GY2024-25
1003 COMPETITIVE GRANT APPLICATION AND ALLOWABLE USES

APRIL 15, 2024

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

ELIGIBILITY AND PURPOSE

➢ **Supporting any South Dakota school that is currently identified for school improvement. This includes Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). <u>One application should be completed per eligible school.</u>**

➢ **Offering a comprehensive and competitive grant application to address reasons for designation through SD DOE initiatives and/or evidence-based intervention strategies and activities.**

COMPETITIVE GRANT AWARDS

Funding Period: **July 1, 2024 to June 30, 2028**

✓ Grant Year 1: July 1, 2024 to June 30, 2025
✓ Grant Year 2: July 1, 2025 to June 30, 2026
✓ Grant Year 3: July 1, 2026 to June 30, 2027
✓ Grant Year 4: July 1, 2027 to June 30, 2028

Scope: **Not to exceed $100,000 per school, per grant year**

➢ Districts will apply on behalf of identified schools.
➢ Annual 1003 Continuation Applications will be required in the GMS
  ➢ Not a robust application, mostly for an approved budget
➢ LEA should have their business manager included in the planning of the application.

COMPETITIVE GRANT AWARDS

➢ Priority will be given to applications submitted to support CSI schools.

➢ Awards will be granted based on the LEA's ability to provide a rationale and budget within the 1003 Application that supports the district's request and is aligned to school improvement efforts outlined within the district approved school success action plan.

➢ Awards will be determined based on information provided within the application.

➢ Applications may be approved in full, or part, based expenses being reasonable, necessary, and allocable to school improvement efforts.

➢ LEAs are not guaranteed an award.

EVIDENCE-BASED INTERVENTION REQUIREMENTS: SD DOE INITIATIVES OPTIONS

Focusing on GRADUATION RATES

Evidence-Based School Improvement Planning Guide is not required for these projects.

Focusing on LITERACY

Focusing on STUDENT ENGAGEMENT

SD MTSS Positive Behavioral Interventions and Supports (PBIS)

EVIDENCE-BASED INTERVENTION REQUIREMENTS: OTHER OPTIONS

➢ **What Works Clearinghouse**

➢ **Best Evidence Encyclopedia**

➢ **Doing What Works Library**

➢ **Results First Clearinghouse Database**

➢ **Intervention Strategies from:**

- **John Hattie**
- **Robert Marzano**
- **Charlotte Danielson**

Evidence-Based School Improvement Planning Guide

Purpose:

The purpose of this document is to guide school level teams in determining if selected school improvement actions and/or strategies are those which have evidence-based research supporting their success as required by section 810(21) of ESSA 2015. The SDCNA Action Plan must include a minimum of ONE Evidence-Based school improvement strategy.

When to use this guidance:

After school level teams have completed phases 1-4 of the SDCNA process, the team will have:

- Completed data collection and analysis.
- Identified and prioritized needs.
- Conducted a root cause analysis on their prioritized needs.
- Generated a list of possible actions and/or strategies to address prioritized needs.

SDCNA Process:
1. Plan
2. Collect & Organize Data
3. Analyze Data
4. Prioritize Needs
   - Identification Evidence-Based Research
5. Connect to Implementation & Develop Action Plan

Use this guidance to determine the evidence-based research supporting each possible action. Use a separate planning guide template for each strategy/action.

ESSA defines "evidence-based" as an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes (or other relevant outcomes) based on strong, moderate, or promising evidence from at least one well-designed and well-implemented experimental or quasi-experimental study, or a rationale based on high-quality research findings or a positive evaluation that suggests the intervention is likely to improve outcomes.

Reference:

ALLOWABLE USES

Focusing on

GRADUATION RATES

JAG-SD requires an additional application for participation.

