



School Innovation Fund (SIF) Round 2

Informational Webinar
June 29, 2012



WEBINAR AGENDA

1. Introduction / Overview
2. Elements of the Proposal Narrative
3. Application and Submission Timeline

SIF-2 Questions:

SIFGRANT@mail.nysed.gov



1. Introduction / Overview



Context

- Whole-school redesign
- Thematic school redesign frameworks
 - College Pathways School
 - Community-Oriented School
 - Arts and/or Cultural Education School
 - Career and Technical Education (CTE) School
 - Virtual/Blended/Online School
 - Network-Affiliated School
- Autonomous “schools within a school” are allowable

SIF Round 1 Grant Award Winners

Lead Applicant	School	School Model
Geneva City School District	Geneva High School	Full-service school model (Community-oriented school)
Rochester City School District	Roberto Clemente School # 8	Education Management Organization Model (Network-Affiliated Model)

Priority Schools

- **Priority schools** are among the lowest performing schools in the state based on combined ELA and math performance that are not showing progress or that have had graduation rates below 60% for the last several years. These schools must no later than the 2014-15 school year implement a whole school reform model that fully incorporates federal requirements for school turnaround.

See: <http://usny.nysed.gov/docs/10-things-to-know-about-the-esea-waiver.pdf>

Menu of Options for Priority Schools

Options	Funding*	Features
SIF plan	Competitive	<ul style="list-style-type: none">-Whole-school Redesign-Themed Frameworks
SIG plan	Competitive	<p>Implement 1 of 4 models</p> <ul style="list-style-type: none">-Turnaround-Restart-Transformation-Closure
SURR plan	LEA-Funded	<ul style="list-style-type: none">-Whole-school Plan based on nine Turnaround Principles

*All implementation plans require Commissioner's approval and ongoing performance monitoring and evaluation.



Eligibility Review

- ❑ LEAs with priority schools, not receiving/implementing a 1003g School Improvement Grant (SIG)
- ❑ If an LEA receives a SIF grant for one of its priority schools, that school will not be eligible for future SIG competitions
- ❑ LEA is the lead applicant on behalf of its schools



2. Elements of the Proposal Narrative

Points of Emphasis

- Congruence between Narrative Category and Scoring Rubric
- Sets the criteria for meeting the standard
- Emphasis on description and design that “makes the case” for a likelihood for success

Category	Total Points
i. Executive Summary	5
ii. District Capacity	15
iii. Partner Capacity	15
iv. School Design and Plan	20
v. Organizational Plan	20
vi. Project Plan	5
vii. Budget	20



i. Executive Summary

- Overall summary of school redesign
- Suitable for sharing with the general public, including essential stakeholders
- NYSED may share with State-level stakeholders or other LEAs



ii. District-Level Capacity and Needs

- Demonstrate the capacity to plan for, implement, monitor, and support the school
- Identify strengths
- Assess student and system needs
- Identify areas that can be strengthened by partnerships created in grant



iii. Partner Capacity

- Partner selection connected to identified needs and project goals
- Clearly defined roles and responsibilities of the LEA and the partner
- Evidence the partner has a proven track record of success, such as:
 - A list of schools supported or managed
 - Academic performance data by subgroup from partner's schools
 - A summary of the partner's fiscal performance



Partnership Requirements

- Joint Performance Agreement
- Memorandum of Understanding

These are separate but related submission to drive partner support and joint accountability



Performance Agreement

Performance Feature:

- ❑ Performance Metrics
- ❑ Key Strategies
- ❑ Key Actions/ Outputs
- ❑ Lead Responsible
- ❑ Timeline
- ❑ Quarterly Indicators for Success

Key Areas of Performance

- ❑ Leadership
- ❑ Curriculum and Instruction
- ❑ Data-driven Inquiry
- ❑ School Climate
- ❑ APPR implementation
- ❑ Use of Time
- ❑ Meeting the Needs of Unique Populations



Memorandum of Understanding

- Between the LEA and Partner

- Ultimately, LEA must hold partner accountable for agreed services and outcomes

- There is no set format for the MOU, however it must be signed by both partner and LEA

- MOUs should contain at least:
 - Roles and responsibilities of partner, school and LEA
 - Specific autonomies granted to the partners
 - Methods for holding the partner accountable for performance
 - Performance agreement annexed to the agreement



iv. School Design and Plan

- The design and plan must articulate the elements of the framework chosen as it is reflected through each of the educational features of the school
 - School Overview and Goals
 - Curriculum and Instruction
 - Professional Development
 - Use of Time
 - Assessment
 - School Climate and Discipline
 - Meeting the needs of unique populations

v. Organizational Plan

- School leader specifically identified with demonstrated capabilities to be successful in the school design and setting
- Sound leadership and governance plan
- Supporting labor-management documentation that demonstrates work conditions matched to the school design and plan. For example:
 - Thin contracts
 - Election-to-work agreements
 - School-based options
 - Other MOUs between labor and management agreeing to work conditions that support student success



vi. Preparation Period Project Schedule

- Identify specific major activities, deliverables, and milestones
- Provide clear and specific timelines
- Demonstrate consistency and congruence with the overall plan



Project Period

- Preparation Phase

- January 1, 2013 to June 30, 2013

- Implementation Phases

- July 1, 2013 to June 30, 2014

- July 1, 2014 to June 30, 2015

vii. Budget and Budget Narrative

- Descriptive Narrative should provide clear description of budget assumptions and strategies for the full funding picture of the school (not just the SIF-2 grant).

- FS-10 for Project Period 1

- 3-Year Budget Summary

- 3-year budgeted narrative:
 - Line-item justification; including partner/purchased service-budgets

 - *Explanation* of connection between costs and major activities

 - Alignment of costs to plan

Allowable Budgeted Activities

- Activities directly related to meeting whole-school redesign requirements
- Non-instructional equipment is *not* allowed
- Instructional equipment must not exceed 10% of the total project budget



Additional Budget Requirements

- ❑ LEAs may choose to budget up to 15% for district-level capacity building
- ❑ At least 20% of total project funds must go to the LEA/School (not the Partner)
- ❑ LEAs may not sub-grant funds to other entities, except to the partner organizations designated to provide services in this grant that the LEA is unable to provide



3. Application Timeline

Timeline

Questions due to SIFGRANT@mail.nysed.gov	July 2, 2012
Answers to Questions Posted at: http://usny.nysed.gov/rttt/rfp/sif-round2/home.html	July 9, 2012
Letter of Intent Due (recommended) Email LOI to SIFGRANT@mail.nysed.gov	July 18, 2012
Application Due Date	August 15, 2012
Initial APPR Submission (with application)	August 15, 2012
Final Deadline for APPR submission	November 13, 2012
Tentative Award Dates	December 2012
Project period 1 (Preparation Phase) Start	January 1, 2013

The End

Questions about SIF-2 should be directed to:

SIFGRANT@mail.nysed.gov

Questions must be received by July 2, 2012

Answers to questions will be posted by July 9, 2012 at:

<http://usny.nysed.gov/rtt/rfp/home.html>

No individual answers will be provided