

# Turnaround Pilot Plan Grant

Application Guide

Tennessee Department of Education | ---- 2022

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# Intent and Purpose

The intent and purpose of the Turnaround Pilot Plan Grant (TPPG), through Title I, Part A 1003, school improvement funds, is to provide resources to implement a turnaround plan1 that has been developed with an independent school turnaround expert and the school turnaround committee, includes all requirements outlined in [Public Chapter No. 578](https://publications.tnsosfiles.com/acts/112/pub/pc0578.pdf) of the 112th General Assembly, now codified in Title 49, Chapter 6, Part 37.

The TPG is a one-year non-competitive grant2 offered to the five pilot priority schools selected for the Turnaround Pilot Program within four geographically diverse districts3 that demonstrate a need and a strong committment4 to use the funds to implement evidence-based strategies outlined in the approved turnaround plan.

Allocations will be based on a detailed rationale of why funds are needed to implement the turnaround plan, including a clear description of how grant funds will supplement all federal, state, and local resources provided to the pilot school to carry out the activities within the turnaround plan. The grant application must be developed and agreed upon by school leadership, the school turnaround committee, and the independent school turnaround expert with whom the district has a contract.

# Timeline and Review Process

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| --- |
| **Timeline** |
| Grant applications open | July, 2022 |
| Grant applications due in ePlan | August, 2022 |
| Grant Funds must be Obligated | June 30, 2023 |
| Grant Funds must be Liquidated | September 30, 2023 |

Districts will be awarded funds of sufficient size to enable the pilot school to effectively implement selected strategies.5 Allocations will be based on a per pupil allocation with maximum of $400,000.00 per school.

**Please note**: Upon application approval, funding will not be awarded until a detailed budget has been entered in ePlan and approved by the department.

## Grant Application

Applications must be submitted in ePlan. 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. Districts should contact Melissa.Brown@tn.gov if assistance is needed.

Districts can locate the grant application in ePlan by following the pathway:

* Go to LEA Home Page and click on *Funding*.
* Click on *FY23* in the drop-down menu.
* Click on *Funding Applications*.
* Click on the *Turnaround Pilot Plan Grant* located under the *Entitlement Funding Application* section.
* Click *Draft Started*.

Each school is required to complete an individual application which the district will upload in the Related Documents section of ePlan. In addition, the approved Turnaround Plan must be uploaded in related documents.

Turnaround Pilot Plan Grant Application

**Instructions**: Use thecharts in Section I and II to guide responses that will be entered in ePlan. Responses will be reviewed and scored based on the Turnaround Pilot Plan Grant rubric.

## Section I: District Information

|  |  |
| --- | --- |
| **LEA #:** |  |
| **LEA Name:** |  |
| **Turnaround Pilot Plan Grant Contact Name:** |  |
| **Title:** |  |
| **Phone #:** |  |
| **Email Address:** |  |

Provide the following for each turnaround pilot school.

|  |  |  |
| --- | --- | --- |
| **School Name** | **NCES#** | **Allocation Amount** |
|  |  |  |
|  |  |  |

## Section 2: Program Details

Describe the process the district, turnaround committee, and turnaround expert will use to monitor the turnaround pilot school(s) receiving 1003 school improvement funds for implementation and effectiveness of the turnaround plan and additional actions that will be taken to modify and/or adjust the plan if progress is not being made.6

Describe the rigorous review process the district, turnaround committee, and turnaround expert will use to recruit, screen, select, and evaluate any external partners (with the exception of the turnaround expert under contract for the School Turnaround Pilot Program) funded by this grant. Please write N/A if the school will not use TPPG funds to partner with external partners.7

Describe how the district will align federal, state and local resources to assist in carrying out the activities supported with the TPPG funds and to address resource inequities in the turnaround pilot school(s).8

Describe the district’s process to periodically review resource allocations to support school improvement.9

Describe how the district will modify or implement new practices and policies to provide operational flexibility that enables full and effective implementation of the turnaround planfor the pilot school(s).9

# School Level Application

Each school must complete all sections of the application below. The school level grant application and Turnaround Committee Signature page (Attachment B) must be uploaded in ePlan in the Related Documents section of the Turnaround Pilot Plan Grant Funding Application.

|  |  |
| --- | --- |
| **School Name** |  |
| **Principal Name** |  |
| **Principal email**  |  |

## Funding Rationale

ESSA requires the state to award 1003 school improvement funds to schools with the highest need. Please provide a detailed rationale agreed upon by the school, school turnaround committee, and turnaround expert for why funds are being requested including:

* the number of students to be served, including a breakdown of subgroups
* claims about challenges/problems in funding, resources, operations, and/or support for implementation of the school turnaround plan and potential root causes,
* a description of how the requested resources will provide solutions or support and;
* how will the school work with the district to ensure that 1003 school improvement funds will be used to supplement, not supplant, all federal, state, and local funds, including other school improvement grants awarded to the district.?



## Section 3: Comprehensive Needs Assessment

List the prioritized need(s) identified in the comprehensive needs assessment and included in the approved turnaround plan that will be funded through this grant. Add rows as needed.

|  |  |
| --- | --- |
| Prioritized Need 1: |  |
| Prioritized Need 2: |  |
| Prioritized Need 3:  |  |

## Section 4: Goals

Identify a goal for each prioritized need(s) listed in Section 3 and included in the approved turnaround plan. Goals should be SMART, i.e., Specific, Measurable, Achievable, Rigorous, and Time-Bound. Add rows as needed.

|  |  |
| --- | --- |
| Goal for Prioritized Need 1: |  |
| Goal for Prioritized Need 2: |  |
| Goal for Prioritized Need 3:  |  |

###

## Section 5: Levers of Change, Strategy/Intervention Selection, and Action Steps

To develop the implementation plan, follow the steps below for each prioritized need identified in Section 2.

**Step 1 — Identify Lever of Change**

Select the lever of change that addresses the prioritized need.

*1. Strong Leadership* | *Best for All Strategic Plan alignment: Educators*

Strong committed leaders and teachers who can create the conditions necessary for rapid and sustained change are the cornerstone of school turnaround. Strong leaders and leadership structures enable schools to develop and implement a shared vision of success which produces foundational shifts in instructional practices and in school culture and leads to increases in student growth and achievement.