- ➢ **Jobs for Americas Graduates (JAG-SD)**
  - ▪ **Salary for JAG Specialist**
  - ▪ **Travel for student events**
- ➢ **Early warning and intervention systems**
- ➢ **Dropout prevention programs**
- ➢ **Professional development**
- ➢ **HS transition support**
- ➢ **Family and community engagement**
- ➢ **Attendance initiatives**

JOBS FOR AMERICA'S GRADUATES (JAG) – SOUTH DAKOTA

Sign up now to start Jobs for America's Graduates (JAG) program

Interested in implementing JAG-South Dakota in your school in 2024-25? JAG is a leadership development and career exploration program proven to help students persist through graduation. JAG is also a class – for credit – that gives students voice and choice, while supporting them to overcome challenges inside and outside of the classroom. JAG is a great partner to many of a school's existing programs and activities. Above all, JAG is a model that achieves results – routinely boasting a nearly 100 percent graduation rate during its implementation in South Dakota. Space for new schools is limited; **the deadline to provide notice of intent to participate is April 26.**

Questions? Contact Beth Schneider at the SD DOE.

ALLOWABLE USES

Focusing on
LITERACY

All activities funded

through the 1003 grant

focused on Literacy, must

be aligned to the Science of

Reading.

https://doe.sd.gov/literacy/

- ➢ **Professional development**
- ➢ **Instructional coaching – Coaches must be trained in Science of Reading**
- ➢ **Stipends to complete AIM Pathways**
- ➢ **Supplemental curricular resources for reading and writing**
- ➢ **Family engagement**
- ➢ **Interim assessment and data systems**
- ➢ **Out-of-school time learning opportunities**
- ➢ **Targeted interventions**
- ➢ **Community and professional partnerships**

MOVING LITERACY FORWARD IN SOUTH DAKOTA

Literacy is the gateway skill to all other learning. In an effort to improve student outcomes in reading, the Department of Education (DOE) is launching a statewide literacy initiative called Moving Literacy Forward. The purpose is to assist schools in developing a systemic, evidence-based approach to supporting literacy, focused on the science of reading. One of the major components of the initiative is professional learning for educators, encompassing classroom teachers, paraprofessionals, and school administrators.

Using some of its COVID relief funds, DOE is offering a menu of professional development options – **AIM Pathways for South Dakota** – for educators to be trained in the science of reading. These are online opportunities – the length and rigor of which vary – that could begin as soon as this summer. A list of the Pathways options is below. This PowerPoint offers detail on each of the options in the menu. Visit DOE's literacy initiative webpage to learn more before you leave for the summer, and then **check back after June 1 to register** for one, or more, of these online opportunities. Questions? Contact Patti Lager at DOE.

- Pathways to Proficient Reading – for classroom teachers K-5
- Pathways to Literacy Leadership – for school administrators
- Pathways to Proficient Writing – for classroom teachers K-5
- Early Childhood Bundle – for pre-K teachers, paraprofessionals working in K-3, and non-core classroom teachers K-3
- Steps to Literacy II Bundle – for paraprofessionals working in 4-12 and non-core classroom teachers 4-12

ALLOWABLE USES

Focusing on
STUDENT ENGAGEMENT

SD MTSS PBIS cohort participation requires an additional application.

➢ **Participating in SD MTSS PBIS**

➢ **MTSS PBIS trainings and summer conference**

➢ **Data collection**

➢ **Check In, Check Out**

➢ **Check & Connect mentor stipends**

➢ **Student wellness**

➢ **Positive school climate efforts**

➢ **Family and community engagement**

LIMITATIONS

➤ **Funds must be used for supplemental purposes**

- Core curriculum is not allowable

- Cannot pay for something the LEA is currently paying for, either at the designated school or another school

➤ **Funds may be used for salaries, however -**

- The LEA must acknowledge that the funds are only available during the life of the grant cycle and assure that the LEA has a plan for sustainability

➤ **Technology may be allowable, but justification will be required in the application.**

LIMITATIONS

➢ **Food for students or family engagement activities may be allowable in certain circumstances with the following considerations:**

    ➢ **Must be justified in the application to address why it's necessary**

    ➢ **Should include some data (i.e. surveys, previous attendance numbers, etc.)**

    ➢ **Cost per person must be reasonable and in-line with documented per diem.**

➢ **Food for staff development activities are not allowable.**

APPLICATION

Proposed Activities – Required Questions:

1. Describe the activities to be funded and how they support the chosen initiative (Graduation Rates, Literacy, Student Engagement). Who will be involved with the activities outlined in this application?

