NM PED

High School Redesign Blueprint & Budget Request Guidance

Request for Application (RFA) for Comprehensive Support & Improvement Schools (CSI) Title I Sec.1003[a]

Every Student Succeeds Act
CFDA Number: 84.010A

Deadline to Submit RFA:
November 30, 2018

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

New Mexico Public Education Department
300 Don Gaspar Ave,
Santa Fe, NM
87501

I. Background

Under the New Mexico Public Education Department's (NMPED) approved Every Student Succeeds Act (ESSA), the state's most struggling schools are identified as Comprehensive Support and Improvement (CSI) schools. As a result, CSI schools, with the support of the Local Education Agency (LEA) and school community, have an opportunity to develop and implement targeted interventions with the goal of achieving dramatic school-level achievement gains such that the school is seeing higher graduation rates and academic achievement within three years.

II. Purpose

LEAs with identified CSI schools are able to identify pathways for intensive improvement under New Mexico's ESSA plan:

1. NM DASH-Plus,
2. Applying and participating in State-Sponsored School-Based Interventions (such as Principals Pursuing Excellence),
3. <u>High school transformation in partnership with PED (only 10 high schools will be selected for this opportunity each cycle)</u> and
4. Application for Competitive Grants for School Improvement

III. Eligibility

This competitive grant is open to LEAs with CSI Schools who applied for and have been awarded a planning grant for High School Redesign. There are two ways a school can be identified as being in need of Comprehensive Support and Improvement:

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

IV. Evidence-based Interventions[1]

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

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

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

The PED will not provide a list of potential evidence-based interventions for school turnaround programs for use by LEAs in schools identified as CSI. It is incumbent upon the LEA to

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[1] Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments
https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

demonstrate that the selected intervention falls into one of the three ESSA tiers of evidence in Category 1 (see table1).

Table 1: Tiers of Evidence in ESSA

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

V. Funding
For the 2017-2018 SY, ESSA requires states to set aside seven percent of Title I, Part A funds for school improvement activities. Ninety-five percent of these funds must pass through to LEAs to support CSI schools, consistent with the state's new accountability system[2].
PED is making multi-year awards (2017-2021), through the period of availability of funds[3], to successful applicants.
Estimated funds available: **$6,121,460.00** (for the 2017-2018 SY[4])

VI. Project Period
For applications, the full project period for this grant is three years. Continuation funding after each period of the project is contingent upon progress toward implementation metrics, leading indicators, and maintenance of all grant requirements.

Project Period Timeline	
Applications Released by PED	October 11, 2018
Applications Due to PED	November 30, 2018
Announcement of Awards	Upon approval on rolling basis
Planning Period for LEA/Schools	January 1, 2019 to June 30, 2019
Year-One Implementation Period	July 1, 2019 to June 30, 2020
Year-Two Implementation Period	July 1, 2020 to June 30, 2021

VII.   Reporting Requirements
The lead points of contact at the LEA responsible for oversight, monitoring, and support of the CSI School are required to participate in progress site visits and monitoring telephone calls with PED[5].

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[2] ESSA §1003(b)

[3] Continuing awards are dependent upon continued appropriation from congress.

[4] Continuing awards are dependent upon continued appropriation from congress.

[5] Please note - if awarded, the subgrantee will be required to revise Step 2 - Analyze Data and Set Student Achievement Goals of the school NM DASH, identifying new goals that will be targeted with the RFA funds.

In addition, LEAs will be responsible for submitting monthly, quarterly and/or annual reports on school progress[6] that may include, but are not limited to:

NM DASH
- NM DASH Feedback Tool for each school (2x a year)

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

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

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

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[6] Templates will be provided by PED.

- School-developed and/or LEA-directed formative/interim assessments used to determine the impact of instructional practice.

VIII. Application Submission

Each LEA that applied for and was awarded a planning grant for High School Redesign should submit a finalized Redesign Blueprint and Budget Request **no later than 4 pm on November 30, 2018** by email to hannah.peria@state.nm.us. Blueprints should not exceed 20 pages and appendices should not exceed 10 pages. *(Suggested section lengths noted below.)* The complete LEA application including budgets, charts, and forms will be posted on the PED ESSA webpage. Review will occur on a rolling basis, through mid-December 2018. Opportunities for schools and districts to travel to Santa Fe for programmatic and budget support will be available.

LEA HS Redesign Application Cover Sheet

LEA Information	
LEA/State Charter Name:	**LEA NCES ID #:**
Mailing Address:	
Phone:	**Fax:**
Superintendent/Charter Director:	**Email:**
Title I Director:	**Email:**
Federal Programs Director:	**Email:**
Business Manager:	**Email:**
HS Redesign LEA Lead:	**Email:**
LEA is Applying for the Following Eligible School	
Name of School	**School NCES ID #**

<u>Required Components of Blueprint & Corresponding Guidance:</u>
NOTE: While each component listed below is required, there is no required template to complete. It is suggested that LEAs respond to each component by clearly heading each section with the name of the component.

