

December 19, 2002

TO: Selected Principals & Charter School Directors

FROM: Bill McGrady
Section Chief, Compensatory Education Section
School Improvement Division

Jerry Jailall
Coordinator, Comprehensive School Reform Grants Program



RE: North Carolina Comprehensive School Reform Implementation Grants – 2002/2003 Competition (Cohort 4)

Funding Availability: As you were alerted in a memo previously from Marvin Pittman, the Department of Public Instruction will be awarding grants, on a competitive basis, to selected schools for implementation of comprehensive school reform initiatives. Eligible schools are those with ABCs performance composites of 54 and below, with at least an enrollment of 50 students. Approximately \$2 million will be available on a competitive basis for new grants. The purpose of these grants is to support implementation of research-based, school reform programs that have a proven history of improving student performance and that are part of a comprehensive “whole-school” reform effort. We anticipate funding between 20 and 25 grants. Grants will range from \$50,000 to \$100,000 a year for up to three years. *See Appendix 1 for the list of eligible schools.*

Informational Meeting: One informational session/showcase will be held on January 21-22, 2003 at the Sheraton Imperial Hotel, Research Triangle Park. **Attendance at this meeting (both days) is a requirement for any school wishing to apply for this grant.** The team should be comprised of the principal and at least two other persons who will be involved in the application and implementation process, but not more than three persons per school. Please complete the meeting registration form and “Intent to Apply” form and return by **5:00 p.m. on Monday, January 6, 2003.**

Website Information: The attached materials include all that you will need to apply for these grants. A copy of the application packet is also available on DPI’s website under the Compensatory Education Section (www.ncpublicschools.org/comped/index.html#reform_grants). More information on the comprehensive school reform program is available in the *Catalog of School Reform Models* through the Northwest Regional Education Laboratory (www.nwrel.org), or at (www.goodschools.gwu.edu).

Submission Deadline: Grants must be received at the Department of Public Instruction by **5:00 p.m. on Friday, April 4, 2003.** It is expected that grant awards will be made in July/August 2002. Schools intending to apply will be given up-front technical assistance in completing their applications at regional meetings across the state.

For More Information: If you have questions, please call Dr. Jerry Jailall, CSR Coordinator at 919-807-3965.

WFM/JJ
cc. Selected Superintendents
Attachments

Appendix 1

2002 Priority & Low Performing Schools Eligible to Apply for New Comprehensive School Reform Grants

LEA		School Name	Grade Span	Perf. Comp	ABCs Status
Anson Co.	1.	Anson High School	9-12	49.3	Pri; Exp
Bertie Co.	1.	Bertie High School	9-12	44.1	Pri; Exp
Bladen Co.	1.	East Bladen High	9-12	52.1	Pri, Exp
Caswell Co.	1.	Bartlett Yancey High	9-12	53.9	Pri; Exp
Charter	1.	Alpha Academy	6-9	49.8	Pri
Charter	1.	Baker Charter High	9-12	19	LP
Charter	1.	Carter Community	K-9	33.1	LP
Charter	1.	Grandfather Academy	1-10	44.6	Pri
Charter	1.	Healthy Start Academy	K-6	45.6	Pri
Charter	1.	Hope Elementary	K-4	50	Pri
Charter	1.	Kennedy Charter	6-12	28.3	Pri; High; MI
Charter	1.	Lakeside School	6-12	10.1	LP
Charter	1.	Laurinburg Charter	9-12	23.5	LP
Charter	1.	Laurinburg Homework Chtr	8-11	37.5	LP
Charter	1.	New Century Charter	9-12	49	Pri
Charter	1.	Omuteko Gwamaziima	K-9	46.3	Pri
Charter	1.	Preeminent Charter	K-5	47.4	Pri
Charter	1.	Provisions Academy	6-11	39.2	LP
Charter	1.	Torchlight Academy	K-7	48.8	Pri
Charter	1.	Wayne Technical Academy	9-12	16.4	Pri; Exp
Charter	1.	Woodson Sch of Challenge	K-12	39.3	LP
Charter	1.	Imani Institute	6-8	52.8	Pri
Charter	1.	Sparc Academy	K-8	52.8	Pri
Charter	1.	Charter Day School	K-3	53.5	Pri
Charter	1.	Community Partners	9-12	53.5	Pri; Exp
Charter	1.	Cape Lookout High	9-12	53.8	Pri; Exp
Columbus Co.	1.	West Columbus High	9-12	49.8	Pri
Durham Co.	1.	Hillside High School	9-12	46.5	Pri; Exp
Durham Co.	1.	Southern High	9-12	52.8	Pri; Hgh
Eastern NC Sch Deaf					LP
	1.	Eastern NC School for Deaf	UNGR	21.5	
Gaston Co.	1.	Woodhill Elementary	PK-5	52.1	Pri
Guilford Co.	1.	GTCC Middle College High	10-12	50.9	Pri
Halifax Co.	1.	Bakers Elementary	3-5	51.1	Pri
Mecklenburg Co.	1.	E. E. Waddell High	9-12	40.2	Pri; Exp
Mecklenburg Co.	1.	Garinger High School	9-12	36.7	Pri; Exp