*2. Effective Instruction* | *Best for All Strategic Plan alignment: Academics*

Effective instruction is built around standards-aligned, high-quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee’s high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

*3. Student Support and Services* | *Best for All 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 high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

*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 the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.

**Step 2 — Identify Aligned Evidence–Based Strategies/Interventions**

Identify evidence-based strategies/interventions that address the prioritized need and demonstrate an alignment to the demographic and learning environment of the district. These strategies/interventions must fall within one of the three required ESSA tiers of evidence for school turnaround. ESSA requires that districts and schools identified for improvement must implement strategies/interventions that have yielded favorable outcomes in research. The three required ESSA tiers of [evidence-based criteria](https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf) for school turnaround 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)

Resources to aid in the identification of evidence-based strategies/interventions are:

* [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/): Website which reviews the existing research on different programs, products, practices, and policies in education
* [ESSA Evidence](https://www.evidenceforessa.org/): Website that provides information on programs that meet the ESSA evidence standards
* [TERA Evidence Guide](https://gallery.mailchimp.com/b28b453ee164f9a2e2b5057e1/files/6afbcdd4-71af-4fee-9951-e5dfa5ff0922/TERA_EvidenceGuide_180420_Full.pdf): Resource that provides evidence-based strategies organized by the levers of school improvement
* [Focus on ESSA Evidence:](https://eplan.tn.gov/documentlibrary/ViewDocument.aspx?DocumentKey=1565554&inline=true) Resource that outlines basic information on the ESSA tiers of Evidence and how to navigate the What Works Clearinghouse (WWC)
* [Guidance On Evidence-Based Intervention Selection](https://aspe.hhs.gov/system/files/pdf/77066/ib_Contextual.pdf): Document that provides guidance on the i[mportance of contextual fit when implementing evidence-based interventions](https://aspe.hhs.gov/system/files/pdf/77066/ib_Contextual.pdf)

Select no more than three strategies/interventions per lever. For each strategy/intervention selected, provide the following:

* a description of the research evidence that supports the use of the turnaround strategy/intervention, including the hyperlink and ESSA tier of evidence category,
* a rationale for choosing the turnaround strategy/intervention. For existing strategies/interventions, provide district data to support effective outcomes,
* a description for how the implementation of the turnaround strategy/intervention will be monitored and evaluated for the effectiveness toward increasing student achievement, including the frequency and position responsible for the monitoring,
* a description of the process used to modify and/or adjust the turnaround strategy/intervention if progress is not being made, and
* an explanation of how the district will maintain turnaround efforts of the strategy/intervention once the grant funds have ended.

**Step 3 — List Action Steps**

List action steps for each selected turnaround strategy/intervention. Action steps should be limited to no more than five per turnaround strategy/intervention. For each action step created, provide the following:

* a brief narrative of the proposed action step,
* an indicator(s) used to measure the implementation of the action step,
* benchmark(s) used to measure effectiveness toward increasing student achievement and
* the amount of grant funds allocated to the action step.

*For each lever, identify no more than three (3) strategies/interventions. For each strategy/intervention, create no more than five (5) action steps.*

*Lever 1- Strong Leadership* | *Best for All Strategic Plan alignment: Educators*

Mark NA if the district will not use this lever.

**Turnaround Strategies/Interventions for Strong Leadership:**

* Recruit and retain effective leaders who match school needs and are representative of the school community.
* Distribute highly effective teachers and leaders across schools equitably
* Provide professional learning opportunities for district and school leaders to establish and strengthen organizational leadership
* Develop instructional leadership capacities of school leaders and teachers
* Develop principal and teacher pipelines
* 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

Duplicate the chart for each strategy/intervention selected**.**

|  |  |
| --- | --- |
| **Prioritized Need** |  |
| **Strategy/Intervention** |  |
| **Provide a description of the research evidence that supports the use of the strategy/intervention, including the hyperlink and ESSA tier category.** |
|  |
| **Provide a rationale for choosing the strategy/intervention. For existing strategies/interventions, provide district data to support effective outcomes.** |
|  |
| **Provide a description of how the implementation of the turnaround strategy/intervention will be monitored and evaluated for effectiveness toward increasing student achievement, including the frequency and position responsible for the monitoring.** |
|  |
| **Describe how the district will** **modify and/or adjust the strategy/intervention if progress is not being made.** |
|  |
| **Provide an explanation for how the district will maintain the turnaround efforts related to the strategy/intervention once the grant has ended.** |
|  |

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| --- |
| **Complete the following chart for each action step. Include only one action step per chart. Duplicate the chart as needed.**  |
| Provide a brief narrative of the proposed action step. |  |
| Identify the indicator(s) used to measure implementation of the action step.  |  |
| Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement. |  |
| Indicate the amount of grant funds allocated to the action step. |  |

*Lever 2- Effective Instruction* | *Best for All Strategic Plan alignment: Academics*

Mark NA if the district will not use this lever.

**Turnaround Strategies/Interventions for Effective Instruction:**

* Support implementation of high-quality instructional materials.
* Support 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 and school year.
* Analyze student data to inform instructional decisions to accelerate learning.
* Create opportunities for staff collaboration focused 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 and learning loss recovery programs.
* Provide equitable access to early postsecondary opportunities including dual credit, dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), College
* Level Exam Program (CLEP), Cambridge International Examinations (CIE), and industry certifications.

Duplicate the chart for each strategy/intervention selected.

|  |  |
| --- | --- |
| **Prioritized Need** |  |
| **Strategy/Intervention** |  |
| **Provide a description of the research evidence that supports the use of the strategy/intervention, including the hyperlink and ESSA tier category.** |
|  |
| **Provide a rationale for choosing the strategy/intervention. For existing strategies/interventions, provide district data to support effective outcomes.** |
|  |
| **Provide a description of how the implementation of the turnaround strategy/intervention will be monitored and evaluated for effectiveness toward increasing student achievement, including the frequency and position responsible for the monitoring.** |
|  |
| **Describe how the district will modify and/or adjust the strategy/intervention if progress is not being made.** |
|  |
| **Provide an explanation for how the district will maintain the turnaround efforts related to the strategy/intervention once the grant has ended.** |
|  |

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| --- |
| **Complete the following chart for each action step. Include only one action step per chart. Duplicate the chart as needed.**  |
| Provide a brief narrative of the proposed action step. |  |
| Identify the indicator(s) used to measure implementation of the action step.  |  |
| Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement. |  |
| Indicate the amount of grant funds allocated to the action step. |  |

*Lever 3- Student Support and Services* | *Best for All Strategic Plan alignment: Student Readiness*

Mark NA if the district will not use this lever

**Turnaround Strategies/Interventions for Student Support and Services:**

* Create opportunities to increase in-school resources for the whole child.
* 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 interventions to support student mental health including trauma informed practice, restorative practices, school counseling, and mental health programming.
* Establish school-wide processes and systems 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 needs of the whole child.

