project 180, the SCDE will conduct technical assistance sessions for all potential applicants after releasing the Request for Proposals (RFP) and prior to the application submission deadline. These sessions will be delivered in multiple formats (in person and through Elluminate) and will be recorded so that LEAs and schools will have 24/7 access for review. The sessions will focus on the needs assessment process, implementation capacity, demonstrable commitment, budget preparation, and identification of research-proven programs and best practices. In addition, prior to the deadline for application submission, the SCDE will conduct technical assistance sessions focused on the grant application itself and writing narratives and budgets. This session will involve the SIG Program Director, Courtney Foster, and the SCDE’s Grants Program Manager, Gail Widner.

Part 1

(1) *Needs Analysis:* Section I and II of a submitted application demonstrate both the LEA’s and each school’s ability to conduct a needs assessment and examine school data to determine needs. In Section I of the application, the LEA must explain and assess its current improvement initiatives, existing policies and procedures, necessary resources, and the school’s persistent low performance. In Section II, each school to be served must provide a *statement of need* that documents the school’s ability to understand/collect/analyze appropriate data and to use data to both determine the need and initially identify appropriate intervention models and needed programming. Each school to be served must also identify policies and practices that will affect the success of the intervention, resources necessary for successful intervention, and the role of stakeholders in the needs assessment process.

LEAs must use data to identify the problems that the school will try and solve. Schools will provide evidence of the need to select one of the rigorous interventions as outlined in the SIG application. Based on their data and identified needs, schools will choose one of four rigorous interventions: (a) turnaround model; (b) restart model; (c) school closure; or (d) transformation model.

(2) *Capacity to Provide Resources:* Section I of the application requires an LEA to document its capacity to use SIG funds to provide adequate resources and support to implement the selected intervention. In addition, the LEA must identify resources (internal and external) that will be required to implement the intervention model and core components effectively and successfully, including existing policies and practices that will either advance or impede the implementation. Section II of the application requires each school to be served to identify the resources it will need to implement the intervention and the origin of those resources. These two

elements will enable the SCDE to determine whether appropriate communication and commitment is occurring between the school and the LEA.

In assessing capacity, the SCDE and Project 180 Council will examine the district's and school's ability to identify and explain successes and accomplishments; identify, explain, and implement plans to redress challenges and obstacles; assess the current relationship between/among the LEA, its schools, its School Improvement Council, the school board, and the SCDE; identify appropriate and needed programs; explain necessary steps to implement a plan (project management); and experience and training at the LEA level to implement and support district-level and school-level improvement plans and intervention models.

Both the school and the LEA/district will show capacity by detailing the resources that will support implementing the rigorous intervention. For school choosing the transformation model (or those in the turnaround model, as appropriate), the school must select comprehensive research-proven programs that meet criteria. An example of such criteria can be found on the Best Evidence Encyclopedia, <http://www.bestevidence.org>. Reviews selected for inclusion in the Best Evidence Encyclopedia are meta-analyses or other quantitative syntheses that apply consistent, scientific standards to bodies of evidence that both meet high standards of methodological quality and evaluate realistic implementations of programs currently available to educators. Specifically, to be included in the Best Evidence Encyclopedia, reviews must:

1. Consider all studies in their area, and carry out an exhaustive search for all studies that meet well-justified standards of methodological quality and relevance to the issue being reviewed.
2. Present quantitative summaries of evidence on the effectiveness of programs or practices used with children in grades K-12, focusing on achievement outcomes.
3. Focus on studies comparing programs to control groups, with random assignment to conditions or matching on pretests or other variables that indicate that experimental and control groups were equivalent before the treatments began.
4. Summarize program outcomes in terms of effect sizes (experimental-control differences divided by the standard deviation) as well as statistical significance.
5. Focus on studies that took place over periods of at least 12 weeks, to avoid brief, artificial laboratory studies.
6. Focus on studies that used measures that assessed the content studied by control as well as experimental students, to avoid studies that used measures inherent to the experimental treatment.

(3) *Budgetary Sufficiency*: The LEA must submit a district-level budget summary and justification (aligned with core components) and a school-level budget summary and justification (aligned with core components) for each school to be served so that the SCDE can assess the LEA's funding allocations and ability to implement the selected model successfully at each school. In addition, the narrative includes identification and explanation of existing and to-be-acquired resources. The budget must contain detailed expenditures to accomplish stated outcomes that are appropriate for the proposed activities. In addition, the budget must include costs that are reasonable and appropriate given the nature and scope of the project. The SCDE and Project 180 Council will use SIG program guidelines, best practices, state regulations, and the federal cost principles for state and local governments (2 CFR Part 225) to determine

allowability, reasonableness, and allocability of line items. The SCDE reserves the right to negotiate line items with the LEA for the LEA and for each school.

Part 2

(1) *Design and Implement Interventions*: The SCDE will focus on Section I of the application in its entirety and the *Core Components* of Section II to evaluate the LEA's and the school's commitment to the requirements in the SIG application. Each applicant will participate in technical assistance sessions designed to assist them in understanding requirements and in preparing their application. The application must identify the selected intervention; explain its appropriateness for the school; explain the core components of the intervention; explain the research base for selected programs; and provide annual goals, outcomes, performance measures, and an implementation plan. The LEA must explain the purpose of each core component of the research-proven program. The LEA must provide a detailed explanation of the resources and support that both the LEA and each school will provide or acquire to carry out the intervention and the role those stakeholders will play. In addition, the LEA in Section I and each school in Section II must provide information on changes to policies and practices needed to succeed and sustain (e.g. turnaround staff positions, policy modifications, procurement modifications) implementation of the rigorous intervention.

(2) *Recruit, Screen, and Select External Providers*: Both Section I and Section II of the application require the LEA and the school to explain how external providers are recruited, screened, and selected. This explanation must include how providers are sought (advertisements), how the scope of work for projects is determined, what qualifications among providers are required, and procedures to evaluate bids. The Project 180 Council and the SCDE will assess if these processes are uniform, are part of existing policy and procedures, and adhere to transparency and accountability standards. In addition, the applicant must identify services that will need to be provided by the SCDE or other third-party providers. The technical assistance sessions provided by the SCDE on research-proven programs and on transparency in procurement processes will help build capacity at the LEA and school levels in identifying and securing high-quality external providers. In the event that recruiting, screening, and selecting external providers proves to be a common obstacle or challenge to the LEAs and schools, the SIG Project Director will work with the State's Materials Management Office and staff within the SCDE to develop a raw template for policies, procedures, and RFB structures that each LEA could adapt and use.

(3) *Alignment of Additional Resources*: The application requires the applicant to identify other resources (funding streams, programs, model schools) that will be aligned to support the implementation of the intervention and core components. Coordinating resources to avoid duplication or contradiction and to ensure all efforts are aimed toward the same goal is essential to school reform. Also, policies and procedures need to be examined for their effect on the intervention. The SEA will determine the extent to which the LEA/district:

- explains how it will ensure effective use of resources, especially if it has more than one intervention model to implement

- identifies the district resources (funds, personnel, infrastructure) necessary to support the effective implementation of the intervention and programs effectively and whether these resources currently exist at the school or district level or must be acquired
- identifies how resources (both those identified previously and diverse funding streams) will be aligned to ensure effective implementation of the selected intervention(s) and progress toward goals and objectives
- describes their established practice in identifying and involving stakeholders in district- and school-level decisions, including how stakeholders were involved in selecting and implementing the new intervention, and what and how information was shared with stakeholders.

(4) Modify Practices or Policies: In Section I of the application, the district must first detail its existing policies and practices that will a) promote AND b) hinder the implementation of the intervention model. Second, the applicant must explain how it will change or modify those practices and policies that will hinder implementation success. These practices and policies may include personnel, finance, school schedule, etc. Similar information from the school is requested in the resources and management section of Section II. The SEA will determine the extent to which the district:

- identifies current policies and procedures that advance implementation of the intervention and progress at the district and school levels AND that hinder implementation of the intervention and progress at the district and school levels
- explains changes/flexibility in policy and procedures that will be necessary and forthcoming (including steps to be taken and when) to remove obstacles for the school to implement the intervention and programs successfully.
- describes current hiring, recruitment, evaluation, and retention efforts for personnel at the school level (and district level, if relevant), including turnover rates and factors affecting turnover; staffing of leadership and critical-needs teachers; measures to ensure transition of novice teachers, and any changes in personnel or job descriptions at the district or school level that may be necessary to ensure effective implementation.

C. Evaluating LEA Claims of Lack of Capacity

South Carolina will provide technical assistance to all eligible schools prior to the application submissions to address the capacity required for an LEA and school to implement a SIG subgrant project. Although we do not anticipate that schools in South Carolina will explicitly make this claim, in the event that an LEA states that it lacks capacity to implement an intervention model (or if the application reveals a lack of capacity for implementation), the Project 180 Council will convene to review the entire application and all submitted documentation based on the given scoring rubric.

