August 29, 2012

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Thomas R. Bice
State Superintendent of Education

SUBJECT: High Schools That Work (HSTW) Grant Application (New Sites)

Enclosed is the Request for Proposals (RFP) for the High Schools That Work (HSTW) New Sites Grant Application. The RFP contains the grant application, general information, and instructions. The purpose of the grant is to provide funding for the implementation of activities directly related to the HSTW initiative.

A maximum of six planning grants of up to $10,000 each will be awarded on a competitive basis. Funds are available for obligation from the date of award through September 30, 2013.

Applications must meet the minimum standards as specified in the RFP to be considered for funding. The deadline for submission is no later than 4:30 p.m., on Thursday, September 13, 2012. Send applications to Dr. Philip Cleveland, Director, Office of Career and Technical Education/Workforce Development, ATTN: Dr. Mary Simon, Education Administrator, P. O. Box 302101, Montgomery, Alabama 36130-2101.

If you have any questions, please contact Dr. Philip Cleveland, Director, Office of Career and Technical Education/Workforce Development, at 334-242-9111 or by e-mail at pceleveland@alsde.edu, or Mr. Craig Collins, Education Administrator, at 334-353-8387 or by e-mail at ccollins@alsde.edu.

TRB/MS/LTE

Enclosure

cc: City and County Career and Technical Administrators
    City and County Chief School Financial Officers
    Dr. Warren Craig Pouncey
    Mrs. Vera Guettler
    Mr. Barry Kachelhofer
    Dr. Philip Cleveland
    Mr. Craig Collins

FY12-1016
REQUEST FOR PROPOSALS
HIGH SCHOOLS THAT WORK (HSTW) GRANT (NEW SITES)
FY 2013

Applications (original and three copies) must be delivered no later than 4:30 p.m. on Thursday, September 13, 2012.

MAIL TO:
Dr. Philip Cleveland, Director
Office of Career and Technical Education/
Workforce Development
ATTN: Dr. Mary Simon
Alabama Department of Education
P. O. Box 302101
Montgomery, Alabama 36130-2101

HAND DELIVER TO:
Dr. Philip Cleveland, Director
Office of Career and Technical Education/
Workforce Development
ATTN: Dr. Mary Simon
Alabama Department of Education
Lurleen B. Wallace Building
2nd Floor Room 2012
501 Dexter Avenue
Montgomery, Alabama 36104

NOTE: All Federal Express mail should be delivered to:
Dr. Philip Cleveland, Director
Office of Career and Technical Education/
Workforce Development
ATTN: Dr. Mary Simon
Alabama Department of Education
50 North Ripley Street
Montgomery, Alabama 36104
HIGH SCHOOLS THAT WORK (HSTW) GRANT APPLICATION
(NEW SITES) FY 2013

I. GRANT OVERVIEW

Division/Section
Alabama Department of Education
Teaching and Learning
Career and Technical Education Section

Instructions
Complete all pages of the application packet and return by 4:30 p.m. on Thursday, September 13, 2012. Mail to: Dr. Philip Cleveland, Director, Office of Career and Technical Education/Workforce Development, ATTN: Dr. Mary Simon, Education Administrator, P. O. Box 302101, Montgomery, AL 36130-2101 (for Federal Express: 50 North Ripley Street, Montgomery, AL 36104) or hand-deliver to: Dr. Philip Cleveland, Director, Office of Career and Technical Education/Workforce Development, Lurleen B. Wallace Building, 2nd Floor, Room 1204, 501 Dexter Avenue, Montgomery, AL 36104. Submit original and three copies. Please use blue ink for Request for Proposals application signatures on the original.

Funding Purpose
To provide continued funding for the implementation of activities directly related to High Schools That Work (HSTW). The HSTW program seeks to better prepare all students for a career and further study while closing achievement gaps.

Eligible Applicants
All local education agencies (LEAs) that are currently in compliance with federal and state regulations and not currently receiving funding for implementation of this initiative.

Type of Award
Competitive

Type of Proposal
Implementation

Funding Priorities
LEAs may apply for more than one site serving students in Grades 9-12; however, geographic distribution may be considered in making grant awards. LEAs submitting proposals where schools have not met Adequate Yearly Progress (AYP) based on 2010-2011 accountability results, as defined by the benchmarks established by the Alabama Department of Education accountability system, will be given priority points.

Total Funding
A maximum of six grants of up to $10,000 each will be available during FY 2013.