Duplicate the chart for each strategy/intervention selected.

|  |  |
| --- | --- |
| **Prioritized Need** |  |
| **Strategy/Intervention** |  |
| **Provide a description of the research evidence that supports the use of the strategy/intervention, including the hyperlink and ESSA tier category.** |
|  |
| **Provide a rationale for choosing the strategy/intervention. For existing strategies/interventions, provide district data to support effective outcomes.** |
|  |
| **Provide a description of how the implementation of the turnaround strategy/intervention will be monitored and evaluated for effectiveness toward increasing student achievement, including the frequency and position responsible for the monitoring.** |
|  |
| **Describe how the district will modify and/or adjust the strategy/intervention if progress is not being made.** |
|  |
| **Provide an explanation for how the district will maintain the turnaround efforts related to the strategy/intervention once the grant has ended.** |
|  |

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| **Complete the following chart for each action step. Include only one action step per chart. Duplicate the chart as needed.**  |
| Provide a brief narrative of the proposed action step. |  |
| Identify the indicator(s) used to measure implementation of the action step.  |  |
| Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement. |  |
| Indicate the amount of grant funds allocated to the action step. |  |

*Lever 4- Additional Supports*

Mark NA if the district will not use this lever.

**Turnaround Strategies/Interventions for Additional Support:**

* Partner with an outside agency to conduct a needs assessment, including a deep root-cause analysis to assist in developing a comprehensive improvement plan which addresses the identified priorities of the school.
* Partner with an outside agency to conduct a comprehensive assessment of the effectiveness of the current school turnaround structure, systems, and processes.
* Provide support in developing a positive school culture and maintaining a school environment that is conducive to effective instruction.
* Develop an organizational structure to support the diverse needs of priority schools.
* Build and maintain an effective turnaround leadership team.
* Other - please detail other strategies recommended in the approved turnaround plan and include a detailed rationale for the selected strategy.

Duplicate the chart for each strategy/intervention selected.

|  |  |
| --- | --- |
| **Prioritized Need** |  |
| **Strategy/Intervention** |  |
| **Provide a description of the research evidence that supports the use of the strategy/intervention, including the hyperlink and ESSA tier category.** |
|  |
| **Provide a rationale for choosing the strategy/intervention. For existing strategies/interventions, provide district data to support effective outcomes.** |
|  |
| **Provide a description of how the implementation of the turnaround strategy/intervention will be monitored and evaluated for effectiveness toward increasing student achievement, including the frequency and position responsible for the monitoring.** |
|  |
| **Describe how the district will modify and/or adjust the strategy/intervention if progress is not being made.** |
|  |
| **Provide an explanation for how the district will maintain the turnaround efforts related to the strategy/intervention once the grant has ended.** |
|  |

|  |
| --- |
| **Complete the following chart for each action step. Include only one action step per chart. Duplicate the chart as needed.**  |
| Provide a brief narrative of the proposed action step. |  |
| Identify the indicator(s) used to measure implementation of the action step.  |  |
| Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement. |  |
| Indicate the amount of grant funds allocated to the action step. |  |

## Section 6: Fiscal Oversight and Accountability (completed in ePlan)

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

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|  |

Describe how the district will monitor grant spending of the TPG funds to ensure funds will be obligated and liquidated within the grant period of availability.

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|  |

## Section 7: Budget and Budget Tags

Upon grant application approval, a budget must be entered in ePlan by function and by line item that is aligned with each action step. Include a detailed budget narrative for each line item. Select a budget tag from the drop-down menu to identify how budget items address the lever of change(s) and the selected strategy(s) in the grant.



**TURNAROUND PILOT PLAN GRANT**

**ASSURANCES**

*An authorized Grantee representative must sign below to indicate approval of the contents of the Grantee application and these Assurances for the Turnaround Pilot Plan Grant.*

# The undersigned authorized representative hereby applies for the program funds requested in the application on behalf of the identified LEA (“Grantee”). These Assurances, together with all application information submitted by the Grantee, constitute the “Grant Contract.”

The Grantee hereby agrees to the following Assurances:

