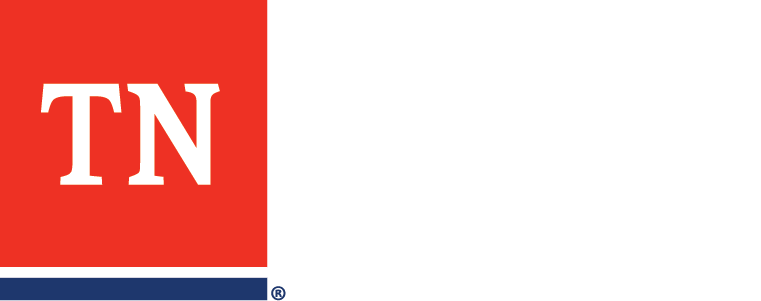
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Additional Targeted Support and Improvement Grant (ATSI) 21 Grant Instructions and Application

Tennessee Department of Education |2021-22

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# **Overview**

The Additional Targeted Support and Improvement (ATSI) 21 grant through Title I, Part A section 1003 school improvement funds, is provided to districts that are geographically diverse and serve Additional Targeted Support and Improvement schools.1 Funding priority is provided to districts that:

* serve a high number of ATSI schools or a percentage of ATSI schools that are implementing targeted support and improvement plans under ESSA Section 1111(d),
* demonstrate the greatest need for funds and,
* demonstrate the strongest commitment to using the funds to invest in the implementation of evidence-based strategies/interventions focused on proven levers of change to facilitate rapid school turnaround. 2

Districts with schools identified for Additional Targeted Support and Intervention (ATSI) are eligible to apply for the ATSI 21 grant to support district-approved school improvement plans that include school-level strategies to improve student outcomes during the 2021-22 school year*.*3

All strategies proposed in the grant application must:

1. meet either Tier I, II or III of evidence as defined by the [Every Student Succeeds Act (ESSA)](https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf).4
2. address specific student sub-group needs as identified in the school improvement plan’s needs assessment and root cause analyses,5
3. focus on students, student outcomes, and/or be tied to the student support lever of school improvement.

## ***Grant Funding Formula***

The maximum amount of funds that a district can apply for on behalf of schools is directly proportional to the number of designated ATSI schools6. Each ATSI school\* is eligible for a maximum of $75,000 to ensure a sufficient allotment to LEAs to effectively implement selected turnaround strategies.7

|  |  |
| --- | --- |
| **Number of ATSI Schools** | **Maximum Funding Amount** |
| 1 | $75,000 |
| 2 | $150,000 |
| 3 | $225,000 |
| 4 | $300,000 |
| *n* | $75,000 x *n* |

**Title I and Non-Title I eligible to receive schools are the grant due to the federal ATSI designation**

***Grant Timeline***

|  |  |
| --- | --- |
| **Date** | **Item** |
| Jan. 4, 2022 | ATSI 21 grant application announced to districts |
| Jan. 5, 2022 | ATSI 21 opens in ePlan |
| Jan. 31, 2022 | ATSI 21 grant application and budget due in ePlan |
| Sept. 30, 2022 | ATSI 21 obligation deadline |
| Dec. 30, 2022 | ATSI 21 liquidation deadline |

## ***ePlan Logistics***

Applications must be submitted in ePlan by the identified ATSI/Focus Director. Roles can be added by submitting the ePlan User Access form found [here](https://eplan.tn.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=1511231&inline=true) to [ePlan.Help@tn.gov](mailto:ePlan.Help@tn.gov). Districts should contact [Melissa.Brown@tn.gov](mailto:Melissa.Brown@tn.gov) if assistance is needed.

Each school is required to complete a separate application which the district will upload in the Related Documents section of ePlan by January 31, 2022.

