Supporting Unlimited Critical and Comprehensive Educational Success for Students (SUCCESS) Grant

Request for Application (RFA)
Application Package

Application Deadline:
Friday, August 27, 2021, at 5:00 p.m. EST
Applications must be received no later than Friday, August 27, 2021, at 5:00 p.m.

August 16, 2021
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Part I: GENERAL INFORMATION

Introduction and Purpose
The Title I, Part A, Section 1003 School Improvement Supporting Unlimited Critical and Comprehensive Educational Success for Students (SUCCESS) Grant provides financial resources to local educational agencies (LEAs) on behalf of Title I schools identified as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and CSI Promise schools as defined by the Every Student Succeeds Act (ESSA). The Division of School and District Effectiveness at the Georgia Department of Education (GaDOE) will award competitive one-year, non-renewable grants to LEAs on behalf of identified schools to meet the needs outlined in their improvement plans.

The purpose of the SUCCESS Grant is to provide opportunities for identified schools to compete for funds to ensure the necessary infrastructure and supports for leaders, teachers, and families are available to meet the needs of each student and improve outcomes, while focusing on specific subgroup needs. The SUCCESS Grant provides additional one-time funds to help federally identified schools focus efforts to increase student achievement. Successful proposals must demonstrate that the applicant will sustain the work outlined in the proposal.

Grants will be awarded for the 2021-2022 school year. The maximum grant period for a SUCCESS Grant is July 1, 2021 through September 30, 2022, subject to the continued availability of funds and the grantee meeting all outlined requirements. All goods and services must be received and activities and purchases for this budget period must be allocated by September 30, 2022. GaDOE reserves the right to replicate, adapt, and publish materials developed with funding from the grant.

Eligible Applicants
Eligible applicants must be LEAs serving Title I schools identified as CSI, TSI, or CSI Promise as defined by ESSA. LEAs with federally identified schools may also apply for a districtwide grant to enhance efforts to support identified schools within the district.

Application Formatting and Submission
This application information package was developed by GaDOE and contains all the forms and instructions necessary to apply for a SUCCESS Grant. Please review the enclosed materials and carefully follow the instructions for completing the application. Before submitting the application, review the application requirements to ensure that all sections and documents are complete.

The deadline for submission is Friday, August 27, 2021, at 5:00 PM EST. The application must be submitted on or before the deadline using this SUCCESS GRANT Application Link. Applicants will receive a confirmation email once the application has been received. No applications will be considered after the deadline. GaDOE is required
to enforce the established submission deadline to ensure fairness to all applicants. **Faxed or paper applications are not acceptable and will not be reviewed by GaDOE.**

Supplemental or revised application information will not be accepted. An application package must contain every element intended to be submitted. Applicants are encouraged to carefully review the procedures for submitting all materials. No changes or additions to an application will be accepted once the application is submitted.

Applicants are strongly encouraged to submit only the requested information. Readers will have limited time to evaluate applications; and for that reason, consideration of the application against the selection criteria will focus solely on the required sections of the application and the appendices.

### Timeline of Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity/Action</th>
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<tbody>
<tr>
<td>August 16, 2021</td>
<td>RFA released</td>
</tr>
<tr>
<td>August 27, 2021</td>
<td>Application Submission deadline</td>
</tr>
<tr>
<td>September 30, 2021</td>
<td>Notification of intent to award funds</td>
</tr>
<tr>
<td>October 1, 2021</td>
<td>Funding period begins; SUCCESS Grant projects may begin</td>
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<tr>
<td>March 30, 2022</td>
<td>Progress report due</td>
</tr>
<tr>
<td>May 15, 2022</td>
<td>Review drawdown of grant funds</td>
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<tr>
<td>September 30, 2022</td>
<td>Deadline for final programmatic and financial reports</td>
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</table>

If you have questions, please contact Shawn Keim, at skeim@doe.k12.ga.us.