In determining an LEA's/district's capacity to implement the intervention model, the Council will examine the quality of the application according to the rubric, particularly

1. The district's understanding of the school's need, based on data and research;

2. The district's existing policies and procedures, and the district's awareness of any policies and procedures that may impede success;
3. The district's focus on and use of research-proven practices;
4. The district's communication history with stakeholders and the role stakeholders have assumed in reform;
5. The district's history and process for identifying and selecting external providers;
6. The district's fiscal policies (and allocation formulas for schools and flexibility to schools); and
7. The strength of leadership at the district and the school.

Once this assessment of capacity takes place, the Project 180 Council will calculate a score for the application regarding the LEA's capacity. A score of 45 or greater, out of 50 total points for Part 1, will be deemed as sufficient regarding capacity to implement the interventions. For any score below 45 on Part 1, the SIG Project Director will request that school board members, district personnel, and school personnel meet with her and the Project 180 Council to discuss this assessment and the district's rationale for its claim. Possible outcomes of this discussion are:

1. The LEA must amend its plan, including the implementation plan and budget, to be able to meet the requirements of the chosen intervention; OR
2. The LEA must choose another of the three remaining interventions that is more feasible and likely based on the LEA's true capacity for implementation; OR
3. The LEA must agree to contract with an external provider to implement and manage the intervention (either in part or in entirety) or hire appropriate and qualified district staff to manage grant activities; OR
4. The LEA must not participate in SIG funding.

D. Descriptive Information

(1) Process and Timeline for Approving LEA applications

Upon notification of SIG approval from the US Department of Education, the SCDE, with the input of the Committee of Practitioners and the Project 180 Council, will finish and issue the RFP. An amended draft of the RFP will be posted on our web site by February 19, 2010.

Upon approval of the application by the USDE, the SCDE will hold a mandatory face-to-face technical assistance session with potential applicants. During the application submission interval, the SCDE will hold at least three Elluminate web-based sessions targeted to specific information regarding the LEA/district submission.

To ensure that districts understand the commitment and capacity required to participate in Project 180, the SCDE will conduct technical assistance sessions for all potential applicants after releasing the RFP and prior to the application submission deadline. Sessions are scheduled for March 4, April 9, April 15, and April 23, with other sessions to be scheduled as needed. Sessions will be delivered in multiple formats: in person and through Elluminate. The sessions

will be recorded so that LEAs and schools will have 24/7 access for review. The sessions will focus on the needs assessment process, implementation capacity, demonstrable commitment, budgeting, and identifying research-proven programs and best practices.

Applications will be due May 14, 2010.

After receipt of applications, the SCDE will adhere to established grant policies and procedures. The SIG Project Director, Courtney Foster, will vet the applications for completeness before forwarding them for review. Incomplete applications will be returned to the applicant for completion by an established deadline. Failure to respond by the deadline will disqualify the application from funding consideration.

The Project Director, staff from the SCDE's Office of Federal and State Accountability, and the Project 180 Council (representatives from institutions of higher education, districts, schools, researchers, third-party providers, and stakeholders) will use the scoring rubric to review each application. The SCDE may request clarification and additional information before approving any application or awarding funds. Failure to respond to any request for information by the stated deadline will disqualify the application. This review process will be completed by June 1, 2010.

After all applications have been reviewed, the review panel and Project 180 Council will notify any applicants they deem at risk or feel lack the capacity to implement the interventions, to invite them to present their plan directly to the panel and council. After these presentations, funding amounts will be determined and awards made. Notification of awards will be completed by July 1, 2010, with funds immediately available.

During the three-year grant award period, schools will submit quarterly program updates. The Project 180 Council will review LEA summaries at the quarterly meetings and offer guidance as appropriate. At the end of each year, each LEA will submit a report that includes district-level activities and progress in implementation, as well as each school's activities and progress in implementation. In addition, the SCDE, through SERVE, will continue to monitor LEA performance and offer guidance to the Project 180 Council throughout the entire grant period. It is important to note that while the grant award may be renewable for up to three years, continuation of funding will be determined by progress, capacity, fiscal responsibility, and compliance with reporting requirements.

(2) Process for Reviewing LEA's Annual Goals for Student Achievement for Tier I and Tier II schools and grant renewal conditions

The Project Director, the Project 180 Council, and SERVE staff will examine the quarterly and year-end reports from each LEA. The Project Director and Council members will meet with each LEA to review the data and determine the level of progress attained regarding annual goals for student achievement. Each LEA's submitted implementation plan (with annual benchmarks and outcomes) will be used for reviewing the reports and monitoring progress and achievement outcomes. The Council will convene throughout the year to discuss LEA progress

toward meeting the goals of the SIG plan and to recommend strategies/changes that may be necessary to meet projected goals.

The SERVE Center at UNC-Greensboro will continue to serve as the third-party evaluator for Project 180. The SERVE Center will inform the SCDE of each LEA’s interim and annual progress. In addition, SERVE staff will report on fidelity of implementation of the intervention models. We will use the SERVE evaluation plan, as well as LEA reports for determining if LEAs are meeting annual goals.

The decision to continue or renew a SIG subgrant will be determined by the local conditions for improvement and each school’s progress toward goals and benchmarks established in their proposal. For each school, evidence may include data such as PASS, interim assessment (MAP), formative assessment, behavior referrals, attendance, etc. Schools will not be compared to each other because each school will begin the process at different levels of proficiency and realistic expectations must be taken into account. If problems with implementation or progress are noted during site visits or in required reporting, the Project Director, along with the Project 180 Council, will meet with each LEA to discuss the problems and determine a course of action. This will include making the following determinations and taking the subsequent actions:

Category 1	Category 2	Category 3
School is on target with the implementation of their intervention and met (or is on track to meet) the annual goals set for Year 1.	The school is having some difficulty in the implementation of their intervention and did not meet (or is not on track to meet) the annual goals set for Year 1.	The school did not implement the intervention as designed and did not meet (or will not meet) the annual goals set for Year 1.

Category 1:

With guidance and monitoring from the Council, the LEA will continue to guide the school in implementation of the intervention and progress of their annual goals.

Category 2:

The LEA must amend its school plan, including implementation plan and budget in order to be able to meet the requirements of the chosen intervention OR must choose another of the three remaining interventions;

AND

The LEA must work with the Council in planning and capacity-building exercises. The Council will either provide direct technical assistance or contract with providers to provide technical assistance to the LEA.

Category 3:

With guidance from the Council, the LEA must choose another of the three remaining interventions that is more feasible for achievement based on the LEA’s capacity for implementation.

For Year 2, the Council, with guidance from SERVE, will evaluate the implementation and achievement for each school. All schools judged to be in Category 1 will continue in the SIG project. **Any school that is judged to be in Category 2 or 3 will lose SIG funding.**

(3) Process for reviewing LEA's goals for Tier III Schools (approved by the SCDE) and how we will determine renewal SIG if Tier III schools are not meeting goals

As with Tier I and Tier II schools, the same process for reviewing goals will be followed for Tier III schools. The decision to continue or renew a SIG subgrant will be determined by judging the local conditions and each school's goals and benchmarks established in their proposal. The following outcomes are possible for Tier III schools at the end of Year 1:

Category 1:

With guidance and monitoring from the Council, the LEA will continue to guide the school in implementation of the intervention and progress toward their annual goals.

Category 2:

The LEA must amend its school plan including the implementation plan and budget in order to be able to meet the requirements of the proposed plan.

Category 3:

The LEA will lose Year 2 and Year 3 funding for the Tier III school.

(4) Monitoring of Subgrantees

The SCDE, with assistance from the Project 180 Council, will conduct regular programmatic and fiscal monitoring of all SIG subgrantees. Monitoring activities will include, but are not limited to, site visits, required reporting, mandatory technical assistance sessions, and via an active shared-practices network that will be created among the subgrantees. Staff will conduct onsite visits at least twice a year (during the first half of the year and during the second half of the year). Each LEA will also be monitored at least twice a year via conference call or Elluminate. LEAs will submit quarterly and year-end reports. These reports will be reviewed by the Project 180 Council and SERVE.

If problems with implementation or progress are noted during the visits or in required reporting, the Project Director along with the Project 180 Council will meet with each LEA to discuss the problems and determine a course of action. This will include one of the following:

1. Assisting the LEA to amend its plan including implementation plan and budget in order to be able to meet the requirements of the chosen intervention; AND
2. The LEA must work with the Council to spend the first year (or at least part of the first year) in planning and capacity-building exercises. The Council will either provide direct

technical assistance or contract with providers to provide technical assistance to the LEA;
OR

If the LEA continues to have problems in implementing the chosen intervention or the LEA does not make progress toward its goals, the LEA will agree to one of the following options:

1. With guidance from the Project 180 Council, the LEA must choose another of the three remaining interventions that is more feasible for achievement, based on the LEA's true capacity for implementation; OR
2. The LEA will lose SIG funding.