LEA		School Name	Grade Span	Perf. Comp	ABCs Status
Mecklenburg Co.	1.	West Mecklenburg High	9-12	48.1	Pri; Hgh
Nash-Rocky Mount	1.	Swift Creek Elementary	PK-5	48.8	Pri
Northampton Co.	1.	Northampton High-East	9-12	49.8	Pri; Exp
Northampton Co.	1.	Northampton High-West	9-12	39.9	LP
Robeson Co.	1.	Saint Pauls High	9-12	46.6	Pri; Exp
Warren Co.	1.	Warren County High	9-12	48.9	Pri; Hgh
Weldon City	1.	Weldon Elementary	PK-4	53	Pri

Perf. Comp-overall performance composite score on state's ABCs; LP-Low performing; Pri-priority school; Exp-made expected growth; Hgh-made high growth; MI-one of 25 most improved K-8 schools; UNGR-ungraded.

**North Carolina Comprehensive School Reform
Implementation Grants**

Grant Application Packet

2002-2003 Competition (Cohort 4)



**North Carolina Department of Public Instruction
MSC # 6351, School Improvement Division
301 North Wilmington Street
Raleigh, North Carolina 27699-6351**

December 2002

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Comprehensive School Reform Implementation Grants Introduction

What is Comprehensive School Reform?

The Comprehensive School Reform (CSR) initiative is intended to assist schools that need to substantially improve student achievement to implement comprehensive school reform designs and programs that are based on reliable research and effective practices that include an emphasis on basic academic skills. Comprehensive school reform is intended to stimulate schoolwide change covering virtually all aspects of school operations, rather than a piecemeal, fragmented approach to reform.

This process begins with assessing the needs and assets of a school, developing a design for improvement that is based on research-proven strategies that match the needs of the school, implementing the design across all parts of the organization, and evaluating the impact of the design on student achievement. The essential elements of the design must be integrated in the school's improvement plan in a coherent, cohesive manner.

Everything in the school's operation is aligned and focused for the express purpose of producing high levels of student achievement for all students. This approach is one of continuous improvement strategies and processes. It is focused on professional development that supports the design; rigorous curriculum and high quality instruction; high levels of student learning; involvement of school staff, parents, and the community; and the targeting of all resources towards accomplishing the school's goals.

CSR Models & Comprehensive School Reform

There are existing programs for school improvement that have a research base and a proven track record. These programs are an excellent starting point or anchors for school reform. However, they range from a focus on specific programs, such as reading, to comprehensive designs for school improvement. Most do not address all components essential in this grant application, nor the methods necessary to integrate the components in a cohesive manner within North Carolina's particular reform context.

To develop a comprehensive plan a school must complete a comprehensive needs assessment to identify the school's particular needs and assets, select a research-based reform model that fits the school's existing needs and anchors the school reform initiative, and integrate all essential components of comprehensive reform into the plan so that the plan is workable and makes sense. If you are using more than one reform models, show how the components of these models connect and relate to each other. This grant is intended to prevent the "project mentality" and fragmentation that predominates in ineffective schools.

For this particular competition, priority will be given to CSR school designs that are initial implementations using proven models that are research-based and that address the 11 components of Comprehensive School Reform. The Catalog of Schools Reform Models published by the Northwest Regional Education Laboratory lists 26 school reform models that have been reviewed and are deemed to be on the high end of the continuum of comprehensiveness. While locally developed models are not prohibited, we have found that schools have enormous challenges in showing that their local design is an initial implementation, is research based, and that it adequately addresses the 11 required Comprehensive School Reform components." Notwithstanding, a locally developed model that has a strong research base and that addresses all 11 components will be given equal consideration.

The implementation grant requires the involvement of outside expertise and technical assistance for maximum effectiveness in the development and implementation of the school's

comprehensive reform plan. In addition, strong support from the LEA's central office is essential if an implementation is to be sustained.

Comprehensive School Reform in North Carolina

North Carolina has strong support for and a focus on standards-based reform. The state's reform context is primarily driven by the School-Based Management and Accountability Program of 1995 (the ABCs of Public Education), and the Excellent Schools Act of 1997. The ABCs Plus integrates these two reform legislation into the following five strategic priority areas:

- High Student Performance;
- Safe, Orderly, and Caring Schools;
- Quality Teachers, Administrators and Staff;
- Strong Family, Community, and Business Support; and
- Effective and Efficient Operations.