### Program Requirements
The SUCCESS Grant application must:
- Respond to a need identified in the comprehensive needs assessment (CNA)
- Focus on supports to meet the needs of each child
- Include strong, moderate, or promising evidence-based interventions chosen from the allowable expenses outlined in Appendix A

LEAs should collaborate with the assigned GaDOE Continuous Improvement Team, including GaDOE District Effectiveness Specialist (DES), GaDOE School Effectiveness Specialist (SES) as applicable, and the RESA School Improvement Specialist (SIS) as applicable, throughout the process.

### Authorized Activities
SUCCESS Grant applicants may use funds to implement specific activities that will support specific subgroup needs and/or MTSS implementation, resulting in increased student achievement. Authorized purchases are outlined in Appendix A and include:
• Positions
• Professional learning
• Instructional technology
• Supplemental instructional materials
• Instructional assessment and data collection/analysis
• Screening and progress monitoring tools
• Extended learning opportunities

Unauthorized Activities
SUCCESS Grant funds may not be used for:
• Indirect costs
• Out-of-state travel, graduate-level courses, or professional memberships
• Capital improvements to existing structures
• Clerical staff or grant administration
• Internet connectivity
• Supplies not related to selected evidence-based interventions
• Furniture or playground equipment
• Field trips
• Rewards and incentives
• Personal items

Grant Period
The maximum grant period for a SUCCESS Grant is July 1, 2021, through September 30, 2022, subject to the continued availability of funds and the grantee meeting all outlined requirements. All goods and services must be received and activities and purchases for this budget period must be allocated by September 30, 2022.

Grant Award Amounts
During the grant cycle covered by this RFA release, applicants may request funds up to $250,000 based on need and proposed services to the target population. LEAs are permitted to submit more than one application; however, each LEA is limited to five subgrant awards for this competition, with a maximum funding of $1,000,000. LEAs are permitted to submit more than five applications; however, only a maximum of five applications per LEA will be awarded.

Responsibilities of a Fiscal Agent (LEA)
The following are some of the expectations, roles, and responsibilities of a fiscal agent:
• Administer the grant from award to closeout in accordance with all applicable laws and regulations.
• Serve as the organizational representative and point of contact for all business management aspects of the award agreement.
• Apply appropriate management controls using management systems, checklists, and records, including, but not limited to:
  ○ Internal controls:
▪ Safeguard assets; ensure reliability of accounting data and subgrant terms and conditions
  ▪ Maintain inventory of purchased equipment
  ○ Operating controls:
    ▪ Fiduciary procedural manuals; budgetary control system
  ○ Accounting controls:
    ▪ Implement controls to ensure reliability of recorded financial data
    ▪ Maintain appropriate level of transaction review and authorization
    ▪ Develop and implement proper procurement procedures and cash management procedures that are well defined
    ▪ Develop procedures that facilitate timely review and audit of financial activity.
  ● Prepare necessary reports.
  ● Keep GaDOE and stakeholders informed about grant project progress.
  ● Evaluate the extent to which measurable project objectives are being met.
  ● Submit completion reports no later than October 30, 2022

Program Accountability and Monitoring
The GaDOE is responsible for monitoring the SUCCESS Grant implementation in accordance with the following program accountability requirements:
  ● Each applicant receiving funding through this RFA meets the eligibility requirements for the grant described herein, and the applicant assures that it will comply with all program implementation and reporting requirements established through this RFA.
  ● Each applicant receiving funding through this RFA appropriately uses these funds as described in this application package.
  ● Each applicant implements activities funded through this application within the timeline in which the funds provided are to be used.

To fulfill its monitoring responsibilities, GaDOE requires grantees to submit appropriate fiscal and program documentation following guidance provided by the Division of School and District Effectiveness.

Programmatic Reporting Requirements
All grantees must submit a final report to GaDOE’s Division of School and District Effectiveness by September 30, 2022, or at the conclusion of the project’s activities, whichever occurs first. Grantees will receive directions for completing the final report.

