



**Title I – 1003(g) School Improvement Grant  
2015-2016 School Year  
Grant Application**

**Glenda Ritz, NBCT**  
Indiana Superintendent of Public Instruction

**LEAs must submit an application for EACH school applying for 1003(g)**

**Part I: Grantee Information**

**Applicant Information**

<b>School Corporation/Eligible Entity</b>		<b>Corp #</b>	
<b>School</b>		<b>School #</b>	
<b>Superintendent Name</b>		<b>Email</b>	
<b>Title I Administrator Name</b>		<b>Email</b>	
<b>Principal</b>		<b>Email</b>	
<b>Mailing Address</b>		<b>City</b>	<b>Zip Code</b>
<b>Telephone</b>		<b>Fax</b>	
<b>Total Funding Request</b>			

**Application Type:**

Transformation  
  Turnaround  
  Early Learning  
  Whole School Reform  
  Restart  
  Closure

**Important Dates**

1003(g) LEA application released	May 27 <sup>th</sup> , 2015
1003(g) webinar (Will be recorded and posted on the website.)	May 28 <sup>th</sup> at 2 pm May 29 <sup>th</sup> at 10 am
Open calls for prospective schools	June 2 <sup>nd</sup> at 2 pm; June 4 <sup>th</sup> at 10 am; June 10 <sup>th</sup> at 2 pm
Technical assistance for prospective schools	June 17 <sup>th</sup> at 12-4:30 pm; June 19 <sup>th</sup> at 12-4:30 pm
LEA applications due	July 7 <sup>th</sup> , 2015
Preliminary award notification	August 12 <sup>th</sup> , 2015

## Part 2: LEA and School Assurances and Waivers

**The LEA/Eligible Entity must provide the following assurances in its application.**

**The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.**

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- 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 and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority 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 (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.

- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

**The LEA must check each waiver that the LEA will implement**

“Starting over” in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model. (only need to check if school is choosing RESTART model)

Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

**By signing below, the LEA agrees to all assurances above and certifies the following:**

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

**Superintendent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Title I Administrator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



**Consultation with Stakeholders:** List each meeting or other activity held to consult with stakeholders regarding the LEA’s application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

Meeting Topic	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	<i>3/15/14</i>	<i>25</i>	<i>5</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>200</i>	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>

Describe process and comments from Family and Community Input:

- How and when was information shared?
- What were the pieces of key input used from Family and Community?
- How was input incorporated into your grant?
- How was your grant changed as a result of input?

<b>Family and Community Input</b>	
<b>Family</b>	
<b>Community</b>	

**Part 3: Schools to be Served by LEA**

**Schools to be Served by LEA – ALL schools who qualify must be listed**

Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School

## Part 4: Needs Assessment and Goals

Complete the table below for each available subgroup that did *not* pass in English/language Arts and/or mathematics.

This section identifies the school's needs assessment and goals – there is not a “required” number of subgroups which should be designated as “High, Med, Low” Risk.

Complete the table below for your **overall student population**.

### Subgroup Achievement Indicators

Review Subgroup Data via the NCLB drop-down under the Accountability tab: <http://compass.doe.in.gov/dashboard/overview.aspx>

Student Groups - ELA	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	<i>40% passing</i>	<i>45% passing</i>	<i>50% passing</i>	<i>55% passing</i>	<i>60% passing</i>
All Students								
African American								
Asian/Pacific Islander								
Hispanic								
White								
Students with Disabilities								
LEP								
Free/Reduced Lunch								
HS required - % of non-passers of ECA who pass by 12 <sup>th</sup> grade								
Student Groups - Math	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	<i>40% passing</i>	<i>45% passing</i>	<i>50% passing</i>	<i>55% passing</i>	<i>60% passing</i>
All Students								
African American								
Asian/Pacific Islander								
Hispanic								
White								
Students with Disabilities								
LEP								
Free/Reduced Lunch								
HS required - % of non-passers of ECA who pass by 12 <sup>th</sup> grade			8					

<b>Overall Achievement</b>	<b>BASELINE SY 2014-2015</b>	<b>SY 2015-2016 Goal</b>	<b>SY 2016-2017 Goal</b>	<b>SY 2017-2018 Goal</b>	<b>SY 2018-2019 Goal</b>	<b>SY 2019-2020 Goal</b>
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)						
Percent of students proficient on ISTEP (ELA) (3-8)						
Percent of students proficient on ISTEP (Math) (3-8)						
Percent of students proficient on IREAD (Spring Test Only) (3)						
10 <sup>th</sup> grade ECA pass rate (English 10)						
10 <sup>th</sup> grade ECA pass rate (Algebra I)						
Non-Waiver Graduation Rate – HS only						
College enrollment rates – HS only						

Complete the table below regarding key areas of student learning indicators. Include your 2014-2015 data as baseline data, as well as upcoming goals.

