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**Appendix F: District and Schools Assistance Grant Application**

**Instructions for Grant Development and Submission**

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The District and School Assistance Grant provides districts with funds to build educator capacity in DSAC-served Level 3 and 4 schools. Educator capacity may be built in many ways, including strategies that encourage and support meaningful teacher collaboration, developing teacher leadership, building knowledge and skills, and support reflective practice. Building these kinds of capacities contributes to an increased sense of shared responsibility and accountability for all students and fosters the development and implementation of intentional instructional practices and assessment practices for improving instruction and supporting all students.

Here are some examples of the strategies DSAC districts have used their grant funds to do this work:

* Provide teachers with time to engage in the curriculum mapping process by providing them with stipends;
* Provide professional development for cohorts of teachers – allowing them to have common learning experiences;
* Train staff in effective data use;
* Purchase materials for book groups focused on school improvement and turnaround;
* Purchase materials supporting the implementation of ESE Model Curriculum Units (MCU) and provide teachers with time to plan for their implementation; Develop District Determined Measures (DDMs).

The goals and objectives of all of these strategies are to accelerate improvement in teaching, learning, and student achievement.

**[The Grant Planning Process](#Table_of_Contents)**

District and School Assistance Grants are one of the resources provided to districts through the DSAC system of support. Districts are expected to work collaboratively with their DSAC Regional Assistance Directors and other DSAC team members to develop their plans for using District and School Assistance grant funds.

How your DSAC team can help. DSAC Team members are available to act as strategic thought partners as you develop your plans, and assist you with:

* Using data to identify key areas of need;
* Developing plans consistent with identified needs that address district and school improvement goals, the [Turnaround Practices](http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/support-for-level-3-4-and-5-districts-and-schools/school-and-district-turnaround/turnaround-in-massachusetts/turnaround-and-emerging-practices-reports.html), District Standards and Indicators, and the Conditions for School Effectiveness, and other ESE initiatives;
* Creating effective plans for tracking implementation;
* Identifying indicators and benchmarks for measuring early indicators of change and short term outcomes;
* Developing plans to collect information on indicators and benchmarks;
* Supporting turnaround plan development and implementation.

DSAC assistance with your grant application will be customized to your specific needs. When your grant proposal is fully developed, you will submit it to the DSAC Regional Assistance Director for support of your completed grant application process and copy that approval to ESE ([Abigail Slayton](mailto:aslayton@doe.mass.edu), [aslayton@doe.mass.edu](mailto:aslayton@doe.mass.edu)).

[**General Guidelines for preparing your grant narrative: the Part III: Plans for Grant Fund Use**](#Table_of_Contents)

Once your plans for using grant funds are in place, you need to complete the 323\_220\_Part III\_DSAC Grant Narrative Form (the grant narrative). You only need to submit ONE Part III Narrative form even though you may be submitting up to 2 budgets.

**For each school receiving these grant funds that is in percentile 1-10**, describe how the grant is supporting implementation of the school’s Level 3 Turnaround Plan. Include information about anticipated schoolwide and classroom changes as well as the method for monitoring and assessing change.

**For each school receiving these grant funds that is in percentile 11-20**, describe how the grant will improve student outcomes for the identified student subgroup(s) with achievement gaps. See Appendix D for identification of applicable student subgroup. Include information about anticipated classroom changes as well as the method for monitoring and assessing change.

NOTE: While your DSAC team members may follow up with you to offer support in the monitoring and assessment process to help you reflect upon the information you collect, ESE does not plan to collect these data for accountability purposes.

**[Guidelines for Selecting Professional Development](#Table_of_Contents)**

**PD Selection and Enrollment Process for FY2017-2018:** Districts may select professional development opportunities based on various data sources such as MCAS or PARCC performance and Educator Evaluation findings. Focused professional development for cohorts of teachers (e.g., whole school, grade level, content specific) aligned with school improvement goals is more beneficial than more individual isolated implementation. Districts may choose to purchase in-district professional development with DSAC grant funds, or with sufficient regional consensus across districts, may participate in collaborative professional development opportunities across their regions.

This blend of opportunities is designed to provide adequate access to professional development for districts of varying size with varying professional development needs and the flexibility to customize it to their own needs.

The process for selecting, enrolling in and paying for PD is described below.

**Instructions for Selecting, Enrolling in and Paying for PD**

1. Professional Development Selection
2. In consultation with your DSAC team, identify one or more professional development opportunities in which the district wishes to enroll educators. (Note that PD providers, including district staff providing PD, must be qualified through one of the means described below.)