In addition, the State Board is committed to addressing the achievement gaps among students and a school's plan for overall improvement must give urgent attention to this issue.

Implementation Grant: Coordination of Plans & Resources

Each grant proposal should consolidate and address all requirements of other traditionally separate plans (School Improvement, Title 1, Safe Schools, Closing the Gap, etc.) as well as the targeting of multiple funding sources in support of your comprehensive improvement design. All of this should be aligned to the standards of North Carolina's ABCs Plus and to your vision of comprehensive reform for your school. If your grant is funded, the plan for comprehensive reform then also becomes the basis for your School Improvement Plan, Safe Schools Plan, and Title I School Improvement Plan.

The implementation grants are to support schools in meeting the standards set forth in the ABCs and ABCs Plus through comprehensive school reform. All schools need to have completed a needs/assets assessment prior to submission of this grant application. *Schools planning to use an external model listed as "whole school" in the Catalog of School Reform Models should learn much about the model and involve the model developer in doing the needs assessment and in developing the implementation details prior to the submission of the proposal.*

Implementation Grant Information

Eligibility

The following category of schools will be eligible to apply for Comprehensive School Reform Implementation Grants (a list of eligible schools can be found in Appendix #1):

- **All schools (including Charter Schools) with ABCs performance composite scores of 54 and below with at least an enrollment of 50 students.**

Funding Sources & Amounts

Grants will range from a minimum of \$50,000 to a maximum of \$100,000 per school per year for up to three years. The State Board of Education reserves the right to negotiate final awards should the proposal be approved.

The total amount of funding available for competitive grants will be approximately \$2 million. Up to three years of support is intended, contingent upon successful implementation and evaluation of the impact of the program each year and the availability of funds.

Timelines

Application timelines for the 2002-2003 competition are as follows:

December 19, 2002	Application packets mailed to selected LEAs and eligible schools
January 6, 2003	“Intent to Apply” forms and showcase registration forms due
January 21-22, 2003	Showcase and informational meeting to share application guidelines and comprehensive school reform programs
April 4, 2003	Applications submitted to the Department of Public Instruction
April-May, 2003	Level 1 review
May 2003	Interviews with selected applicants
June 2003	Levels 2 & 3 review
July/August 2003	State Board of Education approves awards
August 2003	Grants awarded

Submission Procedures

In completing applications, the following steps should be followed:

- The superintendent or charter school director designates a primary contact person for the Comprehensive School Reform Implementation Grant Initiative.
- Primary contact person prepares and distributes the LEA plan for receiving school applications (with accompanying local timelines).
- Schools complete application and forward to LEA primary contact person.
- Primary contact person completes and signs the School List form and obtains superintendent’s signature on the LEA Cover Page and Debarment Form (Form #4).
- Application forwarded to the Department of Public Instruction.

Application Components

A completed application must include the following components and be packaged as listed below:

1. LEA Cover Page (signed and dated by the superintendent)
 1. School Cover Page (one for each school submitting an application)
 1. Narrative (20 pages maximum)*
 1. LEA's List of Schools (Form #1)
 1. Verification of School Support for Comprehensive School Reform (Form #2)
 1. School Budget (Form #3a)
 1. Budget Narrative (Form #3b)
 1. Debarment Certification (Form #4)
 1. Developer Support Letter (verifying that the CSR program developer will commit resources if your school is funded)
- No extraneous attachments are to be submitted. Materials others than those required will not be reviewed.

Application Requirements

- *Schools are also asked to submit the “**Intent to Apply**” form that accompanies this packet by **Monday, January 6, 2003**. This form will assist Department of Public Instruction staff in ensuring that we have sufficient reviewers available to provide quality reviews of applications.*
- Faxed copies of applications will not be accepted.
- **Your responses must match the questions and be numbered sequentially.**
- After you have assembled all documents, attachments, and forms of your application in proper sequence; **number the pages sequentially**, starting with the cover page as page 1.
- Use subheads and bold type to make your proposal reader friendly.
- You may use charts and bullets where appropriate, but these will count toward the 20-page maximum for the narrative.
- **Required forms are not included** in the 20-page limit for the narrative.
- Applications should be **stapled**. Please do not submit applications in notebooks, folders or other packaging. This only takes up space and makes it harder to handle applications. **Pages should be numbered sequentially.**
- Four copies, one with original signatures and marked “original,” must be submitted by April 4, 2003 to:

Dr. Jerry Jailall, CSR Coordinator
North Carolina Department of Public Instruction
MSC #6351, Compensatory Education, School Improvement Division
Raleigh, North Carolina 27699-6351

Submitted means that the application is physically inside the Education Building no later than **5:00 p.m. on Friday, April 4, 2003**. Applications that are hand-carried to the Education

Building in Raleigh must be brought to cubicle 6189 (sixth floor, south end) and given to either Jerry Jailall, Coordinator or Paula Langill on or prior to 5:00 p.m. on Friday, April 4, 2003.