<b>Leading Indicators</b>	<b>BASELINE SY 2014-2015</b>	<b>SY 2015-2016 Goal</b>	<b>SY 2016-2017 Goal</b>	<b>SY 2017-2018 Goal</b>	<b>SY 2018-2019 Goal</b>	<b>SY 2019-2020 Goal</b>
1. Number of minutes within the school year that students are required to attend school						
2. Number of daily minutes of math instruction						
3. Number of daily minutes of EL/A instruction						
4. Dropout rate – HS only						
5. Student attendance rate (must be a percentage between 0.00 and 100.00)						
6. <i>Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – <b>HS only</b></i>						
7. <i>Number of students completing dual enrollment classes – <b>HS only</b></i>						
8. <i>Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should <b>not</b> exceed the either category total.) – <b>HS only</b></i>						
9. Types of increased learning time offered <ul style="list-style-type: none"> <li>• LSY- Longer School Year</li> <li>• LSD- Longer School Day</li> <li>• BAS-Before/After School</li> <li>• SS- Summer School</li> <li>• WES-Weekend School</li> <li>• OTH-Other</li> </ul>						
10. Discipline incidents – number of suspensions and/or expulsions						
11. Truants – number of <b>unduplicated</b> students who have received truancy letters or action, enter as a whole number						
12. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate <b>individual number</b> of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)						
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)						

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. **Each area should be tied back to data above and address the subgroup needs identified.**

Instructional Programs	
<b>LEA analysis</b>	
<b>Justification for Selected Interventions (include alignment to model chosen)</b>	

School Leadership	
<b>LEA analysis</b>	
<b>Justification for Selected Interventions (include alignment to model chosen)</b>	

## School Infrastructure

<b>LEA analysis</b>	
<b>Justification for Selected Interventions (include alignment to model chosen)</b>	

## Part 5: Selection of Improvement Model

Based on our findings of the data sources, the LEA is selecting this model for this school:

- Transformation   
  Turnaround   
  Early Learning   
  Whole School Reform   
  Restart   
  Closure

**Instructions:** Reflect on the data, findings, root cause analysis, self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

### Describe how the model corresponds to the data, findings, analysis and self-assessment.

Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators

### Describe how the model will create teacher, principal, and student change.

## Part 5a: Selection of Improvement Model – SMART GOALS

### RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Grant Goals

\*CLOSURE schools do not need to complete SMART goals

Complete one overall SMART goal for culture and two to three overall SMART goals for academics (for ELA and math at minimum).

These goals will drive your entire grant.

#### SMART Culture Goal

#### SMART Academic Goal

ELA Academic Goal

Math Academic Goal

Other Academic Goal (optional)

**Part 5b: Selection of Improvement Model – Planning Year – 2015-2016**

**IN CONDITION:** ALL models MUST complete a planning year for SY 2015 and 2016. RESTART and CLOSURE have separate planning year information.  
**Please be sure you complete the APPROPRIATE model Planning Year.**

**CLOSURE Planning/Implementation Year – SY 2015-2016**

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
District Needs Assessment of <i>higher achieving</i> buildings and building capacity  Maintaining Culture		Phase one (1 <sup>st</sup> quarter)		
Student, Parent, and Community Outreach  Staff Outreach		Phase two (2 <sup>nd</sup> quarter)		
Leadership Development  Instructional Goals  Maintaining Culture		Phase three (3 <sup>rd</sup> quarter)		
Student, Parent, and Community Outreach  Enrollment Process		Phase four (4 <sup>th</sup> quarter)		

Closure of Building		Phase five (summer 2016)		
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<b>RESTART Planning Year - SY 2015-2016</b>				
<b>Focus Areas</b>	<b>Action Steps and Person(s) Responsible</b>	<b>Timeline</b>	<b>Description and Details</b>	<b>Budgeted Items</b>
Principal Changes and Flexibility Building Culture		Phase one (1 <sup>st</sup> quarter)		
Effectiveness of staff and recruitment/ retainment of staff Professional Development		Phase two (2 <sup>nd</sup> quarter)		
Principal Changes and Flexibility Instructional Programs Professional Development		Phase three (3 <sup>rd</sup> quarter)		

Building Culture Family and Community Engagement		Phase four (4 <sup>th</sup> quarter)		
Effectiveness of staff and recruitment/ retainment of staff Instructional Programs Professional Development		Phase five (summer 2016)		

**TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016**

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Principal Changes and Flexibility Building Culture		Phase one (1 <sup>st</sup> quarter)		
Effectiveness of staff and recruitment/ retainment of staff Professional Development		Phase two (2 <sup>nd</sup> quarter)		

Principal Changes and Flexibility Instructional Programs Professional Development		Phase three (3 <sup>rd</sup> quarter)		
Building Culture Family and Community Engagement		Phase four (4 <sup>th</sup> quarter)		
Effectiveness of staff and recruitment/ retainment of staff Instructional Programs Professional Development		Phase five (summer 2016)		



**Part 5d: Selection of Improvement Model – Sustainability Year - SY 2019-2020**

**RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM**

Complete the table below detailing the last year of SIG funding – the Sustainability Year.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Leadership Maintaining Culture		Phase one (1 <sup>st</sup> quarter)		
Effectiveness of staff and retainment of staff Professional Development		Phase two (2 <sup>nd</sup> quarter)		
Leadership Instructional Programs Professional Development		Phase three (3 <sup>rd</sup> quarter)		
Maintaining Culture Family and Community Engagement		Phase four (4 <sup>th</sup> quarter)		
Effectiveness of staff and retainment of staff Instructional Programs Professional Development		Phase five (summer 2016)		