**IMPORTANT NOTE:** Districts planning to participate in school-year professional development activities must submit proposals at least **four weeks before planned expenditures.**

1. Vendor Costs should be detailed on the Contractual Services line (i.e., Line Item 5) under Consultants on the Budget Summary page of the budget workbook. Your district will pay the vendor directly for any professional development activities.
2. Costs for stipends, substitutes, materials and other related expenses for in-district courses that the grant will cover should be detailed in the Budget Summary. Please note that daily, hourly or fixed rates must be identified in the budget summary.
3. PD Provider Approval

All professional development funded through DSAC Grants must meet the [ESE Professional Development Standards](http://www.doe.mass.edu/pd/standards.html) (<http://www.doe.mass.edu/pd/standards.html>). **Any activity that issues professional development points (PDPs) is considered professional development.** Ensuring that PD providers meet the PD Standards may be accomplished by:

1. Selecting PD providers who are enrolled in the ESE PDP Provider Registry. (Enrollment in the revised PDP Provider Registry is ongoing. To check the status of a PD Provider, go to <http://www.doe.mass.edu/pd/01guideline/>.
2. Selecting PD from a college or university.
3. If your selected PD provider does not meet any of the above criteria, have your provider complete the ESE Professional Development Self-Assessment for each proposed course and submit the results to the district. The PD self-assessment and guide is included as Appendix H of this RFP, and the PD self-assessment worksheet is included in this RFP as Appendix I. The district is responsible for ensuring that the PD meets ESE Professional Development Standards.

Further information can be obtained by contacting Abigail Slayton [Aslayton@doe.mass.edu](mailto:Aslayton@doe.mass.edu) (781) 338-3517.

* As you review your provider’s self-assessment, note that when they assign themselves the highest score of the self-assessment rubric then they must provide your district with meaningful evidence to substantiate that score.
  + As noted in the *Massachusetts Department of Elementary and Secondary Education Professional Development Self-Assessment Guidebook* (Appendix J)*,* evidence may include course or session goals, learning objectives, agendas, evaluations or pre-assessments, slides, action plans, purchasing policies, syllabi, learning activities, resources, facilitator qualifications, assessments and reports.
* **For providers who were approved using the self-assessment process, please include a copy of the self-assessment rating worksheet (i.e., page 7) with your grant narrative.**  *ESE reserves the right to request a copy of the full PD Self-Assessment, including evidence provided, before approving fund use.*

***Section C. Professional Development Assurances Statement***

Submitting the DSAC application confirms your district’s commitment to meeting the Massachusetts Standards of Professional Development in the planning and implementation of all proposed professional development. It also reflects your district’s agreement to the Professional Development Assurances Statement printed on the Part III form that you submit. Districts should review the [**ESE Standards for Professional Development**](http://www.doe.mass.edu/pd/standards.html) and read this assurance carefully before submitting your grant application.

**Submit your DSAC Grant for Approval to the Regional Assistance Director for your DSAC region.**

Once you have completed the Part III narrative, submit an electronic copy of the form, along with your budget template(s) (one for each funding source) to the Regional Assistance Director for your district’s DSAC region. The Regional Assistance Director will review the plan to ensure that it reflects the plan agreed upon during the collaboration process. If it differs substantially from the plan originally agreed upon during the collaboration process, the DSAC Regional Assistance Director may contact the district for further information and, if necessary, ask for a revised plan.

The DSAC Regional Assistance Director will send your district an e-mail indicating the *Plan for District and School Assistance Grant Fund Use* has been approved. Once you receive the e-mail approval from your DSAC RAD, you should copy it to Abigail Slayton, [Aslayton@doe.mass.edu](mailto:Aslayton@doe.mass.edu), and submit your application online in EdGrants, including all required forms.

**Amendments**

If any amendments to the grant are necessary, contact Abigail Slayton, [Aslayton@doe.mass.edu](mailto:Aslayton@doe.mass.edu), for assistance through the process. Amendments must be completed within 30 days of the expiration of funds.

Amendment Deadlines:

* 220-E: May 31, 2018
* 323-B: July 31, 2018

**DSAC Grant Final Report**

DSAC grantees are expected to submit a final report of no more than three pages using the DSAC Final Grant Final Report Template in ***Appendix I*** by **September 30, 2018**, one month after the end of the grant funding period. The DSAC Final Grant Report is designed to a provide the Regional System of Support office with a snapshot of how your grant was used, any successes and challenges in implementing the grant as planned, reasons for any changes, and your plans for supporting ongoing work to monitor, deepen and sustain the learning associated with grant activities. We use the information to help improve the DSAC grant process. The report is also shared with your DSAC Regional Assistance Director, who may contact you to discuss possible follow up support, if that seems appropriate.