Quarterly and year-end reports must:

- Demonstrate that the selected intervention model has been implemented with fidelity. LEAs may include documentation and data from walk-throughs, observations, or implementation plan review.
- Describe any barriers to implementing the selected intervention model with fidelity (if applicable) and how the LEA has implemented a plan of correction. LEAs may have documentation on policy changes needed, external service provider evaluations, and professional development needs and implementation.
- Provide a thought-out explanation, based on data, of why a selected intervention model has not enabled the school to meet its annual goals for student achievement or to make progress on the leading indicators. LEAs must use all available data sources (PASS, MAP, classroom assessment) to justify this response.

The external evaluation, conducted by SERVE, is intended to provide key district and school staff within the partnership with useful information for formative project improvement, and to be used as a summative account of the project activities. Information below explains the plan to execute the evaluation, including key evaluation personnel, qualifications of the SERVE Center, data collection methods, timelines, and deliverables.

The evaluation is based on (a) project records, (b) interviews with key program personnel, (c) school case studies, and (d) student and teacher level data. Project goals will guide the external evaluation with a focus on identifying specific constraints to meeting benchmarks and answering evaluation questions.

The SERVE Center developed a number of tentative evaluation questions based on performance objectives. These questions are grouped into two main categories: Project Implementation/Process and Project Outcomes. The questions are listed below along with data sources for answering the question and a timeline for data collection. SERVE is prepared to adjust the questions and timelines to best fit the needs of the program, within the scope of the proposed project.

Evaluation Questions with Data Sources

Primary Evaluation Questions	Evaluation Data Sources	Timeline
-------------------------------------	--------------------------------	-----------------

Primary Evaluation Questions	Evaluation Data Sources	Timeline
Project Implementation and Process		
What criteria did the SEA use to evaluate the overall quality of LEA applications and capacity?	a) Interviews with SEA personnel	Year 1
What processes did LEAs use to assign tier status to their schools?	a) Interviews with LEA personnel	Year 1
Which of the four school intervention models were implemented by LEAs? How did this align with schools' tier status?	a) Interviews with LEA personnel b) Project records	Year 1
To what extent have chosen school intervention models been implemented as planned?	a) Interviews with SEA and LEA personnel b) Project records c) School case studies	Annually
What factors appear to facilitate or hinder school intervention models?	a) Interviews with SEA and LEA personnel b) Project records c) School case studies	Annually
To what extent have SEA and LEA support structures been put in place to assist schools with implementation and monitoring?	a) Interviews with SEA and LEA personnel b) Project records c) School case studies	Annually
Project Outcomes		
Compared to similar schools that did not implement one of the four school intervention models, to what extent has student achievement been impacted by school intervention models?	a) State-wide matched student-teacher data	Annually, as data becomes available
Comparing the four intervention models, which are more strongly related to improved student achievement?	a) State-wide matched student-teacher data	Annually, as data becomes available
What are the unintended impacts of the project, if any?	a) All data sources	Annually

Data Collection Instruments

Interviews with Key Personnel. As indicated in the above table, a key source of data from this project will be derived from interviews with key personnel to determine implementation progress and to receive perspective on the overall success of the program. A semi-structured interview protocol will be developed and used for the interviews. Key personnel include SCDE staff, LEA staff, and school staff involved in grant and intervention implementation.

Project Records. Grant and school intervention documentation will be another source of data for this project. Project records will be collected annually. This will provide another source of information concerning grant program and school intervention implementation progress.

School Case Studies. Project records, interviews, and achievement data will be used to identify effective and ineffective examples of intervention implementation for each of the four intervention models. A sample of these schools, stratified by intervention model and level of effectiveness, will be chosen to participate in a case-study. The purpose of the case study is to provide more detailed information concerning implementation and hindering and supporting factors. A variety of methods will be used to conduct the case studies including student and teacher focus groups, classroom observations, and interviews with key personnel.

Student Achievement—Student- and Teacher-Level Data. Our outcome measures for student achievement include the exams given annually as part of South Carolina’s standardized testing program. Because we will be using matched student- and teacher-level data, we intend to analyze all data using hierarchical linear modeling. This type of analysis is appropriate in situations where the data are nested within groups and random effects are included in the models. Hierarchical linear models are often used in studies of educational data, specifically student outcomes, when the structure of the data involves students, classrooms, and schools. For this analysis, we assume a three-level model where students are nested with teachers or classes, which are then nested in schools. To identify similar schools in the state that have not implemented one of the four intervention models, propensity score matching methods will be employed.

Reporting

The evaluation activities will culminate annually into a formative evaluation report with a final report delivered in the last year. The table below shows our tentative dates for delivery of reports. The contents of the reports are contingent on the availability of program data.

Table of Deliverables

Deliverable	Deliverable Date
Annual Formative Reports Formative reports to include: Answers to process and implementation evaluation questions	Year 1 (delivered 60 days after the end of year 1 of the grant) Year 2 (delivered 60 days after the end of year 2 of the grant)
Final (Summative) Evaluation Report in Year 3 Summative report to include: a) Answers to process and implementation evaluation questions b) Answers to outcome evaluation questions c) Overall assessment of success of grant program	Year 3 (delivered 90 days after the close of the project)

(5) Serving Eligible Schools

Because the SCDE has funds available to serve all eligible Tier I and Tier II schools, priority will not be needed to receive funds. However, funding levels will vary, depending on need, intervention model, and presentation (if applicable). Each LEA will submit a commitment to apply for funding by March 26, 2010. If an eligible LEA will not apply, funding may be adjusted accordingly among schools that do apply.

(1) Priority Among Tier III Schools

The following priorities apply to funding for Tier III schools:

1. Only those schools that meet the definition of a Tier III school will be considered for funding AND;
2. A Tier III school must demonstrate that the rigor of its plan will have a direct impact on student achievement at the Tier I and Tier II school it feeds into.

No Tier III school will be given funding consideration until funding determinations are made for all LEAs that have applied for their Tier I and Tier II schools.

(7) Anticipated Takeover of Schools

At this time, the SCDE does not anticipate taking over any schools, regardless of their status as Tier I or Tier II schools.

(8) Direct Services by SCDE to Schools or Districts

The SCDE will house a turnaround team in the Office of Federal and State Accountability with a Project Director, Project Coordinator, and Program Assistant. The project Director will report directly to the Title I coordinator. This office will lead all state efforts with these funds and monitor LEA progress. In addition, applications provide an opportunity for the LEA/district and the school to request direct services from the SCDE and to indicate areas where services will need to be procured or acquired. Also, the SCDE will conduct required technical assistance sessions on a number of topics for SIG participants during the funding period. Some of these sessions will feature contracted expert providers. Topics will include data assessment and analysis, using data to shape decisions, the instructional cycle (standards, curriculum, instruction, assessment, and refinement), curriculum review and selection, leadership, and building stakeholder/community support and investment. The Project 180 Council will also be available to consultation for districts and schools.

Beyond the required participation in training and technical assistance, the LEA's capacity (evinced in its application and presentation) will determine additional levels of direct assistance. The SCDE will use the Project 180 Council to intervene with any Tier I and Tier II schools and districts with limited or unsatisfactory capacity (see discussion under Section C above). Additional guidance will be offered to these schools to enable them to building capacity to implement and sustain a rigorous intervention. The advisory panel will base a research-proven program in each school as designated by their data. The Terms and Conditions and Assurances signed by appropriate LEA and school staff will provide permission and access to the LEA and school for the SCDE to provide those services.

E. Assurances

By submitting this application, the SCDE assures that it will do the following:

- ☑ Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- ☑ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- ☑ Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- ☑ Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- ☑ Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- ☑ Monitor each LEA's implementation of the interventions supported with school improvement funds.
- ☑ To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- ☑ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- ☑ Report the specific school-level data required in section III of the final requirements.

F. SEA Reservation

The SCDE will reserve 5% of the SIG award (\$2,540,556) to administer and evaluate Project 180 and to provide technical assistance to schools and districts. Funds will be used to retain the Project Director, Courtney Foster, and to hire two staff members, a Project Coordinator and a Program Assistant. The Project Director will report directly to the State Coordinator for Title 1 programs, currently Steve Abbott. Funds will also support the Project 180 Council meetings, expenditures related to monitoring, and support for the Project Director to participate in national dialogues pertaining to school turnaround.

In addition, the SERVE Center of UNC-Greensboro will be contracted as the third-party evaluator for the SIG Project (Project 180).

Funds will also be used for technical assistance sessions for LEAs and schools, including materials and travel for grant reviews and on-site visits with the Project 180 Council, and any third-party providers as appropriate. Funds will also be allocated to provide yearly technical

assistance institutes each summer for LEAs that will include topics such as implementation, planning and leadership, progress monitoring and program evaluation, and instructional strategies and formative assessment. Each summer session will include opportunities for LEAs to network and share ideas and strategies. The first session is scheduled for July 12-13, 2010.

G. Consultation with Stakeholders

- The SEA has consulted with its Committee of Practitioners (COP) regarding the information set forth in its application. An Elluminate session, held on February 3, 2010, provided the COP with information regarding the SIG requirements. Subsequently, the COP members were emailed a draft of the SEA application and RFP for comment prior to final submission.
- The SEA has consulted with other relevant stakeholders, including SERVE and potential members of the Project 180 Council.