Funding Period
October 1, 2012, to September 30, 2013

Date of Award
Funds are available for obligation upon receipt of award letter through September 30, 2013.

Technical Assistance
Staff from the Alabama Department of Education, Career and Technical Education Section, will be available upon request for technical assistance during the planning process.

Allowable Costs
Sites agree to use funds to pay for staff development, assessments, travel, registration fees, instructional materials, and supplies that support/enhance the activities related to implementation of this proposal.

Proposal Due Date
Proposals must be received no later than 4:30 p.m. Thursday, September 13, 2012.
II. INTRODUCTION

High Schools That Work (HSTW) is the nation’s first large-scale effort to engage state, district, and school leaders, in partnerships with teachers, students, parents, and the community, to improve the way ALL high school students are prepared for work and further education. In 1999, HSTW was selected as the nation’s only comprehensive high school restructuring initiative that shows “strong evidence” of raising student performance. HSTW provides a framework of goals, key practices, and key conditions for accelerating learning and setting higher standards. See Appendix A.

According to the 2011 HSTW Assessment data, high schools participating in the initiative are increasing student achievement in reading, mathematics, and science. This reform model promotes research-based strategies to assist high schools in providing a quality education for all students.

Alabama joins 32 states and over 1,200 high schools in the Southern Regional Education Board’s HSTW initiative. For more information on the HSTW initiative, see http://www.srebo.org/programs/hstw/hstwindex.asp.

Program Goals/Priorities

Major Goals of High Schools That Work are to:

- Raise the mathematics, science, communication, problem solving, and technical achievement of more students to the national average and above.
- Blend the essential content of traditional college-preparatory students with quality career/technical studies by creating conditions that support school leaders, teachers, and counselors in carrying out key practices.
- Advance state and local policies and leadership initiatives necessary to sustain a continuous school-improvement effort.

III. APPLICATION INSTRUCTIONS

Proposals must address all the statements in the sequence and format provided below based upon the proposal objectives and other information as required.

While the information requested for the application is comprehensive, the responses and descriptions should be succinct. NOTE: LEAs applying for a grant should provide as much detail as possible in addressing each component of the proposal.

APPLICATION FORMAT

Required: Submit your application in the following order:

A. Application

   The two-page application must appear as the cover for the proposal.

B. Abstract

   Include no more than a two-page abstract that includes local education agency/site name, principal, site coordinator, site leadership team, composition of focus teams, summary of work, and expected impact of the restructuring project on teaching and learning in the classroom, operation of the site, and student achievement.

C. Proposal Narrative

   Provide a written description of how the proposal will address each of the components listed below. Responses to these items need to be limited to a total of 12 pages. All narrative responses must be double-spaced and typed in 12-point font with minimum one-inch margins.
1. School Profile
   Indicate the school that will serve as the site for this initiative and provide the following:
   • A brief overview of the school, to include a description of the school’s organization and decision-making process; student demographics; outcome data, including achievement data; student grouping patterns; schedules; and percentage of students retained in grade and suspended;
   • A description of any related initiatives in which the school is currently involved (e.g., grants, curriculum projects, professional development); and
   • Whether the school is currently in school improvement.

2. Rationale
   Indicate the reasons the school wishes to participate in this initiative, the goals staff and the school community wish to address through participation in the initiative, and how the initiative will help them accomplish those goals.

3. Planning Process
   Describe the steps and activities involved in preparing the proposal including the roles that staff, administrators, school board, and parents had in the planning and decision-making for determining that the High Schools That Work initiative would be appropriate for their school site.

4. Basic Logic Template
   Identify the overall goals, activities, and person(s) responsible necessary to implement the High Schools That Work initiative during the 2012-2013 school year. Measurable objectives to reach these goals and alignment with the school’s current Continuous Improvement Plan must be demonstrated. Intentional planning must be given to time for planning and staff development that will be set aside for focus teams that will derive as a result of implementing this initiative including time for the entire staff to work on this initiative. See Appendix B.

5. Expected Impact
   Describe the expected impact of the restructuring project on teaching and learning in the classroom, operation of the school, and how student achievement will be measured.

6. Local Site Coordinator
   Identify the local site coordinator and describe how this person was selected and the considerations for selection. Describe the time commitment that the local site coordinator will have available for this role and how the individual is envisioned to function in the school.