Districts and their schools receiving SUCCESS Grant funds must outline the scope of work and include any artifacts created as a result of the grant. They must also document how the grant funding improved instruction and increased student achievement.
Grantees must provide a summary of the funded work that includes the following:

a. A narrative that includes a clear explanation of:
   • How this grant increased student achievement
   • The extent to which the goals and objectives were achieved, and strategies were implemented
   • The results and findings during the grant period
   • An explanation of how capacity was built to sustain grant activities after the grant funding ends

b. Support materials that include:
   • Copies of the evaluation tools used to measure the goals and objectives
   • Copies of curriculum guides, resources, or other instructional materials developed as a part of the grant project

Review and Selection Process
GaDOE staff will conduct an initial review of all grant applications for completeness and compliance with application and eligibility guidelines. All required materials, including forms and appendices, must be submitted for the application to be considered complete and eligible for review. Only those applications that are received by the deadline and deemed complete by GaDOE will be forwarded for review and funding consideration.

Impartial readers will evaluate and score each application based on the quality of the proposed activities and the evidence provided to demonstrate the capacity of the applicant to implement the proposed activity.

Readers will evaluate each application using the Application Scoring Tool (Appendix F). A reader may award up to 100 points for each application. The highest and lowest scores will be discarded, and the remaining scores will be averaged to determine a total score. GaDOE staff will rank the scores from highest to lowest, allocate funding based upon the scores, and funding to subsequent applications until funding is exhausted or all eligible applicants receive funding. Applicants scoring sixty or below will not be awarded funds.

Bonus points (10) will be awarded to applicants that outline plans to address multiple subgroups to seamlessly align supports.
PART II: APPLICATION COMPONENTS

Georgia’s Systems of Continuous Improvement Problem-Solving Model
Georgia’s Systems of Continuous Improvement (GSCI) uses a problem-solving model (the “how”) to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts. The grant application follows this problem-solving model.

Application Guidelines

Scoring: The standard scoring criteria are based on a 100-point scale.

Proposal/Format: Applications must be submitted using this link: SUCCESS Grant Application Link. Paper or faxed submissions will not be accepted.

Assurances Page (Appendix D): Applicants must upload a copy of the assurances page (including the principal and/or superintendent’s signature) at the end of the JotForm.

Program Abstract
The narrative should include, at a minimum, the reason the need exists, the way the grant-funded initiative will operate to meet the need of the target population, and the intended outcomes.

Identify Needs (Needs Assessment)
A needs assessment is a process of looking at data and information about the school/district to develop a clear picture and understanding of what is and has been occurring at the school/district and inform what is needed to improve student achievement.

- Specific Needs – Provide detailed and concrete data citing the specific academic achievement (reading, math, science, etc.) and support service gaps pertaining to a specific subgroup that the needs assessment process identified. Applicants are encouraged to utilize data tables in this section to clearly convey the need for the proposed grant services.
• Grant Focus – Provide specific information outlining the focus of the proposed grant-funded initiative as defined by the results of the needs assessment process. The information must demonstrate a clear and concise rationale as to why the grant-funded initiative is appropriate for the target subgroup population and how it will address the identified needs gathered in the data collection and analysis process.

Select Interventions (Initiatives)
Applicants must describe in detail the goals and grant-funded initiative selected from Appendix A, the personnel involved in implementing the proposed initiative, and the expected outcomes. Applicants should consider ways to address multiple subgroups when selecting a grant-funded initiative from Appendix A.

Plan for Implementation and Implement Plan
• The applicant must provide a narrative with a complete plan explaining how the grant-funded initiative will operate and will address the identified needs.
• The plan should also provide a clear, concise description of how the proposed grant-funded initiative is expected to improve student academic achievement and specific subgroup needs.
• The applicant should detail a complete plan that utilizes specific goals, activities, and timeframe. All goals must be measurable, performance-based, and able to be assessed throughout the year (formative assessment).
• Applicants must provide examples illustrating how identified strategies align with the school and/or district improvement plan.
• Applicants should create a table (sample below and included as Appendix B) to capture the required information.