Questions

If you have questions, please call Jerry Jailall, CSR Coordinator at 919-807-3965.



North Carolina Department of Public Instruction
Comprehensive School Reform Implementation Grants
LEA Cover Page for Cohort 4

LEA/Charter School LEA Submitting Application _____

Name of School: _____ Grade Levels Served: _____

LEA Contact Person _____

LEA Contact Person's Title _____

LEA Contact Person's Address _____

LEA Contact Person's Telephone Number _____

LEA Contact Person's Fax Number _____

LEA Contact Person's E-Mail Address _____

Statement of Assurances

Assurances are hereby provided to the State Education Agency that the Local Education Agency will:

1. Carry out responsibilities authorized under §1502 of Title I of the improving America's School Act of 1994 (if applicable), the Fund for the Improvement in Education (Title X, Part A) of the Improving America's Act of 1994, and the No Child Left Behind Act of 2001.
1. Facilitate the participation of the principal in the CSR Leadership Development program.
1. Support implementation of comprehensive school reform initiatives that show the most promise of enabling children to meet challenging state content and performance standards based on reliable research and effective practices.
1. Provide technical assistance to funded schools concerning the selection, development, implementation, and evaluation of the comprehensive school reform initiative.
1. Ensure that sufficient resources are available to continue the comprehensive school reform initiative after grant support ends.
1. Review, on an annual basis, the implementation of the comprehensive school reform model and the academic performance of the students in funded schools as a part of the grant continuation and renewal process.
1. Appoint a central office contact to work with each school selected to receive funding.
1. Use Comprehensive School Reform Implementation Grant funds to supplement, and not supplant, all federal, state, and local funds in funded schools.
1. Budget at least 30% of the funds allotted to each school for staff development (apart from the contracted amount with the CSR program developer), use professionals certified by model developers to conduct training, involve central office liaison in training, network training where possible and adhere to national and/or state standards or guidelines for meaningful professional development.
1. Participate in the state-level evaluation of the Comprehensive School Reform Initiative.
1. Select a technical assistance partner to provide support to the school.

Superintendent's Signature (Required)

Date of Signature

North Carolina Department of Public Instruction
Comprehensive School Reform Implementation Grants

School Cover Page

School/Charter School Submitting Application _____

School/Charter School Grade Levels Served _____

School/Charter School Contact Person _____

School/Charter School Contact Person's Title _____

School/Charter School Contact Person's Address _____

School/Charter School Contact Person's Telephone Number _____

School/Charter School Contact Person's Fax Number _____

School/Charter School Contact Person's E-Mail Address _____

Central Office Liaison(s) Assigned to This School _____

1. Initial Implementation of an Initiative

_____ Initial implementation of an external CSR model (We do not have this model now)

_____ Initial implementation of a locally developed CSR program (We do not have this program now)

2. Primary Comprehensive Reform Program to be Implemented

3. Reform Programs Already in Place at Your School (e.g., CCC, Comer, HSTW, etc.)

4. Program Developer who Has Made a Commitment to Work with Your School (if grant is funded)

The RFP Narrative is in a separate file because it's in a different format.

Attachment 1

Components of Comprehensive School Reform (CSR)

CSR Component 1. Use of proven methods and strategies based on scientifically based research. Meeting the conditions for this component usually requires full adoption and use of an approved CSR program model. The goals and benchmarks should refer directly to the “reform” accomplishments that are necessary to change the school from whatever it is now to whatever it should be if the selected model is fully implemented as it is intended to be. Goals need to be stated for all key features of the selected model.

CSR Component 2. A comprehensive and integrated school improvement design with aligned components including technology. Conditions for this component require extending the reform initiative throughout the school to all significant curricular areas, grade levels, and to all significant subsets of students. Some models might be selected that are not comprehensive and may require adding other models or parts of models or making improvements in some other way that, when all combined, comprise a coherent and comprehensive model for the school. There should be clear plans to achieve comprehensiveness by the end of the 3rd year, but there should be no assumption that reforms made during the first year meet this standard fully. Depending on the selected model, it may be reasonable during the first year to focus on one-or-more grade levels or curriculum areas, on some particular subsets of the total student body (for example, the previously low-performing students), or on school-level organizational features. Some models deal more with organization-level features and less on particular instructional or curricular practices, while others deal directly with instruction and curriculum and less on organization. By the end of the 3rd year, all aspects of the school should have been addressed by the reform initiative.