1. If any proposed activities are not directly included in the DOE initiatives list, the applicant must complete the Evidence-Based School Improvement Planning Guide for that particular activity. The EBP Guide must be attached with this application upon submission.

Needs Assessment - Required Questions:

1. All activities must align to the action plan, informed by a needs assessment. Detail how the proposed activities align to the school's district approved action plan.

2. How will you communicate with stakeholders throughout implementation? How are parents and families involved in school success initiatives? How are initiatives communicated to the School Board?

APPLICATION

Evaluation - Required Questions:

1. What are the main goals and objectives of this project? What indicators will be used to measure progress and success?

2. Who will be responsible for collecting data and conducting evaluation activities? Do they have the necessary skills and resources? When and how often will data be collected, and outcomes measured?

3. How will you gather feedback from key stakeholders like student participants, staff, partners, etc.? How will evaluation findings and adjustments be shared with stakeholders?

Sustainability - Required Questions:

1. Explain how activities will be sustained after the grant period ends? Demonstrate how the district will coordinate other Federal, State, and local funds around school improvement efforts to sustain supports.
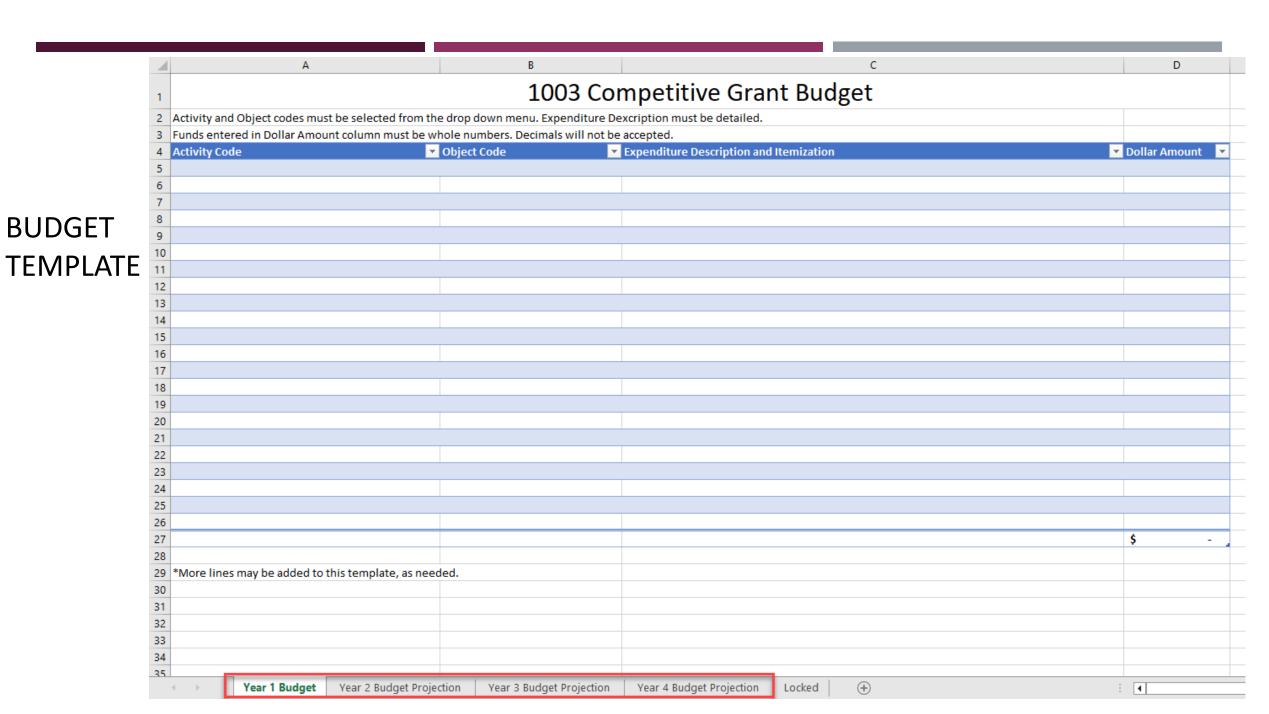
APPLICATION