## ***Monitoring***

By submitting a grant application, the district agrees to all outlined assurances in ePlan. As part of the grant, districts will be required to:

* submit ATSI schools leading/predictive data for the identified subgroup to the department quarterly
* submit an End-of-Year Report detailing progress toward goal attainment

Questions about the grant and grant application process should be directed to the Regional Director of School Turnaround at [Jessica.Birdsong@tn.gov](mailto:Jessica.Birdsong@tn.gov) (East), [Linda.Massenburg@tn.gov](mailto:Linda.Massenburg@tn.gov) (Middle), or [Penny.Tubbs@tn.gov](mailto:Penny.Tubbs@tn.gov) (West).

# **Suggested Application Process**

# **Application Directions**

The ATSI 21 application consists of a district application to be completed in ePlan and an individual school application that must be uploaded in the ATSI 21 Related Documents. Guidance for completing the application is provided below.

Use the charts on the following pages to plan responses to application questions in ePlan. It is not required nor recommended that Sections I and 2 be submitted with the application.

### ***Section I: District Information***

|  |  |
| --- | --- |
| **LEA #:** |  |
| **LEA Name:** |  |
| **ATSI Contact Name:** |  |
| **Title:** |  |
| **Phone #:** |  |
| **Email Address:** |  |

List the ATSI schools that will be served with the ATSI 21 Grant for the 2021-22 school year. Add rows as necessary.

|  |  |
| --- | --- |
| **School** | **NCES#** |
|  |  |
|  |  |
|  |  |

***Section 2: Program Details***

* Describe how the district supports schools in the development and implementation of school improvement plans.8
* Describe the process the district will utilize to monitor schools receiving 1003 school improvement funds for implementation and effectiveness of improvement plans and additional actions that will be taken to modify and/or adjust the plans and strategy/intervention if progress is not being made.9
* Describe the rigorous review process the district will use to recruit, screen, select, and evaluate any external partners funded by this grant. Please write N/A if the district will not use ATSI 21 funds to partner with external partners.10
* Describe how the district will align Federal, State and local resources to carry out the activities supported with school improvement funds. 11
* Describe the district’s process to periodically review resource allocation to support school improvement.12
* Describe how the district will modify practices and policies to provide operational flexibility that enables full and effective implementation of improvement plans.13

### ***Section 3: Fiscal Oversight and Accountability***

* Describe how the district will ensure compliance with federal requirements of allowability under Education Department General Administrative Regulations (EDGAR).

**ATSI 21 School Level Application**

Each school must complete all sections of the application below. All school level grant applications must be uploaded in ePlan in the Related Documents section of the ATSI 21 Grant Funding Application.

|  |  |
| --- | --- |
| **School Name** |  |
| **Principal** |  |
| **Subgroup(s) identified in the ATSI designation** |  |

**Section 1- Prioritized Need and Goal**

|  |
| --- |
| Prioritized Need: List the prioritized need identified in the 2021-22 School Improvement Plan needs assessment that will be supported by the grant. *Include the identified sub-group(s) of students who will be served.* |
|  |
| **Goal:** Identify the goal(s) from the 2021-22 School Improvement Plan connected to the prioritized need listed above and addressed through this grant. |
|  |

**Section 2- Lever and Strategy Selection**

**Turnaround Lever of Change Selection:** Place an “X” next to the lever(s) of change that will be used to select each strategy (strong leadership, effective instruction, student support and services, additional supports).

|  |  |  |
| --- | --- | --- |
|  | Lever 1: Strong Leadership (Strategic Plan Alignment- Educators) | Committed and strong leaders and teachers who can create the conditions necessary for rapid and sustained change are the cornerstone of school turnaround.  A strong leader and leadership structure enables schools to develop and implement a shared vision of success which produces foundational shifts in instructional practices, school culture and leads to increases in student growth and achievement. |
|  | Lever 2: Effective Instruction (Strategic Plan Alignment- Academics) | Effective instruction is built around standards-based, high quality curricula and assessments that are aligned to such standards and that measure student progress and provide information regarding the improvement of student achievement. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee’s schools have access to a comprehensive educational system which will prepare them for the career path of their choice. |
|  | Lever 3: Student Support and Services (Strategic Plan Alignment- Student Readiness) | Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in underperforming schools often experience. Supporting student readiness begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the physical, mental, cognitive, social and emotional development of students. |
|  | Lever 4: Additional Supports | A positive school culture and climate creates an environment that promotes a safe nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support cognitive, physical, social, and emotional development. for all students and staff.  Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing tailored and strategic support. |

