



219 North Main Street, Suite 402
Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

Appendix G: Directions and Criteria for Federal Program Grant Applications

For all 1003 School Improvement grant applications:

Each improvement strategy must be supported with evidence from [levels 1-3](#), as indicated in ESSA. See [Evidence Summary](#) for additional details. Please refer to the [Evidence-Based Actions](#) for Improvement document to explore and reference evidence-based practices.

- Please reference the research-based sources, from which you have chosen your strategies, using **section 3** on the [Supporting Evidence Tool](#) (section 8 is not applicable with these funds)
- Attach responses to the [Guiding Questions](#) to your application.
- Attach your Continuous Improvement Plan to your application.
- Attach a [service delivery plan](#) for any FTE positions related to coaching or technology integration. Additionally, please attach a sample schedule, resumes, endorsement, job description, and details about the coaching cycle. Please refer to [Coaching as Professional Learning: Guidance for Implementing Effective Coaching Systems](#) and visit the [AI Hub](#) for additional professional learning materials.

For all SIG 1003(g) grant applications:

- Each improvement strategy must directly connect to the Vermont Whole School Reform Model and be supported with evidence from [levels 1-4](#).
- Attach responses to the [Guiding Questions](#) to your application.
- Please reference the research-based sources, from which you have chosen your strategies, using **section 3** on the [Supporting Evidence Tool](#).
- Attach your Continuous Improvement Plan to your application.
- Attach a [service delivery plan](#) for any FTE positions related to coaching or technology integration. Additionally, please attach a sample schedule, resumes, endorsement, job description, and details about the coaching cycle. Please refer to [Coaching as Professional Learning: Guidance for Implementing Effective Coaching Systems](#) and visit the [AI Hub](#) for additional professional learning materials.

For additional support, please refer to the US Department of Education's Non-Regulatory Guidance: [Using Evidence to Strengthen Educational Investments](#).

Allowable expenses for Title 1 1003 and SIG 1003(g) may include but are not limited to:

- Support of the improvement work at the school level. Funds cannot support district level work.
- Resources directly linked to instruction and the areas that caused the school to be eligible to be a 1003a Comprehensive School or SIG 1003(g) school.
- Resources that build capacity in the effective implementation of the State Standards.
- Resources to scaffold instruction.
 - Funds that provide additional instructional support in areas such as:
 - Personnel, such as instructional coaches, tutors and reading specialists
 - Personnel benefits
 - Instructional materials
 - Professional learning opportunities for staff.

- Purchase of software and/or hardware and the associated professional learning to support how to use the resources for instructional purposes.
- Consultants that target curriculum, teaching methods, and resources that improve student achievement *(for 1003 School Improvement funds the purpose must be supported by evidence from levels 1-3 (see links above)).*

Sample Approvable Investments

Title I: To improve student's academic achievement in English Language Arts, app. licensed interventionist to work with students (sm. group, push-in model) not meeting standards in reading fluency and comprehension using evidence-based model of intervention. Costs include salary and benefits.

Title IIA: To provide a clear & specific connection between student ach data and CIPs identified focus areas, Instructional Coach to provide classroom-embedded prof learning on evidence based practices thru research, modeling, co-teaching, and/or peer observation. Framed by Coaching Cycle Model (Knight, 2015). Includes FTE.

All investments must be congruent with CIP goals, change ideas, narratives, and supporting data.