H. Waivers

The South Carolina Department of Education (SCDE) requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

H. Waivers

The South Carolina Department of Education (SCDE) requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

PART II. LEA REQUIREMENTS
DRAFT



South Carolina
Department of Education

Together, we can.

**School Improvement Grant
Competitive Subgrant**

**Request for Proposals (RFP)
Application Package**

Deadline for Receipt of Applications:
5:00 p.m., Friday, May 14, 2010

Jim Rex
State Superintendent of Education

Contact Information:

Courtney J. Foster, Project Director
Office of Federal and State Accountability
Division of Accountability
South Carolina Department of Education
1429 Senate Street, Suite 701A
Columbia, SC 29201
803.734.2721 or cjfoster@ed.sc.gov

TABLE OF CONTENTS

PART I: GENERAL INFORMATION.....	2
A. INTRODUCTION/BACKGROUND	2
B. DEFINITION OF TERMS USED	3
C. ELIGIBLE APPLICANTS	8
D. ESTIMATED AVAILABLE FUNDS	9
E. ESTIMATED NUMBER, RANGE, AND AVERAGE SIZE OF AWARDS.....	9
F. GRANT FUNDING PERIOD	9
G. STATUTORY AND PROGRAM REQUIREMENTS	9
H. AUTHORIZED ACTIVITIES.....	10
I. UNAUTHORIZED ACTIVITIES	10
J. SUPPLEMENT, NOT SUPPLANT	10
K. REQUIRED REPORTING	11
L. REVIEW AND SELECTION PROCESS	11
M. MANDATORY TECHNICAL ASSISTANCE SESSION FOR APPLICANTS.....	11
N. DEADLINE AND SUBMISSION PROCEDURES.....	12
PART II: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS.....	14
A. APPLICATION OVERVIEW	14
B. APPLICATION FORMAT	14
C. SELECTION CRITERIA.....	15
D. APPLICATION NARRATIVE CONTENT	15
Section I: LEA Narrative	15
Section II: School Narrative	17
E. BUDGET.....	19
F. REQUIRED FORMS AND ATTACHMENTS	20
G. REVIEWER’S SCORING RUBRIC	20
APPLICATION COVER PAGE	25
SCHOOLS TO BE SERVED	26
ASSURANCES.....	27
PROGRAM-SPECIFIC ASSURANCES	28
TERMS AND CONDITIONS.....	29
INSTRUCTIONS FOR GEPA STATEMENT.....	31
WAIVER REQUEST	32
IMPLEMENTATION PLAN	33
MAPPING WORKSHEET: CURRENT NEEDS AND INITIATIVES	34
MAPPING WORKSHEET: POLICIES AND PROCEDURES.....	35
CONCEPTUAL FRAMEWORK: CORE COMPONENTS.....	36
COMBINED TOTAL BUDGET SUMMARY FORM (LEA AND ALL SCHOOLS TO BE SERVED).....	37
LEA-LEVEL EXPENDITURES (DISTRICT) BUDGET SUMMARY	38
LEA (DISTRICT) BUDGET SUMMARY FOR SCHOOLS TO BE SERVED	39
SCHOOL-LEVEL BUDGET SUMMARY FORM	40

PART I: GENERAL INFORMATION

A. Introduction/Background

Authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), the US Department of Education awards School Improvement Grants (SIG) for state education agencies to subgrant to local education agencies (LEAs or school districts) in order to improve struggling schools. The Office of Federal and State Accountability, housed within the Division of Accountability of the South Carolina Department of Education (SCDE) is responsible for administering South Carolina's SIG program funds. The SCDE will monitor the use of these funds, oversee the quality of activities implemented by the targeted schools, and provide technical assistance to subgrantees in implementing grant activities.

The purpose of SIG is to target schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status.

According to the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010, <http://www2.ed.gov/legislation/FedRegister/finrule/2010-1/012110a.pdf>, SIG funds are to be focused on each State's "Tier I" and "Tier II" schools, with an additional "Tier III" defined by the SEA. These categories of schools are defined in the following:

Tier I

- Using the three-year average, the lowest 5% of Title I schools in Improvement were identified.
- Title I high schools that do not have a graduation rate of at least 60% for a three-year period were identified.

Tier II

- Using the three-year average, the lowest 5% of non-Title I secondary schools (junior high and high schools) eligible to receive but not receiving Title I funds were identified.
- Non-Title I High schools (that are eligible for Title I) that do not have a graduation rate of at least 60% for a three-year period were identified.
- Title I secondary schools that were not included in Tier I but have a proficiency rate within the range of Tier II were identified.
- Inclusion of schools using the newly eligible criteria waiver.

Tier III

- Any LEA/district with a Tier I or Tier II school may identify a Tier III school as a Title I school that is in improvement, corrective action, or restructuring;

that is not a Tier I school; and that serves as a feeder to a Tier I or Tier II school in that district. LEAs/districts will identify Tier III schools in their applications.

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

An LEA may also use SIG in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools in Tier I. These schools are known as Tier III schools. Tier III schools do not have to implement one of the four rigorous interventions. However, to receive funding as a Tier III school, the following priorities are given:

1. Only those schools that meet the definition of a Tier III school will be considered for funding AND;
2. The Tier III school must show that the rigor of its plan will have a direct impact on student achievement at the Tier I and Tier II school it feeds into.

Keep in mind that no Tier III school will be given consideration until funding determinations are made for all LEAs applying to serve Tier I and Tier II schools in the state.

Administration—For the purpose of this RFP, funding is provided through federal regulations for Title I, Section 1003(g), of the School Improvement Fund of the Elementary and Secondary Education Act (ESEA). Funds are used for the purpose of strengthening the capacity of LEAs to carry out their rigorous interventions. The USED requires that 95% of the total funding allocation to the state be provided to districts and schools; the SCDE is permitted to retain 5% for support and administration of the grant program.

B. Definition of Terms Used

Greatest need: An LEA with the greatest need for a School Improvement Grant must have one or more schools in one of the identified Tiers.

Restart model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school. The LEA may apply to ‘start over’ in the improvement process with this intervention.

Rigorous Interventions: Schools must choose one of four rigorous interventions, which are: turnaround model, restart model, school closure, or transformation model.

School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Strongest Commitment: An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of four rigorous interventions in each Tier I and Tier II school that the LEA commits to serve.

Tier I school: A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of “persistently lowest-achieving schools.”

- Using the three-year average, the lowest 5% of Title I schools in Improvement were identified.
- Title I high schools that do not have a graduation rate of at least 60% for a three-year period were identified.

Tier II school: A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of “persistently lowest-achieving schools.”

- Using the three-year average, the lowest 5% of non-Title I secondary schools (junior high and high schools) eligible to receive but not receiving Title I funds were identified.
- Non-Title I High schools (that are eligible for Title I) that do not have a graduation rate of at least 60% for a three-year period were identified.
- Title I secondary schools that were not included in Tier I, but have a proficiency rate that falls within the range of those identified as Tier II were identified.
- Inclusion of schools using the newly eligible criteria waiver

Tier III school: A Tier III school is a Title I school that is identified as in improvement, corrective action, or restructuring and is not a Tier I school. These schools may receive consideration if they are schools that feed into Tier I or Tier II schools and their plans have a direct impact on student achievement at the Tier I and Tier II school.

Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

- (1) *Developing and increasing teacher and school leader effectiveness*

- (i) Required activities. The LEA must--
 - (A) Replace the principal who led the school within the last two years prior to commencement of the transformation model;
 - (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
 - 1. Take into account data on student growth (as defined in the notice) as a significant factor as well as other factors such as a multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - 2. Are designed and developed with teacher and principal involvement;
 - (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
- (ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
 - (A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - (B) Instituting a system for measuring changes in instructional practices resulting from professional development; or
 - (C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) *Comprehensive instructional reform strategies*

- (i) Required activities. The LEA must--
 - (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and

differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as—

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a school-wide “response-to-intervention” model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

1. Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
2. Improving student transition from middle to high school through summer transition programs or freshman academies;
3. Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
4. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) *Increasing learning time and creating community-oriented schools*

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs;

- (B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- (C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- (D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) *Providing operational flexibility and sustained support*

(i) Required activities. The LEA must—

- (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
- (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

- (A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- (B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Turnaround Model: A turnaround model is one in which an LEA must--

- (1) Replace the principal and rehire no more than 50% of staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to improve student achievement outcomes and increase high school graduation rates substantially;
- (2) Use locally-adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
- (3) Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- (4) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief

- Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- (6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (8) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
- (9) Provide appropriate social-emotional and community-oriented services and supports for students.

A turnaround model may also implement other strategies such as--

- (1) Any of the required and permissible activities under the transformation model; or
- (2) A new school model (e.g., themed, dual language academy).

C. Eligible Applicants

The chart below provides the list of LEAs with eligible Tier I and Tier II schools are eligible to apply for the 2010-2011 cycle of subgrants under the SIG program. LEAs may also include Tier III schools in their application that meet the criteria set forth in this RFP.