1. The Grantee shall ensure all programs, services, and activities covered by this grant are in accordance with the intent and purpose of the Turnaround Pilot Plan Grant and align to the prioritized needs identified in the approved school turnaround plan.
2. The Grantee shall ensure the LEA facilitates the implementation of interventions identified in the approved school turnaround plan for schools receiving the Turnaround Pilot Plan Grant.
3. The Grantee shall ensure that monitoring of the approved School Turnaround Plan is completed in collaboration with the turnaround expert, the school, and the turnaround committee.
4. The Grantee shall ensure that each school served by the Turnaround Pilot Plan Grant receives all the state and local funds it would receive in the absence of the Turnaround Pilot Plan Grant and that any school level resources received from the grant are aligned to the approved school turnaround plan.
5. The Grantee shall participate in monthly meetings with the Tennessee Department of Education (“State”) - Division of School Turnaround.
6. The Grantee shall participate in monitoring visits conducted by the State.
7. The Grantee shall participate in all data submission, spending reporting and evaluation activities as requested by the U.S. Department of Education and the State. This includes participating in any federal or State funded evaluations or studies, if applicable, annual performance reports, final grant report documentation, and financial statements.
8. The Grantee shall maintain documentation and complete records of all program activities and expenditures.
9. The Grantee shall adhere to the same financial audits, audit procedures, and audit requirements as the school district. The audit shall be consistent with the requirements of state laws regarding state audits. The State and the comptroller of the treasury are authorized to conduct compliance audits of any district program.
10. The Grantee shall request reimbursement for project expenditures, at a minimum, quarterly and retain documentation for said reimbursements.
11. The Grantee shall maintain the local educational agency's fiscal effort in accordance with ESSA 20 U.S.C. § 8521 and 1118(a).
12. The Grantee shall ensure grant funds will not be expended in any manner other than as outlined in the budgeted section of the approved grant application and will only be made for allowable costs. Any changes to the original budget must be pre-approved by the State.
13. The Grantee shall ensure expenditures are in compliance with the standard accounting procedures and guidelines established by the State, federal legislation, and F&A Accounts Policy 03.
14. The Grantee shall ensure all programs, services, and activities covered by the Turnaround Pilot Plan Grant will be operated in accordance with state and federal laws, regulations, as well as approved policies and rules as established by the Tennessee State Board of Education and the State. The U.S. Office of Management and Budget's Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards are available here.
15. The Grantee shall ensure compliance with all state and federal provisions of the U.S. Department of Education governing the funds awarded for the grant.
16. The Grantee shall comply with all provisions of the Every Student Succeeds Act (ESSA) (20 U.S.C §§ 1232g).
17. Family Educational Rights and Privacy Act & Tennessee Data Accessibility, Transparency and Accountability Act. The Grantee shall comply with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232(g)) and its accompanying regulations (34 C.F.R. § 99) ("FERPA"). The Grantee warrants that the Grantee is familiar with FERPA requirements and that it will comply with these requirements in the performance of its duties under this Grant Contract. The Grantee agrees to cooperate with the State, as required by FERPA, in the performance of its duties under this Grant Contract. The Grantee agrees to maintain the confidentiality of all education records and student information. The Grantee shall only use such records and information for the exclusive purpose of performing its duties under this Grant Contract. The obligations set forth in this Section shall survive the termination of this Grant Contract.
18. The Grantee shall also comply with Tenn. Code Ann. § 49-1-701, et seq., known as the "Data Accessibility, Transparency and Accountability Act," and any accompanying administrative rules or regulations (collectively "DATAA"). The Grantee agrees to maintain the confidentiality of all records containing student and de-identified data, as this term is defined in DATAA, in any databases, to which the State has granted the Grantee access, and to only use such data for the exclusive purpose of performing its duties under this Grant Contract. Any instances of unauthorized disclosure of data containing personally identifiable information in violation of FERPA or DATAA that come to the attention of the Grantee shall be reported to the State within twenty-four (24) hours
19. The State reserves the right to require the repayment of received funds and/or the termination of the grant if the Grantee fails to meet the terms of these Assurances, fails to meet established deadlines, or fails to act in good faith to carry out the activities described in the grant application. In the event of a default and the inability of the Grantee to pay back the pro-rated balance, the Grantee will require its school board, sponsor, and/or other third party to pay back the pro-rated balance.
20. Required Approvals. The State is not bound by this Grant Contract until it is signed by the parties and approved by appropriate officials in accordance with applicable Tennessee laws and regulations (depending upon the specifics of this Grant Contract, the officials may include, but are not limited to, the Commissioner of Finance and Administration, the Commissioner of Human Resources, and the Comptroller of the Treasury).
21. Modification and Amendment. This Grant Contract may be modified only by a written amendment signed by all parties and approved by the officials who approved the Grant Contract and, depending upon the specifics of the Grant Contract as amended, any additional officials required by Tennessee laws and regulations (the officials may include, but are not limited to, the Commissioner of Finance and Administration, the Commissioner of Human Resources, and the Comptroller of the Treasury).
22. Termination for Convenience. The State may terminate this Grant Contract without cause for any reason.  A termination for convenience shall not be a breach of this Grant Contract by the State.  The State shall give the Grantee at least thirty (30) days written notice before the effective termination date.  The Grantee shall be entitled to compensation for authorized expenditures and satisfactory services completed as of the termination date, but in no event shall the State be liable to the Grantee for compensation for any service that has not been rendered. The final decision as to the amount for which the State is liable shall be determined by the State. The Grantee shall not have any right to any actual general, special, incidental, consequential, or any other damages whatsoever of any description or amount for the State’s exercise of its right to terminate for convenience.
23. Termination for Cause. If the Grantee fails to properly perform its obligations under this Grant Contract, or if the Grantee violates any terms of this Grant Contract, the State shall have the right to immediately terminate this Grant Contract and withhold payments in excess of fair compensation for completed services. Notwithstanding the exercise of the State’s right to terminate this Grant Contract for cause, the Grantee shall not be relieved of liability to the State for damages sustained by virtue of any breach of this Grant Contract by the Grantee.
24. Subcontracting. The Grantee shall not assign this Grant Contract or enter into a subcontract for any of the services performed under this Grant Contract without obtaining the prior written approval of the State. If such subcontracts are approved by the State, each shall contain, at a minimum, sections of this Grant Contract pertaining to "Conflicts of Interest," “Lobbying,” "Nondiscrimination," “Public Accountability,” “Public Notice,” and “Records" (as identified by the section headings). Notwithstanding any use of approved subcontractors, the Grantee shall remain responsible for all work performed.
25. Conflicts of Interest. The Grantee warrants that no part of the total Grant Contract Amount shall be paid directly or indirectly to an employee or official of the State of Tennessee as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to the Grantee in connection with any work contemplated or performed relative to this Grant Contract.
26. Lobbying. The Grantee certifies, to the best of its knowledge and belief, that:

a. No federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.

b. If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this contract, grant, loan, or cooperative agreement, the Grantee shall complete and submit Standard Form-LLL, “Disclosure of Lobbying Activities,'' in accordance with its instructions.

c. The Grantee shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into and is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. § 1352.

1. Communications and Contacts. All instructions, notices, consents, demands, or other communications required or contemplated by this Grant Contract shall be in writing. All instructions, notices, consents, demands, or other communications shall be considered effectively given upon receipt or recipient confirmation as may be required.
2. Subject to Funds Availability. This Grant Contract is subject to the appropriation and availability of State or Federal funds. In the event that the funds are not appropriated or are otherwise unavailable, the State reserves the right to terminate this Grant Contract upon written notice to the Grantee. The State’s right to terminate this Grant Contract due to lack of funds is not a breach of this Grant Contract by the State. Upon receipt of the written notice, the Grantee shall cease all work associated with the Grant Contract. Should such an event occur, the Grantee shall be entitled to compensation for all satisfactory and authorized services completed as of the termination date. Upon such termination, the Grantee shall have no right to recover from the State any actual, general, special, incidental, consequential, or any other damages whatsoever of any description or amount.
3. Nondiscrimination. The Grantee hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Grant Contract or in the employment practices of the Grantee on the grounds of handicap or disability, age, race, color, religion, sex, national origin, or any other classification protected by federal, Tennessee state constitutional, or statutory law.  The Grantee shall, upon request, show proof of nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination.
4. HIPAA Compliance. The State and the Grantee shall comply with obligations under the Health Insurance Portability and Accountability Act of 1996 (HIPAA), Health Information Technology for Economic and Clinical Health Act (HITECH) and any other relevant laws and regulations regarding privacy (collectively the “Privacy Rules”). The obligations set forth in this Section shall survive the termination of this Grant Contract.