CSR Component 3. Ongoing, high-quality professional development for teachers and staff. The program provides high-quality and continuous teacher and staff professional development and training. To meet the standards for this component, professional development events will use proven, innovative strategies that are both cost effective and accessible to those who need the assistance. The development services should ensure that teachers are able to use State assessments and challenging State academic content standards to improve instructional practice and student academic achievement within the context of the adopted CSR model. The professional development should be integrated into school and LEA improvement plans while being focused on adoption of the selected CSR model. The services should be evaluated regularly to gauge their effectiveness for developing capabilities of the professional staff to implement the selected CSR model as it is designed.

Goals and related benchmarks should be set for all significant areas of professional development and change; but particularly, for any skills needed to implement the selected CSR model as it is designed. They should reflect the actual changes that are needed within the school, considering the diversity of capabilities, sentiments, and roles among the professional staff.

CSR Component 4. Measurable goals and benchmarks for student achievement. A comprehensive school reform design includes measurable goals for student academic achievement and establishes benchmarks for meeting those goals.

The goals and benchmarks set for each year should reflect the accomplishments that are reasonable to expect given the schedule of changes that are actually expected during the 1st, 2nd, and 3rd years of the reform initiative. They should be ambitious, important, and reasonable to achieve given the degree to which the reforms will occur each year. While the focus of the goals and benchmarks probably should be on selected high-priority subject areas or sets of students during the first year, by year three, they should be comprehensive, covering the full student body and the full set of curricular areas served by the selected CSR model.

CSR Component 5. Support within the school from teachers, administrators and staff.

To meet the standards for this component, teachers, principals, administrators, and other staff throughout the school support the reform initiative to implement the selected CSR model. They demonstrate this support by, among other actions, learning about and embracing the selected CSR model, focusing on continuous improvement of organizational processes, curriculum, classroom instruction, and engagement with parents and the community. Staff participate readily in the planned professional development to adopt the CSR model.

Goals and related benchmarks for this component should address, among other topics, understanding of the selected CSR model and the reform processes, willingness to engage in the reform initiatives, and support for (or elimination of opposition to) the changes that are being attempted in the school. Benchmarks should reflect the particular changes that are needed, considering the diversity of support currently among the teachers, leaders, and other staff.

CSR Component 6. Support for teachers, administrators and staff. A CSR initiative should provide support for teachers, principals, administrators, and other school staff as they go about making the changes to adopt the selected model. It should do that by creating shared leadership and a broad base of responsibility for the reform efforts. The support provided should encourage teamwork and the celebration of accomplishments, consistent with the selected model.

Goals and benchmark should address all key areas of organizational development that are needed to support and encourage the work by individuals and groups as they attempt to make changes to implement the selected model. These should address, among others, development of schedules and routines that are needed, developing skills or providing services for group processes and decision-making, or providing the material or human resources need to do the jobs that must be done to change.

CSR Component 7. Meaningful parent and community involvement in planning, implementing and evaluating school improvement activities. To meet the standards for this component, the program will have meaningful and extensive involvement of parents and the local community in planning, implementing, and evaluating the school-improvement initiative, consistent with the selected CSR model. The school should pay special attention to building the capacity of parents for meaningful involvement in school processes and it should design ways to increase the engagement of parents in the instructional program and increase their contribution to the academic achievement of their children—at home or at school. A successful parent-community engagement program will have parents and the broader communities consistently modeling the value of education and schooling, consistently modeling the importance of having personal goals and working to achieve those goals, and communicating clearly to their children high expectations for their engagement in schooling and academic accomplishment. Goals and benchmarks should be set to cover this range of accomplishments—not merely attendance at functions or events at the school.

CSR Component 8. High-quality external technical support and assistance from an external partner with experience and expertise in schoolwide reform and improvement. To meet the conditions of this component, the CSR initiative will include high-quality external support and assistance from one-or-more individuals or agencies that have experience and expertise in schoolwide reform initiatives to adopt the selected CSR model. The CSR initiative of the school should be supported by qualified technical assistance providers that have a successful track record, financial stability, and the capacity to deliver high-quality materials, professional development for school personnel, and on-site support during the full implementation period of the reform that is targeted to adoption of the selected CSR model. Goals and benchmarks should specify the accomplishments for which technical support provides the methods. These may overlap accomplishments related to other components, such as # 1—adopting an approved CSR model—or # 3—professional development. If so, goals and benchmarks for this component may just duplicate those in this document to highlight attention to this component. Duplicates will be deleted in the sorted project-management list of benchmarks that will be developed from this one.

CSR Component 9. Annual evaluation strategies for the implementation of school reforms and for student results achieved. To meet the conditions of this component, a CSR initiative should ensure accountability by including a plan for the evaluation of the implementation of school reforms and the student results that are achieved. The evaluation should ensure that the school is making the needed progress toward achieving its goals and benchmarks and that necessary adjustments and improvements will be made to the reform strategies. Therefore, evaluation should be included in the regular management system for the CSR initiative to ensure that events and accomplishments occur as planned, or that changes from plans are made whenever needed. The total evaluation plan should include the measures, criteria, and schedules reflected in the goals and benchmarks for the initiative. Goals and benchmarks for this component should specify the information that will be available from the evaluation processes, the form and format, and by when. All key types of information related to benchmarks and key evaluation processes should be included.