Schools and Districts Eligible for SIG Funds

LEA Name	School Name	Tier I	Tier II	Grad Rate	Waiver
Aiken	Aiken Performing Arts Academy	X		X	
Allendale	Allendale-Fairfax Middle	X			
Allendale	Fairfax Elementary	X			
Bamberg 2	Denmark-Olar Middle	X			
Bamberg 2	Denmark-Olar High		X		
Charleston	Burke High School		X		X
Charleston	Greg Mathis Charter High	X			
Charleston	Morningside Middle	X			
Charleston	N. Charleston High	X		X	
Charleston	RB Stall High	X		X	
Charleston	St. Johns High School		X		X
Charleston	Susan G. Boykin Academy	X			
Clarendon 2	Manning Junior High		X		
Darlington	Darlington High		X		
Dillon 2	JV Martin Junior High		X		X
Florence 4	Johnson Middle	X			
Greenville	Carolina High School and Academy		X		
Hampton 2	Estill High		X		

LEA Name	School Name	Tier I	Tier II	Grad Rate	Waiver
Hampton 2	Estill Middle	X			
Jasper	Hardeeville Middle/High		X		
Jasper	Ridgeland Middle	X			
Lee	Mary L. Dinkins Higher Learning Academy	X			
Lee	West Lee Elementary	X			
Richland 1	CA Johnson Preparatory Academy		X		
Richland 1	Eau Claire High		X		
Spartanburg 7	Carver Junior High		X		
Spartanburg 7	Myles W. Whitlock Junior High	X			
Williamsburg	Kingstree Junior High		X		X

D. Estimated Available Funds

At this time, approximately \$48,270,564 is available for formula subgrants for the 2010-2013 funding period.

E. Estimated Number, Range, and Average Size of Awards

An LEA may not receive less than \$50,000, nor more than \$2,000,000, per year for each Tier I or Tier II school that the LEA commits to serve. The average award per Tier I and Tier II school will be approximately \$618,853. Enrollment and scope of services will be included in funding-level considerations. If an LEA commits to serve Tier III schools, these schools will be considered **only** after all Tier I and Tier II schools in the state are funded. In addition, LEAs should not expect Tier III schools to be funded at the maximum levels.

According to the USED, the SCDE must award SIG subgrants to an LEA in an amount that is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements. LEAs should be prudent and thorough in determining budget requests. The SCDE reserves the right to negotiate budgets with the applicant before a funding decision is made.

F. Grant Funding Period

The funding period for Year 1 will be July 1, 2010, through June 30, 2011. Although the SCDE has requested a waiver from the USED to extend the grant period to June 30, 2013, applicants should understand that funding is guaranteed for Year 1 only. If this waiver is approved, continuation funding for the next two years will be granted only if the LEA/district has complied with all subgrant requirements and satisfactory progress is being made with intervention activities.

G. Statutory and Program Requirements

The USED requires an LEA to implement one of the four rigorous intervention models—turnaround model, transformation model, school closure, and school

restart—in each Tier I and Tier II school. Please see Definitions of Terms for required components of each rigorous intervention model.

Only those LEAs that demonstrate the strongest commitment and capacity to implement fully and effectively one of the four rigorous interventions in each Tier I and Tier II school that the LEA commits to serve will be considered for funding.

The SCDE will conduct monitoring activities and provide technical assistance to ensure that funds are used effectively. Subgrantees are required to comply with these oversight activities.

Subgrantees must provide evidence of a strong commitment to implementing the SIG rigorous interventions accurately and effectively. Such commitment may be demonstrated by selecting highly effective, research-proven reform models and programs. LEAs can find summaries and reports of such models and programs on web sites such as the Best Evidence Encyclopedia at www.bestevidence.org.

Each subgrant application must contain an appropriate GEPA statement. Instructions are included in this RFP package (page 31).

H. Authorized Activities

School Improvement Grant (SIG) subgrant funds must be used to implement one of the rigorous interventions in each school for which the LEA is seeking funding. Only activities that are required components or are justified components will be considered as fundable activities. Only those activities discussed and approved in the application will be considered authorized activities. Subgrantees must obtain prior approval from the SCDE before changing activities, plans, or scope of services, or before using grant funds to support any changed activities, plans, or scope of services.

I. Unauthorized Activities

Grant funds may not be used to support any activities that are not aligned with the rigorous interventions identified above, that are not based on the needs of the LEAs, and that are not supported by data and evidence. Grant funds must be used to support activities for the targeted school(s).

J. Supplement, Not Supplant

Funds from this program must be used to supplement, not supplant, the level of services and the level of funding from other sources currently available. Grant funds may not “replace” other funds currently used to support services. Subgrantees must maintain documentation clearly demonstrating the supplementary nature of the funds. The SCDE cautions against using funds solely for salaries or personnel as funding is not guaranteed from year to year.

K. Required Reporting

Subgrantees must submit quarterly and annual reports for each year of the grant funding period. A report template will be provided to each LEA awarded a SIG subgrant. Reports will be used to determine implementation and progress toward student achievement. Implementation fidelity and progress toward student achievement are necessary components for continuation of funding. Schools will not be compared to each other because each school will begin the process at different levels of proficiency and realistic expectations must be taken into account.

If problems with implementation or progress are noted during site visits or in required reporting, the Project Director, along with the Project 180 Council, will meet with each LEA to discuss the problems and determine a course of action.

Due dates for these reports will be provided in the grant award information. Each report will provide fiscal and programmatic data regarding the effects of grant funds on student achievement and school progress. The year-end report must include, but is not limited to, data on the following measurable outcomes:

1. The total number and percentage of students who are proficient in reading/language arts and mathematics by subgroup as measured by state assessments and whether that number and percentage increased from the prior year.
2. Evidence that the subgrantee used data to make decisions about the use of SIG funds and created a system of continuous feedback and improvement.
3. Evidence indicating the selected school improvement strategy was effective in contributing to increased student achievement and the school's progress toward making adequate yearly progress and exiting improvement status.

L. Review and Selection Process

An advisory panel with members from the Office of Federal and State Accountability at the SCDE and other school and community leaders will review each application for completeness and accuracy. The rubric included in this RFP will be used to determine the capacity of the LEA to carry out the rigorous interventions. The SCDE may request clarification and additional information before approving any application or application budget. Failure to fully respond to any request by the deadline provided in the request will disqualify the application.

M. Mandatory Technical Assistance Session for Applicants

Four mandatory technical assistance sessions will be held from 9:00 a.m.– 4:00 p.m. on March 4, April 9, April 15, and April 23, 2010. Participants may attend in person or through Elluminate. LEA personnel must attend one of these sessions to apply for funds. Any application submitted by an LEA that did not attend a session will not be considered for funding.

Date/Time	Topic	Location
March 4, 2010 9–4 p.m.	Needs Assessment <u>and</u> Using Data for Needs Assessment	EdVenture Children’s Museum 211 Gervais Street Columbia, South Carolina Directions can be accessed at http://edventure.org/directions.aspx
April 9, 2010 9–4 p.m.	Core Components Annual Goals and Outcomes <u>and</u> Research-proven Practices	SCDE Career Development Center 8016 Wilson Boulevard Columbia, South Carolina Directions can be accessed at http://www.ed.sc.gov/agency/offices/grants/documents/CDCLocationMap.pdf .
April 15, 2010 9–4 p.m.	Management, Resources, Budgeting, and Implementation Plans AND Overview of the Subgrant RFP	EdVenture Children’s Museum 211 Gervais Street Columbia, South Carolina Directions can be accessed at http://edventure.org/directions.aspx
April 23, 2010 9–4 pm	Completing the Subgrant Application	SCDE Career Development Center 8016 Wilson Boulevard Columbia, South Carolina Directions can be accessed at http://www.ed.sc.gov/agency/offices/grants/documents/CDCLocationMap.pdf

N. Deadline and Submission Procedures

1. All applicants must submit a Notice of Commitment to Apply no later than 5:00 p.m. on March 22, 2010. This Notice of Commitment to Apply should be an e-mail sent to cjfooster@ed.sc.gov, with copy to grants@ed.sc.gov, and the subject line should read: “[name of district] will apply for SIG subgrant.” In the message, please list the name of the schools that the district will serve.
2. Applications must be received by 5:00 p.m., Friday, May 14, 2010. Only complete application packets that adhere to these guidelines will be reviewed or considered for funding.
3. Applications will not be returned. Retain a complete copy for your records before submitting the application.
4. Applications must be submitted as one attachment to an e-mail. Applications that are faxed or mailed will not be accepted.
5. To submit the application as an e-mail attachment:
 - a. All required documents must be combined into one Word (.doc) or Adobe (.PDF) file. Signed forms must be included in the combined file (see below).

- b. The subject line must read "SIG Formula Grant Application for [insert LEA name]."
- c. The e-mail must be sent to cjfooster@ed.sc.gov, with copy to grants@ed.sc.gov.
- d. The Cover Sheet, Assurances, and Terms and Conditions documents must be included in the one file and contain all the authorized official representatives' signatures (sign the form *in blue ink* and scan for submission). Electronic signatures will not be accepted. Without the appropriate signatures, an application will be considered incomplete and will not be reviewed or considered for funding. Please retain the original copies of these documents for your files.