**Strategy Selection:**

ESSA requires that schools identified for improvement must implement strategies in the top three tiers of evidence.(See the supplemental evidence-based strategies section on pages 13-14.) Below are suggested school-level strategies that align with each turnaround lever. Select no more than three strategies that will be implemented through this grant.

|  |  |  |  |
| --- | --- | --- | --- |
| **Lever 1: Strong Leadership** | **Lever 2: Effective Instruction** | **Lever 3: Student Support and Services** | **Lever 4: Additional Supports** |
| * Recruit and retain effective leaders who match school needs and are representative of the school community * Develop instructional leader-ship capacities of school leaders and teachers * Implement job-embedded professional learning for teachers and school leaders * Provide leadership opportunities for teachers with strong, demonstrated instructional capacity to support the professional learning needs of their peers * Support novice or struggling teachers and school leaders through coaching and mentoring * Other (please list): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Support implementation of High-Quality Instructional Materials * Implementation of standards aligned curricula * Develop a balanced assessment system that incorporates standards aligned diagnostic, formative and summative assessments * Provide additional support for students who are failing to make academic progress * Provide enrichment and accelerated learning opportunities for all students * Provide extended learning opportunities beyond the school day/year * Analyze student data to inform instructional decisions to accelerate learning * Create opportunities for staff collaboration that focus on improving the quality of the teaching and learning in all classrooms * Provide support to ensure that an effective instructional model is implemented * Provide support for early warning and multi-tiered student response systems * Implement credit recovery/ learning loss recovery programs * Provide equitable access to early postsecondary opportunities including dual credit, dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), industry certifications * Other (please list): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Create opportunities to increase in-school resources for student readiness * Support students in overcoming barriers related to student attendance * Support students in overcoming barriers related to student behavior * Support students in overcoming barriers to physical wellness * Implement targeted programming, strategies and intervention in areas including trauma informed practice, restorative practices, school counseling, and mental health programming * Establish school-wide processes to help maintain a safe and caring environment * Engage students, families, and communities to support students in overcoming barriers to learning * Provide opportunities to meaningfully engage families to support their child's learning * Partner with external organizations to support the student needs * Other (please list): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Support in developing a positive school culture and maintaining a school environment that is conducive to effective instruction * Development of an organizational structure to support the diverse needs of the school * Build and maintain an effective turnaround leadership team * Other (please list): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Section 3- Strategy Description**

Complete the table below for each selected strategy. Delete or write “n/a” for any columns that will not be used.

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategy Description** | **Strategy 1** | **Strategy 2** | **Strategy 3** |
| **Strategy:**  Provide a detailed description of the strategy. |  |  |  |
| **Strategy rationale:**  Provide a rationale for choosing the strategy/intervention. |  |  |  |
| **Existing strategy:**  For existing strategies/interventions, provide school data to support effective outcomes. If this is a new strategy, please write N/A. |  |  |  |
| **Evidence:**  Provide a description of the research evidence that supports the use of the strategy/intervention including the hyperlink and ESSA tier category. |  |  |  |
| **Implementation:**  Provide a list of benchmarks that will be used to monitor the implementation of the strategy, including the frequency and position responsible. |  |  |  |
| **Effectiveness:**  Provide a list of benchmarks that will be used to monitor the effectiveness of the strategy toward increasing student achievement, including metrics, frequency, and position responsible. |  |  |  |
| **Revision:** Describe how the school will modify and/or adjust the strategy if progress is not being made. |  |  |  |
| **Sustainability**: If the strategy is successful, describe how the school will maintain the turnaround practices beyond the current school year. |  |  |  |

**Section 4- Action Step Description**

Complete the table below to describe what action steps are needed to fully implement and monitor the selected strategy(s). Implementation measures must include frequency and person responsible. Effectiveness measures must be connected directly to teacher or student measurable outcomes. Delete or write n/a for any rows and/or columns that will not be used.