D. Basic Logic Template
   Select, at a minimum, your three highest priority actions for the 2012-2013 school year and complete the Basic Logic Template for each (see Appendix B). The school, focus team responsible, chair(s), area for improvement, key conditions, and key practices (see Appendix A) being addressed, continuous improvement goals being addressed, action needed, measurable objective(s), and data supporting need must be included. Indicate resources, activities, outputs, outcomes, monitoring, and staff development needs in order to implement your action step.

E. Budget and Budget Summary
   Complete the proposed budget form and describe in detail each line item of the budget. The budget summary should identify the amount of funds requested for each category as well as the total. Please note that out-of-state travel will be limited to professional development provided by: Association for Supervision and Curriculum Development, National Staff Development Council, and Southern Regional Education Board. Requests for additional out-of-state professional development opportunities must be pre-approved. The purchasing of equipment with a unit cost of $5,000 or more and salaries may not be funded from this grant.

F. Evaluation Design
   Provide a detailed description of the process and accountability measures that the school/LEA will use to evaluate the extent to which activities funded under the initiative are effective. Include a description of how the principal, local site coordinator, and staff will work as a team to analyze results of the High Schools That Work Assessment during assessment years and how those results will be used to refine the Continuous Improvement Plan to improve student achievement.
G. Letter of Commitment and Support

Attach a letter of commitment to implement the High Schools That Work initiative from the superintendent, principal, and school staff and indicate the process used to determine the level of staff support.

IV. APPLICATION SUBMISSION

To be considered for funding, all applications submitted must adhere to the following requirements:

- Applications must address all proposal narratives.
- Applications must follow the format described in this document.
- Applications must be typewritten, double-spaced on one side of standard (8½” x 11”), unruled white paper with minimum one-inch margins.
- Applications may be stapled in the upper left-hand corner but should not be bound or placed in a binder.
- One original set of documents bearing the requested signatures, signed in blue ink, and three copies of the proposal must be submitted.
- Applications may not be faxed or transmitted by e-mail.
- Applications can be submitted by regular mail, express courier delivery, or hand-delivered.

Please note that the Reviewer Scoring Rubric, used to rate RFPs, is provided to assist you in evaluating your proposal before submission. See Appendix C.

MAIL TO:
Dr. Philip Cleveland, Director
Office of Career and Technical Education/
Workforce Development
ATTN: Dr. Mary Simon
Alabama Department of Education
P. O. Box 302101
Montgomery, Alabama 36130-2101

HAND DELIVER TO:
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ATTN: Dr. Mary Simon
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Dr. Philip Cleveland, Director
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Workforce Development
ATTN: Dr. Mary Simon
Alabama Department of Education
50 North Ripley Street
Montgomery, Alabama 36104

Proposals must be received no later than 4:30 p.m. on Thursday, September 13, 2012.

V. SITE VISITS

During the 2012-2013 school year, all awardees will be monitored and evaluated to ensure quality and effectiveness in achieving the goals and objectives presented in the proposal and the High Schools That Work initiative. This site visit will also provide an opportunity to determine specific technical assistance needed for program success and will occur in addition to any technical assistance visits and/or technical review visits as prescribed components of the High Schools That Work initiative.
HIGH SCHOOLS THAT WORK GRANT APPLICATION (NEW SITES)  
FY 2013

Instructions: Complete all pages of the application and return by 4:30 p.m. on Thursday, September 13, 2012. Mail to: Dr. Philip Cleveland, Director, Office of Career and Technical Education/Workforce Development, ATTN: Dr. Mary Simon, P. O. Box 302101, Montgomery, AL 36130-2101 (for Fed Ex: 50 North Ripley Street, Montgomery, AL 36104) or hand-deliver to: Dr. Philip Cleveland, Director, Office of Career and Technical Education/Workforce Development, Lurlene B. Wallace Building, 2nd Floor, Room 2012, 501 Dexter Avenue, Montgomery, AL 36104. No faxed copies or electronic copies will be accepted. Submit original and three copies. Please use blue ink for Request for Proposal application signatures on the original.

School District: __________________________ System Code: __________

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<th>Principal</th>
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<td>Address</td>
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<tr>
<td>Fax</td>
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<tr>
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</table>

Purpose: To provide funding for the implementation of activities directly related to the program proposed in this proposal that seeks to better prepare all students for a career and further study while closing achievement gaps.

A maximum of $60,000 will be available for the activities of planning and implementing the High Schools That Work initiative during the 2012-2013 school year. Up to six grants in the amount of $10,000 each will be awarded.

Date of the Award: Funds are available for obligation upon receipt of award letter through September 30, 2013.