a. The Grantee warrants to the State that it is familiar with the requirements of the Privacy Rules and will comply with all applicable HIPAA requirements in the course of this Grant Contract.

b. The Grantee warrants that it will cooperate with the State, including cooperation and coordination with State privacy officials and other compliance officers required by the Privacy Rules, in the course of performance of this Grant Contract so that both parties will be in compliance with the Privacy Rules.

c. The State and the Grantee will sign documents, including but not limited to business associate agreements, as required by the Privacy Rules and that are reasonably necessary to keep the State and the Grantee in compliance with the Privacy Rules. This provision shall not apply if information received by the State under this Grant Contract is NOT “protected health information” as defined by the Privacy Rules, or if the Privacy Rules permit the State to receive such information without entering into a business associate agreement or signing another such document.

1. Public Accountability. If the Grantee is subject to Tenn. Code Ann. § 8-4-401 *et seq*., or if this Grant Contract involves the provision of services to citizens by the Grantee on behalf of the State, the Grantee agrees to establish a system through which recipients of services may present grievances about the operation of the service program. The Grantee shall also display in a prominent place, located near the passageway through which the public enters in order to receive Grant supported services, a sign at least eleven inches (11") in height and seventeen inches (17") in width stating:

NOTICE:  THIS AGENCY IS A RECIPIENT OF TAXPAYER FUNDING. IF YOU OBSERVE AN AGENCY DIRECTOR OR EMPLOYEE ENGAGING IN ANY ACTIVITY WHICH YOU CONSIDER TO BE ILLEGAL, IMPROPER, OR WASTEFUL, PLEASE CALL THE STATE COMPTROLLER’S TOLL-FREE HOTLINE: 1-800-232-5454.

The sign shall be on the form prescribed by the Comptroller of the Treasury. The Grantor State Agency shall obtain copies of the sign from the Comptroller of the Treasury, and upon request from the Grantee, provide Grantee with any necessary signs.

1. Public Notice. All notices, informational pamphlets, press releases, research reports, signs, and similar public notices prepared and released by the Grantee in relation to this Grant Contract shall include the statement, “This project is funded under a grant contract with the State of Tennessee.” All notices by the Grantee in relation to this Grant Contract shall be approved by the State.
2. Licensure. The Grantee, its employees, and any approved subcontractor shall be licensed pursuant to all applicable federal, state, and local laws, ordinances, rules, and regulations and shall upon request provide proof of all licenses.
3. Records. The Grantee and any approved subcontractor shall maintain documentation for all charges under this Grant Contract.  The books, records, and documents of the Grantee and any approved subcontractor, insofar as they relate to work performed or money received under this Grant Contract, shall be maintained in accordance with applicable Tennessee law. In no case shall the records be maintained for a period of less than five (5) full years from the date of the final payment.  The Grantee’s records shall be subject to audit at any reasonable time and upon reasonable notice by the Grantor State Agency, the Comptroller of the Treasury, or their duly appointed representatives.

The records shall be maintained in accordance with Governmental Accounting Standards Board (GASB) Accounting Standards or the Financial Accounting Standards Board (FASB) Accounting Standards Codification, as applicable, and any related AICPA Industry Audit and Accounting guides.

In addition, documentation of grant applications, budgets, reports, awards, and expenditures will be maintained in accordance with U.S. Office of Management and Budget’s *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*.

Grant expenditures shall be made in accordance with local government purchasing policies and procedures and purchasing procedures for local governments authorized under state law.

The Grantee shall also comply with any recordkeeping and reporting requirements prescribed by the Tennessee Comptroller of the Treasury.

The Grantee shall establish a system of internal controls that utilize the COSO Internal Control - Integrated Framework model as the basic foundation for the internal control system. The Grantee shall incorporate any additional Comptroller of the Treasury directives into its internal control system.

Any other required records or reports which are not contemplated in the above standards shall follow the format designated by the head of the Grantor State Agency, the Central Procurement Office, or the Commissioner of Finance and Administration of the State of Tennessee.

1. Monitoring. The Grantee’s activities conducted, and records maintained pursuant to this Grant Contract shall be subject to monitoring and evaluation by the State, the Comptroller of the Treasury, or their duly appointed representatives.
2. Progress Reports. The Grantee shall submit brief, periodic, progress reports to the State as requested.
3. Annual and Final Reports. The Grantee shall submit, within three (3) months of the conclusion of each year of the Term, an annual report. For grant contracts with a term of less than one (1) year, the Grantee shall submit a final report within three (3) months of the conclusion of the Term. For grant contracts with multiyear terms, the final report will take the place of the annual report for the final year of the Term. The Grantee shall submit annual and final reports to the Grantor State Agency. At minimum, annual and final reports shall include: (a) the Grantee’s name; (b) the Grant Contract’s identification number, Term, and total amount; (c) a narrative section that describes the program’s goals, outcomes, successes and setbacks, whether the Grantee used benchmarks or indicators to determine progress, and whether any proposed activities were not completed; and (d) other relevant details requested by the Grantor State Agency. Annual and final report documents to be completed by the Grantee shall appear on the Grantor State Agency’s website or as an attachment to the Grant Contract.
4. Audit Report. The Grantee shall be audited in accordance with applicable Tennessee law.

If the Grantee is subject to an audit under this provision, then the Grantee shall complete Attachment A.

When a federal single audit is required, the audit shall be performed in accordance with U.S. Office of Management and Budget’s *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*.

A copy of the audit report shall be provided to the Comptroller by the licensed, independent public accountant. Audit reports shall be made available to the public.