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step Description** | **Strategy 1** | **Strategy 2** | **Strategy 3** |
| **Selected Strategy** (from Section 2) |  |  |  |
| ***Action Step 1:*** Provide a brief narrative of the proposed action step. |  |  |  |
| ***Action Step 1:*** Identify the indicator(s) used to measure implementation of the action step. |  |  |  |
| ***Action Step 1:*** Identify the benchmark(s) to be used to measure the effectiveness toward increasing achievement. |  |  |  |
| **Estimated Cost:**  Provide the estimated cost of implementing the action step. |  |  |  |
| ***Action Step 2:*** Provide a brief narrative of the proposed action step. |  |  |  |
| ***Action Step 2:*** Identify the indicator(s) used to measure implementation of the action step. |  |  |  |
| ***Action Step 2:*** Identify the benchmark(s) to be used to measure the effectiveness toward increasing achievement. |  |  |  |
| **Estimated Cost:**  Provide the estimated cost of implementing the action step. |  |  |  |
| ***Action Step 3:*** Provide a brief narrative of the proposed action step. |  |  |  |
| ***Action Step 3:*** Identify the indicator(s) used to measure implementation of the action step. |  |  |  |
| ***Action Step 3:*** Identify the benchmark(s) to be used to measure the effectiveness toward increasing achievement. |  |  |  |
| **Estimated Cost:**  Provide the estimated cost of implementing the action step. |  |  |  |

# **ePlan Budget**

The budget for the ATSI 21 Grant should be completed in ePlan and submitted at the same time as the application is uploaded into the related documents section. Complete instructions on the ePlan submission requirements can be found [here](https://teams.microsoft.com/l/file/98B44F1B-1931-4032-8DA1-52F464876DA4?tenantId=472445bd-2424-4e8f-b850-df7488e18b4a&fileType=docx&objectUrl=https%3A%2F%2Ftdoe.sharepoint.com%2Fsites%2FDivisionofSchoolImprovement%2FShared%20Documents%2FGeneral%2FGrant%20Initiatives%2FATSI%2021%2FPlanning%2FATSI%2021%20Grant%20Application%20ePlan%20Instructions.docx&baseUrl=https%3A%2F%2Ftdoe.sharepoint.com%2Fsites%2FDivisionofSchoolImprovement&serviceName=teams&threadId=19:0f0a8ecbfeea4be8b3fc3c47f1a7ba9f@thread.tacv2&groupId=31f26fbd-ceff-414f-aceb-a3ab5e0b49c0). The chart on page 3 provides information on the maximum amount that a district would be eligible to receive.

The budget must be entered into ePlan by **January 31, 2021**. Guidance on how to complete the budget narrative can be found [here](https://teams.microsoft.com/l/file/4EA8CAAB-2403-4E4E-8204-6198CB29D923?tenantId=472445bd-2424-4e8f-b850-df7488e18b4a&fileType=docx&objectUrl=https%3A%2F%2Ftdoe.sharepoint.com%2Fsites%2FDivisionofSchoolImprovement%2FShared%20Documents%2FGeneral%2FGrant%20Initiatives%2FTAG%2FIndependent%20Review%2FTAG%20Budget%20Reference%20Guide.docx&baseUrl=https%3A%2F%2Ftdoe.sharepoint.com%2Fsites%2FDivisionofSchoolImprovement&serviceName=teams&threadId=19:0f0a8ecbfeea4be8b3fc3c47f1a7ba9f@thread.tacv2&groupId=31f26fbd-ceff-414f-aceb-a3ab5e0b49c0). Districts can charge indirect cost to the available ATSI funds based on the district’s approved indirect cost rate.

# **Evidence-Based Strategies**

The Every Student Succeeds Act (ESSA) requires that schools identified for improvement must implement strategies that have yielded favorable outcomes in research. The three applicable tiers of evidence-based criteria[[1]](#footnote-1) for school improvement are:

* **Tier 1 – Strong Evidence**: supported by one or more well-designed and well-implemented randomized control experimental studies
* **Tier 2 – Moderate Evidence**: supported by one or more well-designed and well-implemented quasi-experimental studies
* **Tier 3 – Promising Evidence**: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias)

Districts and schools may partner with external organizations to support the implementation of evidence-based interventions.