Schools that are unable to scan the completed forms for submission with the electronic application file should mail the signed forms, postmarked by the May 14, 2009, deadline to:

Courtney J. Foster, Project Director
Office of Federal and State Accountability
Division of Accountability
South Carolina Department of Education
1429 Senate Street, Suite 701A
Columbia, SC 29201

PART II: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS

Each district must submit one application, regardless of the number of schools served. The application consists of two parts: Section I, delineating the district's experience, capacity, and plans; and Section II, delineating the intervention plan for each school to be served. A district must submit a complete Section II for each school it proposes to serve.

A. Application Overview

The application must be organized in the following order:

- Application Cover Page (page 25)
- School(s) to be Served Table (page 26)
- Table of Contents
- Application Narrative
 - Section I Narrative (LEA)
 - Section II Narrative (for each school to be served by LEA)
 - Narrative
 - Implementation Plan (page 33; not included in Section II page limit)
 - Mapping Worksheets: Needs/Initiatives, Policies/Practices, Core Components (pages 34-36; not included in Section II page limit)
- Budget
 - Budget Summary Form (LEA)
 - Budget Narrative/Justification for each school
- Required Forms and Attachments
 - Assurances
 - Terms and Conditions
 - Program Specific Terms and Conditions
 - Waiver
 - GEPA Statement

B. Application Format

Length of Proposal Narrative:	Section I (A, B, C) limited to 9 pages; Section I.D. limited to two pages per school; Section II (A, B, C) limited to 9 pages. No page limit for Implementation Plan, Mapping Worksheets, or Budget Narrative/Justification
Required Font/Size:	Times New Roman/Size 11 or 12

Margins:	1" on all sides
Page Numbers:	Insert at top right for application narrative.
Spacing:	Double space narrative; charts and tables may be single spaced.

Each section must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered.

C. Selection Criteria

Selection Criteria	Maximum Points
Section I: LEA Narrative	
A. Effectiveness of Current Initiatives at the District Level	10 points
B. Policies and Procedures at the District Level	15 points
C. Coordination and Alignment of Resources at the District Level	15 points
D. Schools to be Served	10 points
Total Points for Part I	50 points
Section II: School Narrative (for each school to be served)	
A. Statement of Need and Situation	15 points
B. Core Components, Annual goals, and Outcomes	20 points
C. Resources and Management	15 points
Total Points for Part II	50 points
Total Points Per Application	100 points

D. Application Narrative Content

Section I: LEA Narrative (50 points)

A. Effectiveness of Current Initiatives at the District Level (10 points)

- Identify current improvement initiatives at district and school levels, including
 - how the need for each initiative was determined
 - how each initiative has been developed (including the role of stakeholders), selected, implemented, and evaluated
 - the cost effectiveness of each initiative
 - the results/outcomes of each initiative
- Ensure that any programming that will contradict or contravene intervention programming will be terminated.

B. Policies and Procedures at the District Level (15 points)

- Identify current policies and procedures that advance implementation of the intervention and progress at the district and school levels AND that hinder implementation of the intervention model and progress at the district and school levels
- Explain changes/flexibility in policy and procedures that will be necessary and forthcoming (including steps to be taken and when) to remove obstacles for the school to implement the intervention and programs successfully

- Describe current hiring, recruitment, evaluation, and retention efforts for personnel at the school level (and district level if relevant), including turnover rates and factors affecting turnover; staffing of leadership and critical-needs teachers; measures to ensure transition of novice teachers, and any changes in personnel or job descriptions at the district or school level that may be necessary to ensure effective implementation
- Explain the district's processes and procedures for due diligence to identify and procure providers/consultants including:
 - the scope of work to be performed by the third party
 - the mandatory qualifications of the third party
 - the criteria and process, including who is involved, for judging external bids
 - request for references for third-party providers
 - the contract or template for the contract
 - assurances of partners being held accountable for results
 - resources available to advertise opportunities
- Ensure any processes and procedures that need to be amended to ensure smooth, prompt delivery of services for the school in implementing the intervention will be implemented.

C. Coordination and Alignment of Resources at the District Level (15 points)

- Explain how the district/LEA will ensure effective use of resources, especially if it has more than one intervention model to be implemented
- Identify the district resources (funds, personnel, infrastructure) necessary to support the effective implementation of the intervention and programs effectively and whether these resources currently exist at the school or district level or if they must be acquired
- Identify how resources (including those listed above and diverse funding streams) will be aligned to ensure effective implementation of the selected intervention and progress toward goals and objectives
- Describe the district's established practice in identifying and involving stakeholders in district- and school-level decisions, including how stakeholders were involved in selecting and implementing the new intervention, and what and how information was shared with stakeholders.

D. Schools to be Served (10 points)

- If all Tier I schools eligible for SIG will not be served by the district/LEA, explain the reason(s) why the school will not be served and how the LEA determined this decision.
- Identify each school to be served and summarize the district's perspective on each school's persistent low performance (this should be different from the school's need statement)
- Explain the LEA's involvement in the selection of the intervention model, core components, and programs
- Provide annual goals for student achievement in ELA and mathematics
- Describe how the LEA will sustain progress, commitment to the intervention model and reform, and success at the school beyond the grant funding period

- Describe how changes, progress, and turnaround at the school(s) to be served will be shared and will affect other schools in the district and the entire district
- Provide a statement of agreement that the SCDE may provide direct services to the school(s).

LEA Budget Justification and Summary

- Provide details about and justify the total funds requested for each school
- Itemize and explain district-level expenditures to support each school to be served
- Explain in-kind or match district resources or other revenues to support the intervention model.

Section II: School Narrative (one per school) (50 points total)

A. Statement of Need and Situation (15 points)

- 1) Use appropriate data to identify the problem(s) that the selected intervention will enable the school to resolve. *(Tier III schools must identify the impact on Tier I and Tier II schools and the programs selected to resolve those issues.)*
- 2) Provide a clear explanation of the school's data that demonstrates or indicates problems or issues to be addressed.
- 3) Explain current programs and initiatives to address the problems or issues at the school level, including how programs and initiatives were identified; what programs and initiatives are working (and are not working); how effectiveness has been determined; and how cost-effectiveness has been determined.
- 4) Explain policies and procedures that advance AND that hinder interventions and progress at the school level.
- 5) Describe changes that are necessary and will be made to remove obstacles for successful implementation of the intervention and core components and to turn the school around.

B. Core Components, Annual Goals, and Outcomes (20 points)

- 1) Identify the selected rigorous intervention, its specific components, and the particular researched-based programs within the intervention that the school will implement; explain how the intervention was selected and who was involved in the selection. *(Tier III schools must explain this for the programs selected.)*
- 2) Identify the specific core components of the intervention and the research-base for each program within each component.
- 3) Identify any additional programs or elements to be included (e.g. modifying district practice and policies, evaluating external service providers, sustainability of reform after grant funding ends).
- 4) Provide exact measure(s) to be used to evaluate the effectiveness of each core component of the rigorous intervention. *(Tier III schools must explain the evaluation of effectiveness for the selected program.)*

- 5) Establish realistic and ambitious annual goals for student achievement in mathematics and English language arts.
- 6) Establish clear outcomes (short-term and intermediate) for each core component and program (outcomes should include, but are not limited to, changes in knowledge, awareness, behaviors, practice, and student achievement).
- 7) Explain what results and outcomes are expected at the school and district levels after the funding period (such as changes in culture, climate, and infrastructure).
- 8) Identify, for each Tier III school the LEA commits to serve, the services the school will receive or the activities the school will implement. The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. Explain how the Tier III school fits into the LEA's overall turnaround plan and impacts student achievement at the Tier I or Tier II school it feeds into.
- 9) Provide a thorough Implementation Plan (see template on page 33) for each core component and program.
- 10) Provide a Mapping Worksheet (see templates on pages 34-36) for each of the following areas: Current Needs and Initiatives, Policies and Procedures, and Core Components.

C. Resources and Management (15 points)

- 1) Identify the resources (fiscal, staff, space, equipment, etc.) necessary for implementation of the model, the core components, and specific program; whether these resources are currently in place or if grant funds are necessary to obtain the resources; and how existing and grant funds and resources will be aligned to ensure effective implementation of the selected intervention model and progress toward goals and objectives.
- 2) Identify resources that must be obtained from external (third-party) providers, including assistance from the South Carolina Department of Education; and how providers will be identified and selected.
- 3) Explain the management structure for the project, including lead personnel or teams, the qualifications of such personnel to lead the intervention team, and how the management structure will ensure accountability.
- 4) Explain how the school will include stakeholders in the intervention process (selection, implementation, monitoring, and evaluation of the intervention).
- 5) Describe the steps the school will take to sustain commitment to reform, progress, and turnaround beyond the grant funding period.

Implementation Plan

Implementation Plans for Years 1, 2 and 3 must be included for each core component of the intervention model to be implemented. (For Tier III schools, this means the core components of the programs to be implemented.) Implementation Plans for Years 2 and 3 will be subject to change based on the progress of each school.