**Part 5e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2020-2021**

Complete the table below detailing the sustainability plan for AFTER SIG funding – *indicate what areas and interventions the district plans to sustain **AFTER** grant funding, and with what funds the district plans to sustain said interventions.*

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	OTHER FUNDS and Budgeted Items
Leadership Maintaining Culture		Phase one (1 <sup>st</sup> quarter)		
Effectiveness of staff and retainment of staff Professional Development		Phase two (2 <sup>nd</sup> quarter)		
Leadership Instructional Programs Professional Development		Phase three (3 <sup>rd</sup> quarter)		
Maintaining Culture Family and Community Engagement		Phase four (4 <sup>th</sup> quarter)		
Effectiveness of staff and retainment of staff Instructional Programs Professional Development		Phase five (summer 2016)		

## Part 6: Outcome Artifact

Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. “Outcome Artifacts” will be due summer of each year. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. “Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. *\*schools may have the opportunity to change the outcome artifact after work with grant begins. IDOE will work with grantees to determine best artifact after work begins. Examples of promising practices: <http://www.doe.in.gov/titlei/promising-practices-title-i-schools>*

**Briefly describe what the school will plan to submit as an “Outcome Artifact” at the end of SY 2015-16 and how this will be aligned to your grant and the key area.**

## Part 7: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Provide district evidence for each capacity task below. Unless otherwise stated as **required**, evidence pieces listed below are recommended.

LEA Capacity Task	District Evidence
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding ends.</p>	
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made at least five-year commitment to the implementation of the selected model.</p> <ul style="list-style-type: none"> <li>• <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i></li> <li>• <i>Statewide and national postings for administrative openings</i></li> <li>• <i>External networking</i></li> <li>• <i>Resumes provided</i></li> <li>• <i>Data examined to demonstrate track record</i></li> <li>• <i>Principal hiring process</i></li> <li>• <i>Principal transfer procedures/policies</i></li> </ul>	
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> <li>• <i>School Board Assurances</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>	
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility,</p>	

<p>to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> <li>• <i>Superintendent Assurance</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Superintendent SIG Presentation</i></li> <li>• <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>	
<p>5. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <ul style="list-style-type: none"> <li>• <i>Teacher Union Assurance</i></li> <li>• <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> </ul>	
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> <li>• <i>Teacher Union Assurance</i></li> <li>• <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> <li>• <i>Principal ownership in staff hiring process</i></li> <li>• <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> <li>○ <i>Staff transfer policies and procedures</i></li> <li>○ <i>Staff recruitment, placement, and retention procedures</i></li> </ul> </li> </ul>	
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. <b>District has included its monitoring process and it includes, at minimum, the following <i>required</i> pieces:</b></p> <ul style="list-style-type: none"> <li>• <i>Monthly Monitoring of SIG Programming and Implementation</i></li> <li>• <i>Evaluation System for Programming and Implementation of SIG</i></li> <li>• <i>Data Review Plan</i></li> </ul>	

<ul style="list-style-type: none"> <li>• <i>Special Populations Review Plan</i></li> <li>• <i>Fiscal Monitoring Plan</i></li> <li>• <i>Timeline and Responsible Parties for all above plans</i></li> </ul>	
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In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment.

Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.			
2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs.			
3. School's SIG plan addresses needs of all students and subgroup populations.			
4. School has a system in place for parent notification and involvement of SIG planning and implementation.			
5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded.			
6. District has had one or more findings in one or more of the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.			
7. District has not had a SBOA or Onsite Consolidated Federal Monitoring visit in the last three years.			
8. District has been in excess carry-over anytime in the last three fiscal year cycles.			

## Part 8: Selection of External Providers

Provide district evidence for the Selection of External Providers – this will show the LEAs capacity to recruit, screen, selects and support appropriate external providers. Whole School Reform REQUIRES the selection of a third party – a strategy developer – as part of implementation. *External providers are not required of other models, but ALL models must explain process of selecting, or show how school will be supported in lieu of External Provider.* **Please review guidance provided in part 8 of the Application Directions and Guidance for specifics pertaining to external providers.**

*The IDOE will assess the LEA’s commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:*

Capacity Task	District Evidence
(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;	
(b) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;	
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	
(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school’s identified needs.	
(e) Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. <b><i>Prior to an external provider work beginning, LEA must receive approval from IDOE.</i></b>	

## Part 9: Budget

Complete the budget spreadsheet for each year of SIG (the yearly budget as would be completed in the application system) – COMPLETE ALL TABS in the spreadsheet (***total funding tab will populate on its own. You do not need to complete this tab.***).

Please also complete the DISTRICT Sustainability budget for SY 2020-2021, detailing the sustainability plan for AFTER SIG funding – *indicating what areas and interventions the district plans to sustain **AFTER** grant funding.* Additionally, complete the funding alignment for the DISTRICT sustainability year indicating what funds will be used.

Budget spreadsheets should be completed and turned in with the full application.