1. Procurement. If other terms of this Grant Contract allow reimbursement for the cost of goods, materials, supplies, equipment, or contracted services, such procurement shall be made on a competitive basis, including the use of competitive bidding procedures, where practical. The Grantee shall maintain documentation for the basis of each procurement for which reimbursement is paid pursuant to this Grant Contract.  In each instance where it is determined that use of a competitive procurement method is not practical, supporting documentation shall include a written justification for the decision and for use of a non-competitive procurement.  If the Grantee is a subrecipient, the Grantee shall comply with 2 C.F.R. §§ 200.317—200.326 when procuring property and services under a federal award.

The Grantee shall obtain prior approval from the State before purchasing any equipment under this Grant Contract.

For purposes of this Grant Contract, the term “equipment” shall include any article of nonexpendable, tangible, personal property having a useful life of more than one year and an acquisition cost which equals or exceeds five thousand dollars ($5,000.00).

1. Strict Performance. Failure by any party to this Grant Contract to insist in any one or more cases upon the strict performance of any of the terms, covenants, conditions, or provisions of this Grant Contract is not a waiver or relinquishment of any term, covenant, condition, or provision. No term or condition of this Grant Contract shall be held to be waived, modified, or deleted except by a written amendment signed by the parties.
2. Independent Contractor. The parties shall not act as employees, partners, joint venturers, or associates of one another in the performance of this Grant Contract.  The parties acknowledge that they are independent contracting entities and that nothing in this Grant Contract shall be construed to create a principal/agent relationship or to allow either to exercise control or direction over the manner or method by which the other transacts its business affairs or provides its usual services.  The employees or agents of one party shall not be deemed or construed to be the employees or agents of the other party for any purpose whatsoever.
3. Limitation of State’s Liability. The State shall have no liability except as specifically provided in this Grant Contract. In no event will the State be liable to the Grantee or any other party for any lost revenues, lost profits, loss of business, loss of grant funding, decrease in the value of any securities or cash position, time, money, goodwill, or any indirect, special, incidental, punitive, exemplary or consequential damages of any nature, whether based on warranty, contract, statute, regulation, tort (including but not limited to negligence), or any other legal theory that may arise under this Grant Contract or otherwise. The State’s total liability under this Grant Contract (including any exhibits, schedules, amendments or other attachments to the Contract) or otherwise shall under no circumstances exceed the Maximum Liability originally established in Section C.1 of this Grant Contract.  This limitation of liability is cumulative and not per incident.
4. Force Majeure. “Force Majeure Event” means fire, flood, earthquake, elements of nature or acts of God, wars, riots, civil disorders, rebellions or revolutions, acts of terrorism or any other similar cause beyond the reasonable control of the party except to the extent that the non-performing party is at fault in failing to prevent or causing the default or delay, and provided that the default or delay cannot reasonably be circumvented by the non-performing party through the use of alternate sources, workaround plans or other means. A strike, lockout or labor dispute shall not excuse either party from its obligations under this Grant Contract. Except as set forth in this Section, any failure or delay by a party in the performance of its obligations under this Grant Contract arising from a Force Majeure Event is not a default under this Grant Contract or grounds for termination.  The non-performing party will be excused from performing those obligations directly affected by the Force Majeure Event, and only for as long as the Force Majeure Event continues, provided that the party continues to use diligent, good faith efforts to resume performance without delay.  The occurrence of a Force Majeure Event affecting Grantee’s representatives, suppliers, subcontractors, customers or business apart from this Grant Contract is not a Force Majeure Event under this Grant Contract.  Grantee will promptly notify the State of any delay caused by a Force Majeure Event (to be confirmed in a written notice to the State within one (1) day of the inception of the delay) that a Force Majeure Event has occurred, and will describe in reasonable detail the nature of the Force Majeure Event. If any Force Majeure Event results in a delay in Grantee’s performance longer than forty-eight (48) hours, the State may, upon notice to Grantee: (a) cease payment of the fees until Grantee resumes performance of the affected obligations; or (b) immediately terminate this Grant Contract or any purchase order, in whole or in part, without further payment except for fees then due and payable.  Grantee will not increase its charges under this Grant Contract or charge the State any fees other than those provided for in this Grant Contract as the result of a Force Majeure Event.
5. Tennessee Department of Revenue Registration. The Grantee shall comply with all applicable registration requirements contained in Tenn. Code Ann. §§ 67-6-601 – 608. Compliance with applicable registration requirements is a material requirement of this Grant Contract.
6. Charges to Service Recipients Prohibited. The Grantee shall not collect any amount in the form of fees or reimbursements from the recipients of any service provided pursuant to this Grant Contract.
7. No Acquisition of Equipment or Motor Vehicles. This Grant Contract does not involve the acquisition and disposition of equipment or motor vehicles acquired with funds provided under this Grant Contract.
8. State and Federal Compliance. The Grantee shall comply with all applicable state and federal laws and regulations in the performance of this Grant Contract. The U.S. Office of Management and Budget’s Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards is available here: <http://www.ecfr.gov/cgi-bin/text-idx?SID=c6b2f053952359ba94470ad3a7c1a975&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl>
9. Governing Law. This Grant Contract shall be governed by and construed in accordance with the laws of the State of Tennessee, without regard to its conflict or choice of law rules.  The Grantee agrees that it will be subject to the exclusive jurisdiction of the courts of the State of Tennessee in actions that may arise under this Grant Contract. The Grantee acknowledges and agrees that any rights or claims against the State of Tennessee or its employees hereunder, and any remedies arising there from, shall be subject to and limited to those rights and remedies, if any, available under Tenn. Code Ann. §§ 9-8-101 through 9-8-408.
10. Completeness. This Grant Contract is complete and contains the entire understanding between the parties relating to the subject matter contained herein, including all the terms and conditions agreed to by the parties  This Grant Contract supersedes any and all prior understandings, representations, negotiations, or agreements between the parties, whether written or oral.
11. Severability. If any terms and conditions of this Grant Contract are held to be invalid or unenforceable as a matter of law, the other terms and conditions shall not be affected and shall remain in full force and effect. To this end, the terms and conditions of this Grant Contract are declared severable.
12. Headings. Section headings are for reference purposes only and shall not be construed as part of this Grant Contract.
13. Iran Divestment Act. The requirements of Tenn. Code Ann. § 12-12-101, *et seq.*, addressing contracting with persons as defined at Tenn. Code Ann. §12-12-103(5) that engage in investment activities in Iran, shall be a material provision of this Grant Contract. The Grantee certifies, under penalty of perjury, that to the best of its knowledge and belief that it is not on the list created pursuant to Tenn. Code Ann. § 12-12-106.
14. Debarment and Suspension. The Grantee certifies, to the best of its knowledge and belief, that it, its current and future principals, its current and future subcontractors and their principals:

a. are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal or state department or agency;

b. have not within a three (3) year period preceding this Grant Contract been convicted of, or had a civil judgment rendered against them from commission of fraud, or a criminal offence in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or grant under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification, or destruction of records, making false statements, or receiving stolen property;

c. are not presently indicted or otherwise criminally or civilly charged by a government entity (federal, state, or local) with commission of any of the offenses detailed in section b. of this certification; and

d. have not within a three (3) year period preceding this Grant Contract had one or more public transactions (federal, state, or local) terminated for cause or default.