A legal-sized template for creating an Implementation Plan is included in this application package. The Implementation Plans do not count toward the page limit for the narrative, and all text within the Plans may be single spaced. Include all stakeholders and partners in the Plans as appropriate.

Mapping Worksheets

An applicant must submit Mapping Worksheets for Current Needs and Initiatives, Policies and Procedures, and Core Components. These worksheets culminate and advance the needs assessment process. The mandatory technical assistance sessions will enable applicants to complete these worksheets accurately for submission.

E. Budget

While the Budget is not scored, no application will be funded without a complete and accurate budget. The budget consists of

1. Total budget summary for the application (combining district-level and school-level) for all three years.
2. Budget for district-level activities (up to 10% of total award) that support the individual school(s) in implementing the intervention models for all three years.
 - a. Budget summary for district-level activities.
 - b. Budget justification for district-level activities.
3. Budget for each school for all three years.
 - a. Budget summary for each school.
 - b. Budget justification for each school.

Each LEA may request no less than \$50,000 per year, per each Tier I and Tier II school to be served and no more than \$2,000,000 per year, per each Tier I and Tier II school to be served. Year 1 funds must be expended by June 30, 2011. Tier III schools will be funded after funds are awarded for all LEAs proposing to serve their Tier I and Tier II schools. The SCDE reserves the right to negotiate line items with the LEA for the LEA and for the school(s).

Applicants must submit a budget summary and budget narrative that is approved before funds will be released.

- 1) Provide detailed, appropriate expenditures for the proposed activities to accomplish the stated objectives.
- 2) Provide reasonable, appropriate costs, given the nature and scope of project and core components.

A thorough budget provides detailed expenditures to accomplish the stated objectives that are appropriate for the proposed activities and provides costs that are reasonable and appropriate given the nature and scope of the project and core

components.

There are two parts to the budget: the Budget Summary Form and a budget justification narrative.

Use the Budget Summary Form (page 37) to provide an accurate total LEA budget for each year of the project. Include all support for the project coming from any other revenue source (including in-kind). Make sure that the totals on the budget form equal the totals in the budget justification narrative.

A Budget Justification Narrative (preferably an Excel spreadsheet; no page limit) must be provided for each year of the full grant period (three years). Years 2 and 3 may be amended as needed. Clearly label the spreadsheet and include the LEA's name and the appropriate school's name. This narrative must provide clear evidence that the expenditures are appropriate and justified to support the activities in the project. Include all formulas used to calculate the cost for each line item. Be sure to include all required budget items for the required and additional components and programs.

F. Required Forms and Attachments

This RFP includes the forms and attachments that must be completed, signed, and included in the application. Assurances

- Terms and Conditions
- Program Specific Terms and Conditions
- Waiver

Instructions for the required GEPA Statement are included on page 31.

G. Reviewer's Scoring Rubric

Section I: LEA Narrative (50 points)

A. Effectiveness of Current Initiatives (10 points)	_____/10
The extent to which the district <ul style="list-style-type: none"> • identifies current improvement initiatives at district and school levels, including <ul style="list-style-type: none"> ○ how the need for each initiative was determined ○ how each initiative has been developed (including the role of stakeholders), selected, implemented, and evaluated ○ the cost effectiveness of each initiative ○ the results/outcomes of each initiative • ensures that any programming that will contradict or contravene intervention programming will be terminated. 	
B. Policies and Procedures at the District Level (15 points)	_____/15
The extent to which the district <ul style="list-style-type: none"> • identifies current policies and procedures that advance implementation of the intervention and progress at the district and school levels AND that hinder implementation of the intervention and progress at the 	

<p>district and school levels</p> <ul style="list-style-type: none"> explains changes/flexibility in policy and procedures that will be necessary and forthcoming (including steps to be taken and when) to remove obstacles for the school to implement the intervention and programs successfully. describes current hiring, recruitment, evaluation, and retention efforts for personnel at the school level (and district level, if relevant), including turnover rates and factors affecting turnover; staffing of leadership and critical-needs teachers; measures to ensure transition of novice teachers, and any changes in personnel or job descriptions at the district or school level that may be necessary to ensure effective implementation explains the district's processes and procedures for due diligence to identify and procure providers/consultants, including: <ul style="list-style-type: none"> the scope of work to be performed by the third party the mandatory qualifications of the third party the criteria and process, including who is involved, for judging external bids request for references for third party providers the contract or template for the contract assurances of partners being held accountable for results resources available to advertise opportunities ensures any processes and procedures that need to be amended to ensure smooth, prompt delivery of services for the school in implementing the intervention will be implemented. 	
<p>C. Coordination and Alignment of Resources at the District Level (15 points)</p> <p>The extent to which the district</p> <ul style="list-style-type: none"> explains how it will ensure effective use of resources, especially if it has more than one intervention model to implement identifies the district resources (funds, personnel, infrastructure) necessary to support the effective implementation of the intervention and programs effectively and whether these resources currently exist at the school or district level or must be acquired identifies how resources (both those identified previously and diverse funding streams) will be aligned to ensure effective implementation of the selected intervention(s) and progress toward goals and objectives describes their established practice in identifying and involving stakeholders in district- and school-level decisions, including how stakeholders were involved in selecting and implementing the new intervention, and what and how information was shared with stakeholders. 	<p>_____/15</p>
<p>D. Schools to be Served (10 points)</p> <p>The extent to which the district</p> <ul style="list-style-type: none"> identifies any eligible school that will NOT be served and explains the rationale for determining not to serve the school identifies all schools to be served and explains, for each school to be served, the district's perspective on the school's persistent low performance (and this differs from the school's need statement) explains its involvement in the selection of the intervention model, core components, and programs provides annual goals for student achievement in ELA and mathematics 	<p>_____/10</p>

<ul style="list-style-type: none"> describes how it will sustain progress, commitment to the intervention, and success at the school beyond the grant funding period describes how changes, progress, and turnaround at the school(s) to be served will be shared and will affect other schools in the district and the entire district provides a statement of agreement that the SCDE may provide direct services to the school(s). 	
Total Points	_____/50
LEA Budget Justification and Summary (0 points)	
<ul style="list-style-type: none"> Provides details about and justifies the total funds requested for each school Itemizes and explains district-level expenditures to support each school to be served Explains in-kind or match district resources or other revenues to support the intervention model 	

Section II: School Narrative (one per school) (50 points)

(A) Statement of Need and Situation (15 points)	_____/15
<p>The extent to which the applicant</p> <ol style="list-style-type: none"> Uses appropriate data to identify the problem(s) that the selected intervention will enable the school to resolve. <i>(Tier III schools must identify the impact on Tier I and Tier II schools and the programs selected to resolve those issues.)</i> Provides a clear explanation of the school's data that demonstrates or indicates problems or issues to be addressed. Explains current programs and initiatives to address the problems or issues at the school level, including how programs and initiatives were identified; what programs and initiatives are working (and are not working); how effectiveness has been determined; and how cost-effectiveness has been determined. Explains policies and procedures that advance AND that hinder interventions and progress at the school level. Describes changes that are necessary and will be made to remove obstacles for successful implementation of the intervention and core components and to turn the school around. 	
(B) Core Components, Annual Goals, and Outcomes (20 points)	_____/20
<p>The extent to which the applicant</p> <ol style="list-style-type: none"> Identifies the selected rigorous intervention, its specific components, and the particular researched-based programs within the intervention that the school will implement, explains how the intervention was selected and who was involved in the selection <i>(Tier III schools must explain this for the programs selected.)</i> Identifies the specific core components of the intervention and the research-base for each program within each component Identifies any additional programs or elements to be included (e.g. modifying district practice and policies, evaluating external service providers, sustainability of reform after funding ends). Provides exact measure(s) to be used to evaluate the effectiveness of each core component of the rigorous intervention. <i>(Tier III schools must explain the evaluation of effectiveness for the selected program.)</i> 	

<ol style="list-style-type: none"> 5) Establishes realistic and ambitious annual goals for student achievement in mathematics and English language arts. 6) Establishes clear outcomes (short-term and intermediate) for each core component and program (outcomes include but are not limited to changes in knowledge, awareness, behaviors, practice, and student achievement). 7) Explains what results and outcomes are expected at the school and district levels beyond the funding period (such as changes in culture, climate, and infrastructure). 8) For each Tier III school the LEA commits to serve, identifies the services the school will receive and the activities the school will implement; describes the goals for the school set by the LEA (subject to approval by the SEA) to hold accountable its Tier III schools that receive school improvement funds; and explains how Tier III schools fit into the LEA's overall turnaround plan and impacts student achievement at the Tier I or Tier II school it feeds into. 9) Provides an Implementation Plan for each core component and program. 10) Provides Mapping Worksheets for Needs/Initiatives, Policies and Practices and Core Components. 	
(C) Resources and Management (15 points)	
<p>The extent to which the applicant</p> <ol style="list-style-type: none"> 1) Identifies the resources (fiscal, staff, space, equipment, etc.) necessary for implementation of the intervention model, the core components, and specific program; whether these resources are currently in place or if grant funds are necessary to obtain the resources; and how existing and grant funds and resources will be aligned to ensure effective implementation of the selected intervention and progress toward goals and objectives. 2) Identifies resources that must be obtained from external (third-party) providers, including assistance from the SCDE, and how providers will be identified and selected. 3) Explains the management structure for the project, including lead personnel or teams, the qualifications of such personnel to lead the intervention team, and how the management structure will ensure accountability. 4) Explains how the school will include stakeholders in the intervention process (selection, implementation, monitoring, and evaluation of the intervention). 5) Describes the steps the schools will take to sustain reform, progress, and turnaround beyond the grant funding period. 	
Points for Section II: School Narrative	_____/50
Points for Section I: LEA narrative	_____/50
Total Points	_____/100
Budget Narrative (0 points; applicants must submit a budget summary and budget narrative that is approved before funds will be released)	