Examine Progress
Applicants must describe in detail how they will evaluate and monitor progress of both implementation and effectiveness on an ongoing basis. The applicant must provide a detailed explanation as to how it will implement an evaluation plan for continuously assessing progress towards meeting each of the proposed goals and revising and strengthening the program based upon the continuous assessments. The plan must include methods for evaluating implementation and impact.

<table>
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<tr>
<th>Goal:</th>
<th>Action Steps To Accomplish Goal</th>
<th>Time Frame</th>
<th>Method For Evaluating Implementation</th>
<th>Method For Evaluating Impact</th>
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**Sustainability**
To address sustainability of the proposed grant-funded initiative beyond the grant period, applicants should discuss how project activities will include intentional efforts to build capacity and sustain the work after the end of the grant period. Is the grant-funded initiative designed as part of a sequential and sustainable program? If so, explain how the program will be sustained and funded after the award year has passed.

**Budget**
Provide a brief and concise narrative outlining how the costs indicated on the budget are reasonable and necessary in relation to the number of participants to be served, to the scope of the grant-funded initiative, and its anticipated outcomes. The proposed budget must provide clear evidence that the expenditures are appropriate and justified to support the grant-funded initiative.

A sample budget template can be found in Appendix C. Applicants will use the attached Excel budget template and upload the file to the SUCCESS Grant Application Link.
Appendix A
Georgia Department of Education
Authorized Evidence-Based Purchases

Division for Special Education Services and Supports

**Positions (salaries & benefits)**

1. Check and Connect specialist to coordinate work at the LEA or school level.
2. Specially Designed Instruction (SDI) specialist to support professional learning, coaching, and feedback for instructional improvement for students with disabilities.
3. Assistive Technology (AT) and Accessible Educational Materials (AEM) specialist to provide training on use and support the effective integration of AT and AEM.
4. Instructional coach for special education teachers participating in the Special Education Induction Support for Teachers to support the retention of induction level special education teachers.
5. English Learner/Students with Disabilities (EL/SWD) specialist to focus on systemic improvement and coordination of best practice for the needs of the dually identified students.
6. Co-teaching coach to support professional learning for evidence-based co-teaching practices (parity, co-planning, co-assessing, co-teaching with high leverage practices and moving beyond one teach/one assist), coaching and meaningful feedback for teams to increase the effective use of co-teaching teams across the LEA or identified schools.

_Professional learning and support will be provided by GaDOE. It is an expectation that grant-funded personnel participate in the professional learning._

**Instructional technology**

1. Assistive Technology (AT) equipment and software to refresh the LEA’s inventory to support learning opportunity loss and improve outcomes for students with disabilities.

**Professional learning opportunities**

1. To provide Check and Connect Train-the-Trainer training, as it is an evidence-based intervention mentoring framework that supports family engagement and improves attendance, behavior, and course completion. *Selected personnel must participate in GaDOE professional learning*

2. To provide multi-sensory reading methodology for teachers of students with disabilities as an evidence-based intervention to improve reading skills.

3. To provide professional learning or increase age-appropriate materials to support Pre-K students with disabilities.
Georgia’s Tiered System of Supports for Students

Positions (salaries & benefits)

1. MTSS specialist to support implementation processes, professional learning, coaching and feedback for instructional improvement that directly impacts all students, especially students in need of tiered supports. Professional learning should be focused on implementation of MTSS practices that are aligned to the essential components of Screening, Progress Monitoring, Data-based Decision Making, Multi-Level Prevention System, and Infrastructure, i.e., leadership, effective teaming, professional learning, and family and community engagement.

2. Academic Instructional specialist(s) (Reading, ELA, Math) to support and strengthen effective Tier I evidence-based practices through ongoing, high-quality, job-embedded professional learning that is aligned to MTSS implementation. Focusing on robust Tier I instruction first will provide the knowledge and understanding needed by the staff to build a strong foundation and continuum of supports for academic needs which may be addressed through tiered interventions.

3. Intervention specialist to focus on interventions for academics, behavior, and/or well-being support for all students. The specialist should also focus on subgroups of students, i.e., students with disabilities, English learners, economically disadvantaged students, etc. Emphasis will be placed on systemic improvement, coordination of best practices, and building capacity within an MTSS framework.