The Grantee shall provide immediate written notice to the State if at any time it learns that there was an earlier failure to disclose information or that due to changed circumstances, its principals or the principals of its subcontractors are excluded or disqualified, or presently fall under any of the prohibitions of sections a-d.

1. Confidentiality of Records. Strict standards of confidentiality of records and information shall be maintained in accordance with applicable state and federal law.  All material and information, regardless of form, medium or method of communication, provided to the Grantee by the State or acquired by the Grantee on behalf of the State that is regarded as confidential under state or federal law shall be regarded as “Confidential Information.” Nothing in this Section shall permit Grantee to disclose any Confidential Information, regardless of whether it has been disclosed or made available to the Grantee due to intentional or negligent actions or inactions of agents of the State or third parties. Confidential Information shall not be disclosed except as required or permitted under state or federal law. Grantee shall take all necessary steps to safeguard the confidentiality of such material or information in conformance with applicable state and federal law. The obligations set forth in this Section shall survive the termination of this Grant Contract.

**By my signature below, I hereby agree to the above Assurances and to the content of the grant application submitted on behalf of the Grantee designated below.**

Print Grantee Name

Signature of Authorized Grantee Representative

Print Name of Authorized Grantee Representative

Print Title of Authorized Grantee Representative

**ATTACHMENT A**

**Parent Child Information**

Send completed documents as a PDF file to cpo.auditnotice@tn.gov. ***The Grantee should submit only one, completed “Parent Child Information” document to the State during the Grantee’s fiscal***

***year if the Grantee indicates it is subject to an audit on the “Notice of Audit Report” document.***

“Parent” means an entity whose IRS filing contains the information of at least one other entity. “Child” means an entity whose information is contained in another entity’s IRS filing.

Grantee’s Edison Vendor ID number:

Is Grantee Legal Entity Name a parent? Yes  No

If yes, provide the name and Edison Vendor ID number, if applicable, of any child entities.

Is Grantee Legal Entity Name a child? Yes  No

If yes, complete the fields below.

Parent entity’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent entity’s tax identification number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Note: If the parent entity’s tax identification number is a social security number, this form must be submitted via US mail to:

Central Procurement Office, Grants Program Manager 3rd Floor, WRS Tennessee Tower

312 Rosa L Parks Avenue Nashville, TN 37243

Parent entity’s contact information

Name of primary contact person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent entity’s Edison Vendor ID number, if applicable: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Attachment B

District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My signature indicates that the Turnaround Pilot Plan Grant application has been development in partnership with school leaders, the turnaround committee, and the turnaround expert.

Add rows as needed

|  |  |  |
| --- | --- | --- |
| Name | Title | Signature |
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\*Required signatures: all members of the turnaround committee, turnaround experts and district leaders responsible for the implementation of the turnaround plan.

# References

Evidence for ESSA. (2019). Center for Research and Reform in Education. Johns Hopkins

University. <https://www.evidenceforessa.org/>

Henry, Gary T., Pham, Lam, Gutherie, J. Edward, Harbatkin, Erica. (2018). Guiding Principles for

Improving the Lowest-Performing Schools in Tennessee.

<https://peabody.vanderbilt.edu/TERA/Guiding_Principles_Low_Performing_Schools>

Four domains of rapid school improvement: A systems framework. *(2017).* The Center for

School Turnaround. San Francisco, CA: WestEd. <https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf>

Pham, L., Henry, G.T., Zimmer, R., & Kho, A. (2018)*.* School turnaround after five years.

Tennessee Education Research Alliance. <https://peabody.vanderbilt.edu/research/tnedresearchalliance/files/School_Turnaround_After_Five_Years_FINAL.pdf>

School turnaround: An evidence guide. (2018). Tennessee Education Research Alliance.

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The school turnaround field guide. (2010). Wallace Foundation.

<https://www.wallacefoundation.org/knowledge-center/Documents/The-School-Turnaround-Field-Guide.pdf>

Tennessee leaders for equity playbook. (2018). Tennessee Department of Education.

<https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf>

## Endnotes

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

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

3Every Student Succeeds Act (ESSA), (b)(2)(A)(i).

4Every Student Succeeds Act (ESSA), § 1003(f)(2)(3).

5Every Student Succeeds Act (ESSA), § 1003(b)(2)(A)(ii).

6Every Student Succeeds Act (ESSA), § 10031003(e)(1)(C)

7Every Student Succeeds Act (ESSA), § 1003(e)(1)(D).

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

9Every Student Succeeds Act (ESSA), § 1111(d)(1)(B)(iv).

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

## Application Scoring Guide (TDOE Use Only)

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Sections | Needs Improvement | Mets Expectation  |
| **Section I: Cover Page** |  |  |
| **Section II: Program Details** |  |  |
| **Funding Rationale** |  |  |
| **Section III: Comprehensive Needs Assessment** |  |  |
| **Section IV: Goals** |  |  |
| **Section V: Levers, Strategies, & Action Steps** |  |  |
| **Section VI: Fiscal Oversight and Accountability** |  |  |
| **Attachment B – Signature Page**  |  |  |

**GENERAL COMMENTS:** Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.

**Strengths:**





**Weaknesses:**





|  |  |
| --- | --- |
|  |  |
| Regional Director | Date |
|  |  |
| Robin Copp, Assistant Commissioner, Division of School Turnaround  | Date |

# Turnaround Pilot Plan Grant Rubric

The following criteria will be used by reviewers to score each section of the application.