<ol style="list-style-type: none">1) Provides detailed expenditures to accomplish the stated objectives and appropriate for the proposed activities.2) Provides costs that are reasonable and appropriate given the nature and scope of the project and core components (using federal cost principles, state procurement requirements, market value, and actual cost estimates).3) Costs per student are reasonable.	
Council/Reviewer Comments:	



APPLICATION COVER PAGE

Applicant Information			
Name of LEA			
Mailing Address			
City, State, Zip Code			
Contact Person (who receives information, inquiries, etc)			
Title/Position			
E-mail Address			
Office Telephone		Fax	

Total Funds Requested:	\$ _____		
Funds Requested for Year 1:		\$ _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No	This LEA claims a lack of capacity to manage or support the implementation of the intervention models I		
<input type="checkbox"/> Yes <input type="checkbox"/> No	This LEA will identify and serve Tier III Schools		

Certification: I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and attests that the applicant will comply with the attached assurance if the grant is awarded.

Signature of Superintendent Date Signature of School Board Chair Date

The principal of each school to be served must sign below. Insert rows as needed.

Name of school Signature of Principal Date

Name of school Signature of Principal Date

Name of school Signature of Principal Date



SCHOOLS TO BE SERVED

SCHOOLS TO BE SERVED

Name of District: _____

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Contact Information for Schools
(add rows as needed)

School Name Principal Name Contact Person Position Phone and Email



School Improvement Fund Formula Subgrant Application (2009–10 and 2010–11)

Assurances

Assurances

As the duly authorized representative of _____, I certify that this applicant (Please print or type name of applicant.)

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability...
B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award...
C. Will approve all expenditures, document receipt of goods and services, and record payments...
D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability.
F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 et seq. and § 8-13-100 et seq. (Supp. 2009)).
G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 et seq. (Supp. 2009)) if the amount of this award is \$50,000 or more.

Signature of authorized official

Date

Signature of authorized financial official

Date



Program Specific Assurances

PROGRAM-SPECIFIC ASSURANCES

As the duly authorized representative of _____,
I certify that this applicant will _____ (Please print or type name of applicant)

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under section III of the final requirements.
5. Permit the SCDE or its agent to provide direct services to the school as appropriate.

Signature of authorized official

Date

Signature of authorized financial official

Date

TERMS AND CONDITIONS

(Page 1 of 2)

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs.** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations.
- D. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports.** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
- Applicant and/or any of its principals, subgrantees, or subcontractors
 - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
 - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or

Terms and Conditions

(Page 2 of 2)

- state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
- o Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

K. Audits

- Entities expending \$500,000 or more in federal awards:
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- Entities expending less than \$500,000 in federal awards:
Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

L. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

M. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

N. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Signature of authorized official

Date

Signature of authorized financial official

Date



INSTRUCTIONS FOR GEPA STATEMENT

The purpose of this enclosure is to inform you about a new provision in the U.S. Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.



WAIVER REQUEST

In its application to the USED, the SCDE submitted a request for waivers for two conditions: extend the period of availability for funds from one to three years; and enable schools that implement turnaround or restart intervention models to “start over” in the school improvement timeline and status. To consolidate our application, the SCDE requests that the applicant also check the waivers it seeks.

A. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. (the SEA has not requested a waiver for this condition, so any LEA interested in such a waiver must seek permission from the Secretary of Education, US Department of Education. Please see SIG guidance for directions)

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

Implementation Plan Template

IMPLEMENTATION PLAN

For _____ (insert Name of School)
In _____ (insert Name of District)

Intervention Model: _____

Need Summary (one sentence):

Action Summary (one sentence):

Add additional rows and lines as needed.

Start Date– End Date	Program Task/Activity	Core Component	Persons/Agency Responsible	Data to be collected	Performance Measure

Mapping Worksheet: Current Needs and Initiatives

MAPPING WORKSHEET: CURRENT NEEDS AND INITIATIVES

District Name: _____ School Name: _____

Data/Current Situation (what data? (be specific by subgroups if appropriate); what needs?	What programs have been implemented to address the need?	Cost of Programs	Required Resources to Implement Programs	Results and Conclusions: Have previous programs worked? What does data reveal?

Add rows as needed.

Mapping Worksheet: Policies and Procedures

MAPPING WORKSHEET: POLICIES AND PROCEDURES

District Name: _____ School Name: _____

Existing Policies and Practices that will affect implementation of intervention model	Will these policies and practices advance or hinder the implementation of the intervention	How?	Recommendation if hinder	Action Steps (plan to remove or modify policies and practices that hinder implementation)

Add rows as needed.

Mapping Worksheet: Core Components

CONCEPTUAL FRAMEWORK: CORE COMPONENTS

District Name: _____ School Name: _____

Need	Activity/Task Core Component to Address Need	Resources Required to Implement	Immediate result (Year 1) of implementing core component/program element	Intermediate (Years 2-3) results of implementing

Add rows as needed.



Budget Summary

COMBINED TOTAL BUDGET SUMMARY FORM (LEA AND ALL SCHOOLS TO BE SERVED)

Name of District: _____

This form should reflect the total application of SIG funds, including district- and school-level activities. Applicants may request between \$50,000 and \$2,000,000 per year for each Tier I and Tier II school to be served. For Tier III schools, applicants may request from \$50,000 to \$2,000,000 per school per year with the understanding that funds are may not be available. No more than 10% of each year’s award may be used for administrative costs (personnel and benefits). Year 1 funds must be expended by June 30, 2011; plans, progress, and compliance will determine continuation funding.

Object Category (total for all schools in each category)	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)							
Employee Benefits (200)							
Purchased Services (300)							
Supplies and Materials (400)							
Capital Outlay (500)							
Other (600)							
Total Direct Costs							
Indirect Costs (700)							
Total							



School Improvement Grant Subgrant Application
(2010–2013)

LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED

LEA-LEVEL EXPENDITURES (DISTRICT) BUDGET SUMMARY FOR _____ (INSERT NAME OF DISTRICT)

No more than 10% of each year's award may be used for administrative costs (personnel and benefits). Year 1 funds must be expended by June 30, 2011; plans, progress, and compliance will determine continuation funding.

Object Category (total for all schools in each category)	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)							
Employee Benefits (200)							
Purchased Services (300)							
Supplies and Materials (400)							
Capital Outlay (500)							
Other (600)							
Total Direct Costs							
Indirect Costs (700)							
Total							



School Improvement Grant Subgrant Application
(2010–2013)

LEA BUDGET SUMMARY FORM OF SCHOOLS TO BE SERVED

LEA (DISTRICT) BUDGET SUMMARY FOR SCHOOLS TO BE SERVED IN _____ (INSERT NAME OF DISTRICT)

Applicants may request between \$50,000 and \$2,000,000 per year for each Tier I and Tier II school to be served. For Tier III schools, applicants may request from \$50,000 to \$2,000,000 per school per year with the understanding that funds are may not be available. Year 1 funds must be expended by June 30, 2011, and continuation funding depends on progress and compliance with requirements.

Summary of Funds for each school to be Served and which tier	Year 1 Requested	Year 1 Match or In-kind	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	<u>Total Requested</u>
Name of School #1 to be Served and Tier							
Name of School #2 to be Served and Tier							
Name of School #3 to be Served and Tier							
Name of School #4 to be Served and Tier							
Total Direct Costs							
Indirect Costs (700)							
Total							



South Carolina
Department of Education
Together, we can.

School Improvement Grant Subgrant Application
(2010–2013)

SCHOOL BUDGET SUMMARY FORM

SCHOOL-LEVEL BUDGET SUMMARY FORM

Name of School _____ Name of District _____

Object Category	Year 1 Requested	Year 1 Match or In-kind (or Resources)	Year 2 Requested	Year 2 Match or In-kind	Year 3 Requested	Year 3 Match or In-kind	Total Requested
Salaries/Stipends (100)							
Employee Benefits (200)							
Purchased Services (300)							
Supplies and Materials (400)							
Capital Outlay (500)							
Other (600)							
Total Direct Costs							
Indirect Costs (700)							
Total							