*Professional learning and regional coach support for implementation of MTSS will be provided by Georgia’s Tiered System of Supports for students. It is an expectation that if the school or district selects an MTSS model that grant-funded personnel participate in the professional learning.*

Supplemental instructional materials and supplies

1. Evidence-based interventions, screening, and progress monitoring tools as well as equipment needed to implement the evidence-based interventions, i.e., computers, monitors, laptops, headphones, webcams, etc.

English Learner Programs (ESOL & Title IIIA)

Positions (salaries & benefits)

1. ESOL instructional specialist to support professional learning, coaching and feedback for instructional improvement for English learners, either at an individual LEA or for various LEAs when collaboratively placed/housed at a RESA.

2. ESOL instructional coach for new and provisional ESOL teachers to support the retention of induction level ESOL teachers.

3. ESOL graduation specialist (high school) to support English learners’ pathway to graduation, including the use of dual enrollment, transition planning, career exploration, work-based learning, and self determination to have an impact on post-school outcomes for ELs.
4. ESOL collaborative teaching coach to support professional learning for evidence-based co-teaching practices (parity, co-planning, co-assessing, co-teaching with high leverage practices and moving beyond one teach/one assist), coaching and meaningful feedback for teams to increase the effective use of co-teaching teams for English learners across the LEA or identified schools.

5. EL-focused MTSS coach to support professional learning, coaching, and meaningful feedback for teams to increase the effectiveness of MTSS for English learners across the LEA or identified schools.

6. ESOL endorsed/certified tutors and/or summer-school teachers to increase the effectiveness of these programs for English learners.

7. Content (ELA, math, science, or social studies) instructional coaches to support professional learning, coaching, and meaningful feedback for content teachers of English learners and increase effectiveness of Tier 1 instruction for ELs.

Professional learning and support will be provided by GaDOE. It is an expectation that grant-funded personnel participate in the professional learning.

Supplemental instructional materials and supplies

1. English language development curricula from evidence-based sources to be used in ESOL Scheduled courses. Curricula must be approved by GaDOE.

2. English-proficiency leveled readers for English learners in middle school.

3. Manipulatives for ELA/literacy, mathematics, science, and social studies.

4. EL focused English language/literacy evidence-based interventions for remediation, acceleration, and enhancement of English learners from well-known experts in the EL education field.

Instructional assessment and data collection and analysis

1. Learning management systems and data analysis tools specifically for ACCESS assessment data management for English learners

2. Contract with an organization or experts in the field to create language focused formative assessment tools for teachers to use in classrooms with English learners which would help teachers identify students’ current English proficiency levels in listening, speaking, reading, and writing. Contractor providing services must be approved by GaDOE.

3. Consultants with well-known expertise in the field of EL assessment to create grade level tools for teachers to use to monitor the progress of English learners’ academic English for content classrooms. Consultant providing services must be approved by GaDOE.

Instructional technology

1. Instructional technology supplies and devices for English learners and their teachers to implement chosen software programs and/or interventions.
2. Language focused academic software programs for instruction of recently arrived English learners, and their parents and families.

3. To purchase interpretation/translation software programs to support parents’ and families’ understanding of school instruction and their child’s learning trajectory.

**Professional learning opportunities**

1. Professional learning consultants who have well-known expertise in the EL education field who can provide effective English learner focused professional development opportunities for teachers and school leaders of English learners to build their capacity to teach ELs and leaders to know when best practices (high leverage practices) are occurring in Tier 1 instruction. *Consultant providing services must be approved by GaDOE.*

2. ACCESS data literacy training to staff and school leaders making MTSS Tier 2 and Tier 3 decisions for English learners.

3. ESOL teacher training on how to collect students’ speaking and writing samples, rate them independently using WIDA’s Speaking and Writing Rubrics, establish school and districtwide interrater reliability, build ESOL teams’ capacity to embed formative language assessment in instructional routines and adjust instruction accordingly.