CSR Component 10. Coordination of resources to support and sustain the school's comprehensive reform effort. To meet the conditions of this component, the funding plan for the CSR initiative will include any Federal, State, local, or private financial and other resources that the school can use to provide services or other resources that are needed to support and sustain the reform initiative. There should be a complete plan for providing the full range of resources needed to achieve the reforms and the allocation of all school resources should focus clearly on the reform initiative, including adoption of the selected CSR model. Goals and benchmarks for this component should specify the resources to be secured or allocated, and may include such accomplishments as acquiring new resources, allocating resources to needs, or getting approval for use of resources in ways other than their presently-authorized uses.

CSR Component 11. Use of instructional strategies that have been found by science-based research to make significant improvements in the academic achievement of students or which demonstrate strong evidence by other means that they will improve the academic achievement of students. To meet the conditions of this component, the instructional practices of the school must meet either of the tests of validity set in the statement of the component. Some CSR models include specific instructional practices that have been validated as part of the validation of the reform model. Other models do not contain validated instructional practices. If the selected model does not include validated practices, then the CSR plan must include a clear plan for aligning the instruction in the school with this standard. This may require a focused attention in addition to the implementation of the selected CSR model and may be achieved by adopting a specific instructional model that operates within an overarching organizational-reform model. For example, the Paideia Model might be adopted to operate within the Comer School Development Model or High Schools That Work. As an approach other than adopting a particular model, instructional changes might focus on: (a) adoption and use of general principles of instruction and learning that are established within the field of instructional systems design and development; or (b) adoption of a comprehensive set of “best practices” that are generally recognized within the field of education as having strong evidence of effectiveness. However, to use either of these approaches, the principles or practices to be adopted and used must be explicitly known to the users and planners.

Goals and benchmarks for this component should specify the practices that will be in place, and may give practices from an adopted model, practices consistent with selected principles, or selected “best practices”. Of course, any combination of these options might be used as long as the selected practices are consistent in their underlying principles.

Attachment 2

ASSURANCES FROM MODEL PROVIDER/TECHNICAL ASSISTANCE PARTNER(S):

Under the *new requirements* of the federal Elementary and Secondary Education Act as amended by the “No Child Left Behind Act” of 2001, states have the obligation to ensure that:

- a. **Schools are using proven research-based methods and strategies as they pertain to the 11 Comprehensive School Reform components and the school's overall program and design for comprehensive school reform,**
- a. **Schools are using the services of technical assistance providers who are financially viable, and**
- c. **Schools are using the services of technical assistance providers who have the capacity, qualification and experience to deliver high quality professional development and assistance.**

A technical assistance person working with schools should have at least a bachelor's degree and at least 4 years of experience at the grade level, subject, or focus area in which they are assisting the school. A master's degree is preferable.

What Each CSR School Needs to Do:

1. Ask your model developer and each of your technical assistance partner(s) to:
 - a) Complete the assurances/verification form.
 - b) Provide a resume for each of the technical assistant consultant(s) assisting the ~~school~~ school, including information on:
 - Qualifications
 - Experience
 - Training specific to the CSR model used at the school, and
 - Overall competency to deliver assistance within the school’s CSR design.

ASSURANCES FROM MODEL PROVIDER/TECHNICAL ASSISTANCE PARTNER(S): VERIFICATION OF FINANCIAL VIABILITY AND CAPACITY TO DELIVER HIGH QUALITY PROFESSIONAL DEVELOPMENT

Name of school _____ LEA _____

Name of model provider/technical assistance partner _____

Partner's Address _____

Phone _____ Fax _____ E-mail _____

Area of focus for services/assistance _____

Name(s) of staff assigned to school _____

Names of two schools similar to this school being served (in terms of grade levels, demographics, socio-economic status) where we have provided technical assistance and obtained success:

School #1

Name of school _____ Grade levels _____

Address _____

Phone: _____

Contact person: _____

School #2

Name of school _____ Grade levels _____

Address _____

Phone: _____

Contact person: _____

I/We hereby verify and assure that my consultancy/our organization meet(s) the following conditions as required by the Comprehensive School Reform program:

- I/We have a successful track record in working with schools similar to the one above.
- Our organization /My consultancy is in sound financial condition, is not currently under bankruptcy proceedings, and plan to be in business for at least the next three years.
- I/We have the capacity to deliver high-quality materials, professional development, and on-site implementation support. I/We have adequate and qualified staff available to deliver services in a timely manner. I/We will make reasonable and appropriate redresses in the event that the school is not satisfied with our services.
- I/We understand that if any of the above assurances are found to be incorrect or constitute a misrepresentation that I/we will be ineligible for future consideration in serving as a technical assistance provider or partner.