Allowable Costs: Sites agree to use funds to pay for staff development, assessments, travel, registration fees, instructional materials, and supplies that support/enhance the goals and activities related to the implementation of this proposal.

Reason for Amendment: ________________________________

CERTIFICATION:
I have reviewed the attached application/budget. The proposed expenditures appear to be coded properly and will be incorporated into the LEA system-wide budget.

_________________________  _________________________
Chief School Financial Officer's Signature  Date

I certify that I am authorized by the governing board of the above-named school system to submit this application or amendment; that all assurances, certifications, and disclosures submitted with the Program Application will be observed; that the program will be implemented as described; and that the governing board is responsible for complying with all state and federal requirements, including the resolution of any audit exceptions.

_________________________  _________________________
Local Superintendent's Original Signature  Date

FOR SDE USE ONLY

Approved: ________________________________
Thomas R. Bice, State Superintendent of Education
HIGH SCHOOLS THAT WORK (HSTW) GRANT (NEW SITES)
Request for Proposals—FY 2013
Statements of Agreement

Grant recipients agree to:

1. Send a team consisting of an administrator, counselor, academic and career/technical teachers, and site coordinator to a New Site Development Workshop. An action plan for implementing the key practices and a site-specific staff development plan to help the local site carry out the plan will be developed. **Sites not sending a full team will not be eligible.**

2. Participate in the HSTW assessment in 2013 by assessing at least 60 senior students to obtain data to measure progress toward raising student achievement.

3. Send a team to actively participate in the 2013 National SREB Staff Development Conference to be held in July 2013.

4. Attend the state-sponsored SREB professional development workshops or arrange for SREB to deliver site-specific staff development.

5. Provide career and technical teachers with staff development that includes appropriate academic teachers, materials, and time to work together to implement the Key Practices, as listed in Appendix A.

6. Attend the HSTW Assessment Data Workshop in the fall following the assessment.

7. Allow a minimum of two members of your faculty to serve on technical assistance visit teams for other sites.

8. Host a three-day technical assistance visit within the first two years of implementation to be led by state, out-of-state, or SREB team leaders.

9. Sign and file a Memorandum of Understanding with the Alabama Department of Education and the SREB.

10. Become a member of the state and multi-state network for sharing information and ideas.

11. Serve as a presenter and develop and share exemplary resource materials with visiting LEAs and the Alabama Department of Education to assist sites in planning and/or implementing the High Schools That Work initiative.

12. Participate in Alabama Department of Education monitoring activities as scheduled.

13. Participate in Alabama Department of Education annual performance reports that document progress towards expected program objectives.

Superintendent (Signature) Date
**HIGH SCHOOLS THAT WORK (HSTW) GRANT (NEW SITES)**
Request for Proposals
FY 2013

**PROPOSED BUDGET**
Revenue Code = 1282; Program Code = 3800; Fund Source = 1282

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</table>

**TOTAL** $ _____________________________

Note: The benefits that must be budgeted for substitutes are social security, Medicare, and unemployment compensation. The benefits that must be budgeted for stipends are social security, Medicare, retirement, and unemployment compensation.
ASSURANCES/AGREEMENTS FOR FISCAL YEAR 2013

This local educational agency (LEA) hereby assures the Alabama Department of Education, Career and Technical Education Section, that:

1. This application has been developed in consultation with the local advisory council for career and technical education and will be made available for review and comment by interested parties including, as appropriate, representatives from other workforce development partners.

2. Equal opportunities in career and technical education programs will be provided for persons without regard to race, sex, religious preference, national origin, or disability.

3. The findings of evaluations of programs operated by this applicant during previous years were considered when planning the programs proposed in this application.

4. The activities proposed in this application take into consideration all facets of workforce development in order to ensure a coordinated approach to meeting the training and education needs of the area.

5. To avoid duplication, consideration has been given to other occupational training programs being conducted by other agencies in the area.

6. Federal funds received will be used to supplement and to increase the amount of state and local funds that would, in the absence of those federal funds, be made available for the uses specified in the State Plan and the local applications. In no case will federal funds supplant state or local funds.

7. Funds will be used to link secondary and postsecondary career and technical education programs, including offering the relevant elements of not less than one career and technical program of study described in the State Plan. [Section 135(b)(2)]

8. The applicant will provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers.

9. The applicant will provide guidance, counseling, and career development activities for students in nontraditional populations.