4. School leader training on how to evaluate their school’s ESOL language program to determine its effectiveness, analyze and understand the school’s EL data, conduct EL focused classroom walkthroughs, and an increase their understanding of English learners’ second language acquisition trajectories (based on data) and the impact their ESOL program has on EL student achievement.

5. School and system leader training on how to implement family engagement programs that have evidence of building parents’ capacity to support their child(ren)’s learning in school.

**Extended learning programs**

1. Effective tutoring and/or summer school for English learners who have been in ESOL for 4 or more years to help them achieve English proficiency and avoid becoming long-term ELs (LTELS).

2. Transportation to attend after school programs and summer learning opportunities.

3. Partner with community-based organizations to provide tutoring and/or summer school for English learners (including those who have recently arrived to the U.S.) who need additional instruction in academic English and support the removal of non-academic barriers to learning (e.g., lack of connectedness, well-being, and mental health development)

*For more information on implementing the identified evidence-based interventions, visit this [GaDOE resource page.](#)
Migrant Education Program (MEP)

**Positions (salaries & benefits)**

1. Bilingual/biliterate technology coach to teach skills to families to access educational services at the LEA level and better assist their children to increase student achievement.

2. Teachers to deliver STEAM programs to MEP participants. Afterschool, weekends, during regular school year and summer.

3. Bilingual full-time staff to serve ALL MEP participants, advocate, and connect families to existing LEA services.

4. Reading and literacy coach, bilingual, if possible, to provide targeted literacy opportunities to children during the regular school year and/or summer months.

5. Graduation specialist to support secondary students (Priority for Service and Non-Priority for service) with a clear graduation plan and to effectively prepare them to access postsecondary opportunities.

6. Teachers to develop writing lab for MEP enrolled participants (K-12)

**Supplemental instructional materials and supplies**

1. Purchase content-related materials in Reading, Writing, & Math for grant-funded personnel to build learning kits and deliver online or in-person instruction to families.

2. Purchase evidence-based resources to provide online or in-person tutoring.

3. Purchase platforms and networks to deliver online evidence-based after school MEP programs.

**Instructional assessment and data collection and analysis**

1. Professional learning on formative assessment tools for Students Services Providers (SSPs) to be used with Migrant participants.

**Instructional technology**

1. Chromebooks for qualifying MEP children and youth.

2. Hotspots (hardware only, not connectivity) to enable MEP participants to gain internet access to online resources.

3. Writing lab technology resources and materials.

**Extended learning programs**

1. STEAM programming during the school year, after school, and summer school.

2. Transportation for MEP participants to attend after school programs and summer learning opportunities.
Appendix B
Georgia Department of Education
Plan for Implementation, Implement Plan, and
Examine Progress Chart

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<th>Method For Evaluating Implementation</th>
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# Appendix C
Georgia Department of Education
Budget Template Sample

## Title I, Part A, 1003 School Improvement
SUCCESS Grant Budget Template

<table>
<thead>
<tr>
<th>Function Code</th>
<th>Object Code</th>
<th>Description</th>
<th>Justification</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>List items to be purchased from the list in Appendix A</td>
<td>How will this purchase address identified areas of need?</td>
<td>$</td>
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### Appendix D  
**Georgia Department of Education**  
**SUCCESS Grant Assurances**