**Signature of Model Developer Representative or
other Technical Assistance Provider**

Date

**Verification of School Support for Comprehensive School Reform
Program/Initiative (Form #2)**

LEA _____

Name of School _____

It is a requirement that staff support is obtained for the school reform initiative. While consensus is the ideal, a support rate of 90% or more is considered desirable; support by 80-89% of staff is satisfactory, and support by 79-50% of staff is considered marginal. Support by fewer than 50% of the staff is considered unacceptable.

We verify that the comprehensive school reform program/initiative described in our implementation grant proposal was discussed, staff input was obtained through our site-based management process and staff support for our initiative is indicated below.

1. Number of staff in school (Include all full-time instructional and non-instructional staff) _____

2. Number of staff that voted _____

3. Number & percentage of staff that supported the plan _____ %
(Use the number shown in item #1 above to calculate the percentage here)

4. Number & percentage of staff that did not support the plan _____ %
(Use the number shown in item #1 above to calculate the percentage here)

If the number of staff voting does not equal the number of staff in the school, please explain the reason(s) for this discrepancy.

The method used to obtain staff approval was:

Secret ballot _____
Show of hands _____
Other (Please explain) _____

Date voting was done _____

Signature of Principal _____

Signature of School Improvement Team Chairperson _____

Date _____

Comprehensive School Reform Implementation Grants

School Budget -- Year One (Form #3a)

Notes on Completing Year 1 Budget

Schools need to consider a long-term plan for funding the implementation and continuation of the CSR initiative.

- Personnel costs should include salaries and fringe benefits.
- Actual grant expenditures must be made in accordance with appropriate codes in the Uniform Chart of Accounts for PRCs 40 and 41.
- Provide additional details on any staff to be paid full-time or part-time with CSR implementation grant funds using the table provided. Because grant funds will only be available for a short period of time, payment of personnel is discouraged and capped at 25% if necessary for the CSR program chosen. *
- At least 30% of grant funds must be directed toward professional development, apart from the amount for contracted services for CSR program provider. **
- Not more than 10% may be spent on technology providing this is relevant and aligns with your CSR program. ***

Budget Category	Funding Sources			
	CSR Funds	State Funds	Federal Funds	Local Funds
Personnel*	\$	\$	\$	\$
Prof. Development**	\$	\$	\$	\$
Materials & Supplies	\$	\$	\$	\$
Equipment	\$	\$	\$	\$
Developer Fees/Costs	\$	\$	\$	\$
Hardware & Software***	\$	\$	\$	\$
Evaluation	\$	\$	\$	\$
Other (e.g., indirect cost)	\$	\$	\$	\$
Total	\$	\$	\$	\$

Position Title	Percent of Time Devoted to Grant Implementation	Amount of Salary/Fringe Benefits to be Paid From Grant Funds
		\$
		\$
		\$

Budget Narrative (Form #3b)

- Provide very specific and detailed explanations for all expenditures here.

Item	Description & Rationale	Amount
TOTAL		

Comprehensive School Reform Implementation Grants

Debarment Certification -- (Form #4)

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1998 *Federal Register* (pages 160-192). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

Before Completing Certification, Read Instructions on Following Pages

- (1) The prospective lower tier participants certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

- (2) Where the prospective lower tier participants is unable to certify to any of the statements in this certification, such prospective participants shall attach an explanation to this proposal.

Superintendent or Authorized Representative's Signature

Date of Signature

Debarment Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participants shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarment,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The proposed lower tier participants agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
Except for transactions authorized under number 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
9. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.

**Comprehensive School Reform (CSR) Implementation Grants
Frequently Asked Questions
2002-2003 Award**

- 1. How many grants will be funded?**
Given the range of \$50,000 to \$100,000 per school, the number of schools funded should range from 20 to 25. The Department reserves the right to increase or decrease the number of grants based on the quality of the applications received.
- 2. Which schools are eligible to apply?**
Thirty-one schools with overall ABCs composite scores of 51 and below and having no fewer than fifty students were designated as eligible to apply for 2002/2003.
- 3. Why do we have to get a commitment from a model developer?**
If you plan to use an external CSR model, the Department does not want to fund a school and then find out that the model developer cannot commit resources to assist the school in implementing the model.
- 4. Are any models preferred over others?**
No particular models are preferred; however, preference points will be given to schools using any of the twenty-six models categorized as “whole school” models found in the Northwest Laboratory’s *Catalog of School Reform Models*. Our experiences show that locally developed models and content-specific models do not lend themselves to the comprehensive reform focus that is a part of this competitive grant program. However, any locally developed model submitted for consideration must address the 11 components, be rooted in a strong research base, and provide evidence of the potential to support reform.
- 5. Can grant funds be used to conduct a needs assessment?**
No. These grant funds are to be used to implement comprehensive school reform models/initiatives; they are not for planning purposes. Needs assessment is a process that leads to selection of a model/initiative to implement. Schools that have not gone through a needs assessment process should not apply for these funds.
- 6. Must a school select a model from the *Catalog of School Reform Models* published by the Northwest Regional Education Laboratory?**
Not necessarily. However, preference points will be given to schools using any of the twenty-six models categorized as “whole school” models found in the Northwest Laboratory’s *Catalog of School Reform Models*. A locally developed model that adequately addresses all 11 components and grounded in a strong research base will be given equal consideration. See note in #4 above.
- 7. Is there a priority for schools serving particular grade levels?**
No. CSR legislation clearly suggests that states should ensure a mix of elementary, middle, and high schools. This is normally an area that the State Board considers in conjunction with geographic distribution.