Below are examples of evidence-based strategies in key areas from IES Clearinghouse and ESSA Evidence. Districts should ensure that the selected strategy aligns with the needs of the school and identified student groups—as determined by the needs assessment and additional data review—and are implemented as directed by evidence.

Additional evidence-based strategies, organized the by four levers of turnaround schools (Strong Leadership, Effective Instruction, Student Support and Services, and Additional Supports) researched by the Tennessee Education Research Alliance (TERA) can be found [here](https://gallery.mailchimp.com/b28b453ee164f9a2e2b5057e1/files/6afbcdd4-71af-4fee-9951-e5dfa5ff0922/TERA_EvidenceGuide_180420_Full.pdf).

| **Category** | **Description** |
| --- | --- |
| **Tier I Instruction** | **Literacy:** Evidence-based strategies for literacy can be found on the IES National Clearinghouse website [here.](https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy) All strategies with the symbol are shown to have positive or potentially positive effects and are applicable to implement with this grant. Additional literacy strategies can be found on the Evidence for ESSA webpage [here.](https://www.evidenceforessa.org/programs/reading/elementary?field_populations_served=%5B29%5D) |
| **Math:** Evidence-based strategies for math can be found on the IES National Clearinghouse website [here.](https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Math) All strategies with the symbol are shown to have positive or potentially positive effects and are applicable to implement with this grant. Additional math strategies can be found on the Evidence for ESSA webpage [here.](https://www.evidenceforessa.org/programs/reading/elementary?field_populations_served=%5B29%5D) |
| **Student Supports** | **Behavior:** Evidence-based strategies for behavior can be found on the IES National Clearinghouse website [here.](https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Behavior) All strategies with the symbol are shown to have positive or potentially positive effects and are applicable to implement with this grant. |
| **Students with Disabilities** | Evidence-based strategies for students with disabilities can be found on the IES National Clearinghouse website [here](https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Children-Youth-with-Disabilities). All strategies with the  symbol are shown to have positive or potentially positive effects and are applicable to implement with this grant. |
| **English Learners** | Evidence-based strategies for English learners can be found on the IES National Clearinghouse website [here](https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,EL). All strategies with the symbol are shown to have positive or potentially positive effects and are applicable to implement with this grant. |

Questions on evidence-based strategies should be directed to the Regional Director of School Turnaround at [Jessica.birdsong@tn.gov](mailto:Jessica.birdsong@tn.gov) (East), [linda.massenburg@tn.gov](mailto:linda.massenburg@tn.gov) (Middle), or [penny.tubbs@tn.gov](mailto:penny.tubbs@tn.gov) (West).

# **Endnotes**

1Every Student Succeeds Act (ESSA), § 1003(b)(1)(A) and (b)(2)(A)(i).

2Every Student Succeeds Act (ESSA), § 1003(f)(1)(2)(3).

3 Every Student Succeeds Act (ESSA), § 1111(d)(1)(B)(iii).

4 Every Student Succeeds Act (ESSA), § 1111(d)(1)(B)(ii).

5 Every Student Succeeds Act (ESSA), § 1111(d)(1)(B)(v).

6Every Student Succeeds Act (ESSA), § 1003(b)(1)(A).

7Every Student Succeeds Act (ESSA), § 1003(b)(2)(A)(ii).

8Every Student Succeeds Act (ESSA), § 1003(e)(1)(B).

9Every Student Succeeds Act (ESSA), § 10031003(e)(1)(C) and § 1111(d)(2)(B)(iv) and (v).

10Every Student Succeeds Act (ESSA), § 1003(e)(1)(D).

11Every Student Succeeds Act (ESSA), § 1003(e)(1)(E).

12Every Student Succeeds Act (ESSA), § 1111(d)(1)(B)(iv).

13Every Student Succeeds Act (ESSA), § 1003(e)(1)(F).

1. <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf> [↑](#footnote-ref-1)