**Part I: ePlan Cover Page – Includes 1 Component**

|  |  |  |
| --- | --- | --- |
| The response must include:* LEA name and number,
* grant contact, title, phone, and email,
* list of schools being served, accurate NCES number, and
* budgeted amount per school requested in Section 5.
 | **Needs Improvement** | **Meets Expectation** |
| The cover page in ePlan has been completed.  |  |  |
| **Reviewer Comments:** |

**Part II: Program Details – Includes 5 Components**

|  |  |  |
| --- | --- | --- |
| The response per component should align to the corresponding bullet:* specific & multiple measures used consistently to monitor implementation & effectiveness of the turnaround plan, and action taken to modify the plan if progress is not being made,
* details of the district's internal procurement process for securing quality professional services, including how external partners will be screened and selected,
* a detailed description of the approach that demonstrates how multiple sources of funds including federal, state and local, will be used to support the turnaround pilot school,
* a detailed description that includes potential waivers/exemptions/flexibility to specific policies or procedures (e.g., operations, recruitment, hiring, differentiated pay, leadership & decision making, curriculum, student supports) and how this impacts the pilot school differently, and/or relevant systems, structures, and resources to potentially make it easier or harder to implement the turnaround plan, and
* a detailed description of how the district will review educational resources including allocation of people, time, and money, to ensure sufficient resources have been allocated to meet the needs of the pilot school.
 | **Needs Improvement** | **Meets Expectation** |
| The application provides a description of the process used to monitor implementation and effectiveness of the turnaround plan.  |  |  |
| The application provides a description of the process used to review to recruit, screen, select, and evaluate any external partners. |  |  |
| The application provides a description of how federal, state, and local resources align to carry out the activities supported with school improvement funds. |  |  |
| The application provides a description of how practices and policies are modified to support effective implementation of the turnaround plan. |  |  |
| The application provides a description of the district’s process to periodically review resource allocations to support school improvement. |  |  |
| **Reviewer Comments:** |

**Funding Rationale – Includes 1 Component**

|  |  |  |
| --- | --- | --- |
| The response must include:* school enrollment, including a breakdown of subgroups,
* challenges and potential root causes of the challenges,
* strategies, if any, that are currently being implemented to address the challenge,
* how the requested funds will support or improve the challenges being encountered,
* how the district and school will use other federal, state, and local funds to enhance, expand, or extend activities identified as necessary or required to improve outcomes for all students, and
* how the turnaround committee and turnaround expert were involved in the decision-making process of the grant application.
 | **Needs Improvement** | **Meets Expectation** |
| The application provides a rationale for why funds are requested.  |  |  |
| **Reviewer Comments:** |

**Section III: Comprehensive Needs Assessment - Includes 1 Component**

|  |  |  |
| --- | --- | --- |
| The response should include:* a reasonable number of needs (3 – 5) that can adequately be addressed within the grant period of performance,
* needs that were identified through a comprehensive needs analysis, and
* needs included in the approved turnaround plan.
 | **Needs Improvement** | **Meets Expectation** |
| The application includes prioritized needs.  |  |  |
| **Reviewer Comments:** |

**Section IV: Goal(s) - Includes 1 Component**

|  |  |  |
| --- | --- | --- |
| The response must include:* S.M.A.R.T. goals that are aligned to specific deficiencies uncovered in the needs analysis and outlined in the approved Turnaround Plan,
* S.M.A.R.T. goals that focus on improvement of specific root causes of deficiencies identified in the approved Turnaround Plan, and
* S.M.A.R.T. goals that include all elements (specific, measurable, attainable, results-oriented, and time-bound).
 | **Needs Improvement** | **Meets expectation** |
| The application includes goal(s). |  |  |
| **Reviewers Comments:** |

**Section V: Levers of Change, Strategies, Action Steps and Budget - Includes 8 Components**

|  |  |  |
| --- | --- | --- |
| The response per component must align to the corresponding bullet: * Lever(s) of Change that directly aligns to the prioritized need,
* a detailed description of the strategies, including how the strategy aligns to specific deficiencies uncovered in the needs analysis and are strategies that focus on meaningful changes in adult practice or address academic and/or nonacademic areas of student success,
* strategies that meet ESSA’s top three tiers of evidence and the hyperlink source,
* a detailed rationale for selecting the strategy that includes data for existing strategies indicating progress is being made,
* benchmarks that focus on measurement of actions taken toward implementing the identified strategies, benchmarks that are measurable and focus on evidence of change and outcomes to determine the effectiveness of the strategies and include frequency,
* strategies that represent a manageable number to allow for sustainability and a description of how strategies will be sustained,
* an itemized and detailed description for each expenditure, and
* a budget that is reasonable, necessary, and allocable for the implementation of the turnaround plan.
 | Needs Improvement  | **Meets Expectation** |
| The application includes Lever(s) of Change. |  |  |
| The application includes interventions/strategies. |  |  |
| The application includes the ESSA Tiers of Evidence and source.  |  |  |
| The application includes a rationale for choosing the strategy and for existing strategies, school level data is provided to support effective outcomes. |  |  |
| The application includes implementation and effectiveness benchmarks toward making progress in order to meet the identified goal(s). |  |  |
| The application provides a description of how strategies will be sustainable. |  |  |
| The application indicates the amount of funds requested for each action step. |  |  |
| The requested funds are allowable, reasonable, necessary and allocable under Education Department General Administrative Regulations (EDGAR) |  |  |
| **Reviewers Comments:** |  |  |

|  |  |  |
| --- | --- | --- |
| The response per component must align to the corresponding bullet: * a detailed description of the process for how the district will maintain documentation and complete records of all program activities and expenditures for the TPG and a detailed description of how the district will monitor grant spending to ensure expenditures are in compliance with all federal, state, and local provisions, and
* a detailed description of the process for submitting reimbursements for expenditures to the department.
 | **Needs Improvement** | **Meets Expectation**  |
| The district has described how it will ensure compliance with federal requirements of allowability under Education Department General Administrative Regulations (EDGAR) |  |  |
| The district describes how TPG grant funds will be monitored to ensure funds will be obligated and liquidated within the grant period of availability. |  |  |
| **Reviewers Comments:** |

**Fiscal Oversight and Accountability – Includes 2 Components**

|  |  |  |
| --- | --- | --- |
| The signature page must include:* names and positions of the Turnaround Committee, and
* signature from all Turnaround Committee members.
 | Needs Improvement | Meets Expectation  |
| Attachment B has been signed by all Turnaround Committee Team members and uploaded in related documents in ePlan.  |  |  |