Comprehensive School Reform Implementation Grants Frequently Asked Questions

- 8. What are the key factors the state will examine in selecting recipients?**
The two key factors are:
- Comprehensiveness and research base of your reform design.
 - Quality of the proposal and implementation plan.
- 9. Are there any special expectations from principals of schools receiving CSR grants?**
Yes. Preference points will be given to schools where the principal has indicated a commitment to participation in our “Leadership Development Program for CSR Principals.” This program will require principals to participate in specially designed “leadership for reform” activities to be facilitated by the Principals Executive Program.
- 10. What about schools that are already implementing a model? Are they eligible to apply?**
The intent of Congress is to support schools that are initiating implementation of a model for the first time, or substantially expanding a model with new components.
- 11. Are private schools eligible to participate?**
No. SEAs and LEAs are encouraged, however, to share their knowledge with private schools.
- 12. Are charter schools eligible to participate?**
Yes.
- 13. Can a school decrease other funding sources in a school if it receives grant funds?**
No. A school cannot decrease state, local, and federal funds if it receives grant funds, and this requirement cannot be waived.
- 14. Should our school apply for these funds?**
Any eligible school can apply, so each school will have to make its own decision based on the amount of time it will take to write the grant, the commitment of the faculty to the model, the need for comprehensive change in the school, and other priorities or activities in which the school is involved. Because there is a limited amount of funding available, schools can always look to other sources to support this effort.
- 15. Do the LEA Cover Page, School Cover Page, Abstract, LEA’s List of Schools, Verification of School Support for Comprehensive School Reform, Budget Form, Developer Commitment Letter, Budget, and Debarment forms count toward the twenty-five page maximum allowed for the narrative?**
No. The twenty-five page limit applies to the questions found on pages 10-27 of the local application.

Comprehensive School Reform Implementation Grants Frequently Asked Questions

16. Can grant funds be used for “pre-award” costs, including costs of developing the grant application?

No. A school cannot pay a firm or group directly for its proposal development work nor may it reimburse itself for those costs after it receives a grant. Grant funding is to be used only for program implementation.

Grant funds cannot be used to reward a proposal writing firm for its help in developing a comprehensive school reform implementation grant that is funded. Payment for grant writing under the guise of grant evaluation is not permitted. This is not considered a “reasonable and necessary” program activity. Grant funds can only be used for program implementation.

17. How do Charter Schools address the issue of LEA support?

Each grant application must address LEA support. Charter Schools should discuss the support of their governing boards when addressing this issue.

18. Are there any cautions regarding the use of outside firms or groups to develop a grant application?

Schools need to be aware that there are grant writing entrepreneurs who will solicit your business. If multiple schools submit applications drafted by outside firms or groups and these applications are basically similar, this will result in applications being eliminated from consideration. Submission of an “off-the-shelf” design without a direct focus on the needs of the individual school cannot adequately address the comprehensive requirements of the grant program.

One aspect of the power of comprehensive school reform is in the process of developing an improvement plan with staff involvement. When grant writers produce a proposal for you without staff involvement, it puts you at a disadvantage.

19. Can an LEA charge indirect cost to grant funds?

Yes, an LEA could charge indirect cost charges to this grant, but the rate must be consistent with each LEA’s prescribed rate for other federal funds. However, charging indirect cost is optional.

20. Are there restrictions on the use of funds?

The Comprehensive School Reform grant is not a slush fund for staff positions, technology and supplies. All funds must be spent in accordance with the needs of your CSR design and the selected CSR program. As indicated in the application document, there are caps on expenditures for technology and personnel and a minimum requirement for professional development.

21. Is it a requirement that schools with awards have a contract with the Comprehensive School Reform program developer for technical assistance?

Yes. This is an essential requirement.

22. Once awarded, is this grant automatically renewable?

No. Renewal will be based on the impact and success you have had based on an impact survey report that you will be required to submit.