ESEA Required Questions:

1. Describe how the district will develop an improvement plan for any schools that are identified as Comprehensive, Targeted, and/or Additional Targeted Support and Improvement.

2. Describe how the district will monitor schools receiving 1003 funds.

3. What is the rigorous review processing the district uses to recruit, screen, select, and evaluate any external partners with whom the district will partner?

4. How does the district align other Federal, State, and local resources to carry out the activities supported with 1003 funds? <u>Include an explanation on how current resources (including other Federal funds) are not sufficient to carry out the program described in this application.</u>

5. Describe how the district, as appropriate, will modify practices and policies to provide operational flexibility that enables full and effective implementation of the improvement plan(s).

Budget – Required:

1. Complete the budget spreadsheet template and attach it to this application upon submission.

BUDGET TEMPLATE

1003 Competitive Grant Budget

	A	B	C	D
1				
2	Activity and Object codes must be selected from the drop down menu. Expenditure Dexcription must be detailed.			
3	Funds entered in Dollar Amount column must be whole numbers. Decimals will not be accepted.			
4	Activity Code ▼	Object Code ▼	Expenditure Description and Itemization ▼	Dollar Amount ▼
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27	$			$ -
28				
29	*More lines may be added to this template, as needed.			
30				
31				
32				
33				
34				
35				

Year 1 Budget | Year 2 Budget Projection | Year 3 Budget Projection | Year 4 Budget Projection | Locked | ⊕

APPLICATION PROCESS

STEP ONE: **Submit <u>1003 Competitive Grant Cover Letter</u>**

via email to Tami Kaaz and Alan Haarstad

STEP TWO: **Upload** completed <u>**1003 Competitive Grant Application**</u> and

all required supporting documents to <u>Title Crate: Section F 1.1</u>

DUE – May 31, 2024

YEARS 2-4:   Annual budgets for subsequent years will be required in the Grants

Management System. Future due dates will be communicated via email.

SUPPORTING DOCUMENTATION

Required for all applicants

➢ Budget Worksheet

➢ School Success Action Plan

Additional documentation dependent upon proposed activities

➢ SDDOE Initiatives:

- JAG-SD Application
- SD MTSS PBIS Application

➢ Other Evidence-Based Initiatives:

- Evidence-Based Practices Template

An Evidence-Based Practices template is not required for proposed SD DOE activities.

APPROVAL PROCESS

- **During the application review process a program representative may be in contact to verify the needs and purpose of the funds.**

- **Further evidence or justification may need to be provided prior to approval.**

Review Process: Submissions will be reviewed and scored by an SD DOE team of experts.

For specific application questions contact Tami or Alan.

SUBMISSION TIMELINE

May 1, 2024   **Action plan unload to Title Crate due**

May 31, 2024   **1003 Competitive Grant Application due**

June 21, 2024   **Anticipated 1003 Competitive Grant Award announcement**

JORDAN VARILEK
Jordan.Varilek@state.sd.us

ALAN HAARSTAD
Alan.Haarstad@state.sd.us

TAMI KAAZ
Tami.Kaaz@state.sd.us

SD Department of Education School Improvement

doe.sd.gov/title/schoolimprovement.aspx

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.