1. Executive Summary *(1 page)*
   a. Describe the vision for the school community in five years and ten years – be specific, concrete, inspiring, and bold.
   b. Briefly overview key strategies to be leveraged to meet five and ten-year aspirational goals, along with high-level context related to the scope and sequence of change.
2. School profile *(1-2 pages)*
   a. Vision Statement
   b. Mission Statement
   c. Updated school profile (from June Convening pre-work)
3. Redesign Team *(1-2 pages)*
   a. List all redesign team members, roles (e.g. team leader, organizer, vision keeper, facilitator, data analyst, communicator, content expert).
   b. Describe the process used to choose redesign team members.
4. Insights from stakeholder engagement *(2-4 pages)*
   a. Describe efforts to-date to identify and engage stakeholders, including students, teachers, staff, community members, civic leaders, and industry leaders.
   b. Synthesize insights from stakeholder engagement process
   c. Clearly articulate system for ongoing stakeholder engagement and communication, including persons responsible.
5. Data and root cause analysis results *(2-4 pages)*
   a. Precisely and concisely synthesize the results of data analysis.
   b. Articulate the most pressing 3-5 performance challenges facing the school in bullet form, including the specific metrics/evidence used in articulating the performance challenge.
   c. Capture the root cause statement(s) for each articulated performance challenge.
   d. Include supporting charts, graphs, and data analysis summary tables as necessary.
6. Theory of Change – Bold, inspiring vision for the future of the school community with accompanying strategic plan. *(7-13 pages)*
   a. Vision for the future, aligned with each driver –
      i. Students at the Center
         1. Current Reality
            a. Identification of performance challenge(s)
            b. Data & root cause grounding
         2. Plan for Change
            a. Strategies
               i. Rationale (theory of action)
               ii. Evidence-based research
               iii. Assumptions & risks (including essential mindset shifts)
            b. Resource Alignment

  i. Resources needed (e.g. staff, PD, curriculum)
  ii. Resources leveraged (e.g. funding, staff)
  c. Expected Outcomes/Goals (short-, mid-, and long-term –
  see Attachment B for leading/lagging indicator guidance)

NOTE: The chart below offers <u>one</u> *possible* graphic organizer to support redesign blueprint creation.

	Objective/ Future State	Key Actions	Success Criteria/ Deliverables	Expected Outcomes/ Results
Year 5 (SY 23-24)				
Year 4				
Year 3				
Year 2				
Year 1				
Planning (SY 18-19)				

  ii. Organizing Adults
  iii. Teaching and Learning
  iv. Post-secondary Pathways and Partnerships
    1. How will these strategies weave together to drive comprehensive high school redesign? *(2 paragraphs)*

7. Appendixes *(no more than 10 pages)* –
    a. Signature page (Attachment A)
    b. Underpinning evidence for each key strategy (article/book citations are sufficient)
    c. Additional needs assessments & syntheses of data analysis
    d. Prototypical artifacts (e.g. schedule, org chart, organization of space)

Directions for Completion of Budget Request:

1. Prepare a detailed budget request highlighting needs for short-term capacity-building, training, and implementation accelerators (e.g. contracting to create 5 possible schedules for the school team to react to, provide feedback on, and ultimately settle on which of the final master schedule options to implement).

2. The budget request should not exceed $50,000 additional for the preparation period (January 1 to June 30, 2019).

3. For schools with fewer than 750 students, the budget request should not exceed $100,000 per grant implementation year (SY 2019-20 and SY 2020-21).

4. For schools with greater than 750 students, the budget request should not exceed $200,000 per grant implementation year (SY 2019-20 and SY 2020-21).

5. Prepare a narrative of the budget request, "telling the story" through words and numbers of how federal, state, and other resources will be leveraged each year to accomplish high school redesign. Be specific about how these HSRN funds are targeted to shorter-term redesign accelerators, rather than long-term structural needs.

6. Each line item should clearly capture the category of expenditure, a 1 sentence description of the expenditure, the driver(s) with which the item connects, the specific amount, and the vendor, if applicable.

SAMPLE EXPENDITURE: Teacher Stipends. Ten teachers will each receive a daily stipend of $175 (includes benefits) per day for attending 5 days of PD at the Reflective Teacher Summer Institute. Driver: *Teaching and Learning*. Stipends will be paid through the LEA's HR department after proof of attendance is received. Total amount requested is $175 X 10 X 5 = $8,750.

IX. Maximum Funding Amounts

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

X. Additional Budget Guidance

Appropriate Costs

Funds are intended to *supplement* and *support* comprehensive school reform by funding *specific* initiatives designed to promote targeted and sustainable school improvement. The actions and practices identified through each category of the project narrative drive the appropriate costs.

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

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

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

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

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