<table>
<thead>
<tr>
<th>Assurances</th>
<th>Superintendent’s Initials</th>
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<tbody>
<tr>
<td>Personnel hired will have the certification, experience, and documented success to meet the role’s requirements.</td>
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<tr>
<td>Personnel hired to implement the selected initiative will be utilized solely to support that initiative.</td>
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<td>Personnel hired will attend all required GaDOE trainings and ongoing professional learning related to the selected initiative and/or position.</td>
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<tr>
<td>LEA will obtain approval prior to purchasing grant-funded initiatives highlighted in Appendix A.</td>
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<tr>
<td>Supplemental materials purchased with grant funds to support the selected initiative will be used solely for implementation of the initiative.</td>
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<tr>
<td>Instructional technology purchased with grant funds to support the selected initiative will be used solely for implementation of the initiative.</td>
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<tr>
<td>All funds will be used for strong, moderate, or promising evidence-based interventions chosen from the allowable expenses outlined in Appendix A</td>
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<tr>
<td>All funds will be used in accordance with the guidance requirements of ESSA Title I, Part A, 1003 School Improvement funds. LEAs must operate their federal grants in accordance with the Code of Federal Regulations</td>
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<td>LEA:</td>
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<td>Superintendent (Print Name):</td>
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<tr>
<td>Signature of Superintendent:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
## APPENDIX E
SUCCESS Grant Checklist
(For LEA Use)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evident</th>
<th>Not Evident</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grant is written on behalf of identified schools only</td>
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<tr>
<td>2. The work (including materials, subscriptions, etc.) outlined in the grant will be completed by 9/30/22</td>
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<tr>
<td>3. <strong>Identify Needs</strong> - Data supports the need for the requested funds</td>
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<tr>
<td>4. <strong>Identify Needs</strong> – Focus of the proposed activity is outlined, and addresses identified need</td>
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<tr>
<td>5. <strong>Goals and Select Interventions</strong> – Goals are clearly outlined</td>
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<tr>
<td>6. <strong>Goals and Select Interventions</strong> – Grant-funded initiatives are clearly outlined and include selections from Appendix A</td>
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<tr>
<td>7. <strong>Plan for Implementation, Implement Plan, and Examine Progress</strong> – Narrative outlines the plan and how it will improve student achievement. Chart in Appendix B is complete</td>
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<tr>
<td>8. <strong>Sustainability</strong> - There is a clear description of plans for sustainability that include building capacity, scaling up, and future funding opportunities/options</td>
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<tr>
<td>9. <strong>Budget</strong> – Narrative provided outlines how costs are reasonable and necessary and related to the goals of the grant.</td>
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<tr>
<td>10. <strong>Budget</strong> - Items outlined in budget are represented in the grant application’s Appendix A</td>
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<tr>
<td>11. <strong>Budget</strong> - Indirect costs and other items identified as not allowed are not referenced in the budget are not referenced in the budget</td>
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<tr>
<td>12. <strong>Assurances</strong> – All assurances are initialed and signed by the superintendent</td>
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</tbody>
</table>
APPENDIX F
SUCCESS Grant Scoring Tool (For GaDOE Use)

Grant Reviewers will indicate level of agreement for each statement on a scale of 1 to 3.
Level 1 – Elements of the statement are not clearly addressed
Level 2 – Elements of the statement are evident, but not completely addressed
Level 3 – All elements of the statement are clearly addressed

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1 (Zero points)</th>
<th>Level 2 (Half Points)</th>
<th>Level 3 (Full Points)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify Needs - Data supports the need for the requested funds.</td>
<td></td>
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<tr>
<td>(10 pts)</td>
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<td>2. Identify Needs – Focus of the proposed activity is outlined, and</td>
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<td>addresses identified need. (10 pts)</td>
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<td>3. Goals and Select Interventions – Goals are clearly outlined. (15 pts)</td>
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<td>4. Goals and Select Interventions – Grant-funded initiatives are</td>
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<tr>
<td>clearly outlined and include selections from Appendix A. (10 pts)</td>
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<tr>
<td>5. Plan for Implementation,</td>
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<tr>
<td>Implement Plan, and Examine Progress – Narrative outlines the plan and</td>
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<tr>
<td>how it will improve student achievement. Chart in Appendix B is complete.</td>
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<td>(30 pts)</td>
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<td>6. Sustainability - There is a clear description of plans for sustainability that include building capacity, scaling up, and future funding opportunities/options. (5 pts)</td>
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<td>7. Budget – Narrative provided outlines how costs are reasonable and necessary, and items outlined in budget are represented in the grant application’s Appendix A. (20 pts)</td>
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<td>8. Bonus – Selected interventions are interwoven to maximize impact on multiple subgroups. (10 points)</td>
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</tbody>
</table>

Totals for Each Column: | Grand Total: |