

Crosswalk between USDE FY 2013 SIG Application - Part II: LEA Application and NYSED SIG RFP for LEAs for FY 2013

LEA Application Requirements	Sub-requirements	Page-references in NYSED LEA RFP where Requirements are Addressed	Additional Notes
<p>A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.</p>	<p>An LEA must identify each Tier I, Tier II, and Tier III school, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I or Tier II school, or in each priority school as applicable.</p>	<p>N/A</p>	<p>In the planned FY 2013 SIG RFP competition, LEAs will submit separate applications for each of the priority school it intends to serve through a SIG funded intervention model. Thus, the sum of each complete school SIG application for FY 2013, plus any schools in a continuation grant represents the LEAs identification of the schools the SEA commits to serve through the SIG program.</p>
<p>B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.</p>	<p>(1) For each Tier I and Tier II school, or each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.</p> <p>(2) The LEA must ensure that each Tier I and Tier II school, or each priority school, that it 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.</p> <p>(3) The LEA must describe actions it has taken, or will take, to—</p> <ul style="list-style-type: none"> • Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected; • Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school 	<p>(1) Page 18, Part B</p> <p>(2) Page 42</p> <p>(3) Pages 16-22*</p>	<p>*Also, the total SEA evaluation of an LEA SIG application p.51-68 serves as evidence of capacity.</p>

	<p>closure, or transformation model;</p> <ul style="list-style-type: none"> Recruit, screen, and select external providers, if applicable, to ensure their quality; Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and, Sustain the reforms after the funding period ends. <p>(4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA’s application.</p> <p>(5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-</p> <ul style="list-style-type: none"> Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and, Measuring progress on the leading indicators as defined in the final requirements. <p>(6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.</p> <p>(7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.</p> <p>(8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.</p>	<p>(4) Pages 20-22</p> <p>(5) Attachment B</p> <p>(6) N/A</p> <p>(7) N/A</p> <p>(8) Page 18, Attachment A</p>	
<p>C. BUDGET: An LEA must include a budget that indicates the</p>	<p>The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—</p> <ul style="list-style-type: none"> Implement the selected model in each Tier I and Tier II school, or 	<ul style="list-style-type: none"> Page 22, and 	

<p>amount of school improvement funds the LEA will use each year in each Tier I, Tier II, Tier III school, or each priority school it commits to serve.</p>	<p>priority school, it commits to serve;</p> <ul style="list-style-type: none"> • Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools or priority schools; and • Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application. 	<p>Attachment D</p> <ul style="list-style-type: none"> • Page 22 • N/A 	
<p>D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.</p>	<p>The LEA must assure that it will—</p> <ol style="list-style-type: none"> (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements; (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds; (3) If it implements a restart model in a Tier I or Tier II school, or 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; (4) 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; (5) 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; and, (6) Report to the SEA the school-level data required under section III of the final requirements. 	<p>(1) Pages 32-50</p> <p>(2) Attachment B</p> <p>(3) Pages 1, 5, 10, and 20</p> <p>(4) Pages 17, 20 and Attachment C</p> <p>(5) Page 22</p> <p>(6) Attachment B</p>	
<p>E. WAIVERS: If the SEA has requested any waivers of requirements</p>	<p>The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.</p>	<ul style="list-style-type: none"> • Pages 32-50 	

<p>applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.</p>	<p>Starting over" in the school improvement timeline for Priority or Tier I and Tier II Title I participating schools implementing a turnaround or restart model.</p> <p>Implementing a school-wide program in a Priority, Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.</p>		
---	--	--	--