10. The applicant will provide counseling and instructional services designed to facilitate the transition from secondary to postsecondary education and/or employment.

11. Statistical, financial, and descriptive reports required by the Alabama Department of Education will be submitted.

12. The applicant will make provisions for leadership training for all students enrolled in career and technical education programs.

13. Funds expended under this Act will not be used to acquire equipment (including computer software) in an instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity or its employees or any affiliate of such an organization.

14. The LEA will comply with the requirements of the Alabama Joint Purchasing Agreement for Information Technology [Section 16-61E-1, et al.] and the Alabama Competitive Bid Law [Section 16-13B-1, et al.]. The Alabama Competitive Bid Law requires that purchases over $15,000 be made under contractual agreement entered into by free and open competitive bidding or sealed bids.

15. State and local funds will be used in the schools of each LEA that is receiving funds under this Act to provide services which, taken as a whole, are at least comparable to services being provided in schools that are not receiving such funds. Fiscal control and fund accounting procedures will be used that will ensure proper disbursement and accounting for federal career and technical education funds in accordance with "OMB Circular A-87" and the Education Department General Administrative Regulations (EDGAR).

16. Records will be retained for three years after the close of the fiscal year in which funds are expended and until all pending audits have been completed and the exceptions resolved.

17. The LEA will keep cash on hand at a minimum.

18. The LEA will obtain an audit that will meet the requirements as outlined in the "Audit Standards for Alabama School Boards" and "OMB Circular A-133."

19. The LEA will abide by the approved LEA Restricted Indirect Cost Plan.

20. When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing a project, the LEA shall clearly state: (1) the dollar amount of federal funds for the project; (2) the percentage of the total cost of the project that will be financed with federal funds; and (3) the percentage and dollar amount of the total cost of the project that will be financed by non-government sources (Section 511 of the 1990 Department of Education Appropriation Act).

21. The LEA will comply with provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) that limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds.

22. Maintenance of local effort for career and technical education programs will be provided to the extent that all career and technical education programs shall be provided local financial support for maintenance in an amount not less than $300 per teacher, plus $3.00 per student based upon average enrollment.
23. The local advisory council on career and technical education meets the requirements of the Alabama State Board of Education.

Additional Assurances for Special Populations

Funds are to provide activities to prepare special populations including single parents and disabled homemakers who are enrolled in career and technical education programs for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency. [Section 135(b)(9)]

24. Programs using federal funds shall be carried out according to the criteria for programs for each special population. The term “special populations” includes individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; individuals with other barriers to educational achievement, including academically disadvantaged and including individuals with limited-English proficiency.

25. Special needs of students will be assessed with respect to their successful completion of the career and technical education program in the most integrated setting possible.

26. Supplementary aids and services will be provided to students who are members of special populations, when appropriate. These aids and services may include, but are not limited to, curriculum modification, equipment modification, classroom modification, supportive personnel, instructional aids and devices, etc.

27. The applicant will provide career and technical education programs that encourage students to pursue coherent sequences of courses and that assist special population students to succeed in such programs.

28. The applicant will maintain documentation to verify the eligibility of students who are members of special populations enrolled in programs supported by federal funds.

29. The applicant will make provisions for including appropriate representation of career and technical education personnel on Individualized Education Program (IEP) committees for students with disabilities.

30. Students who are members of special populations will be assisted in entering career and technical education programs and, with respect to students with disabilities, will be assisted in fulfilling the transitional service requirements of the Individuals with Disabilities Education Act (IDEA) when appropriate.

31. The applicant will make provisions for disabled students enrolled in private secondary schools that are approved by the Department of Education to participate in career and technical education programs receiving federal funds. The applicant shall provide:

A. Students who are members of special populations and parents of such students the following information at least one year before the students enter or are of an appropriate age for the grade level in which career and technical education programs are first generally available, but in no event later than the beginning of the ninth grade.

   (1) The opportunities available in career and technical education.
   (2) The requirements for eligibility for enrollment in such career and technical education programs.
   (3) The specific courses that are available.
   (4) The special services that are available.
   (5) The employment opportunities.
   (6) The opportunities for placement.

B. Information regarding procedures for participating in state and local decisions that influence the character of programs under this Act affecting their interests. The information provided shall, to the extent possible and practicable, be in a language and form that the parents and students understand.

DRUG FREE SCHOOLS AND CAMPUSES

This certification is required by 34 CFR, Part 86, which states in part that no institution shall be eligible to receive any federal funds unless it completes the following certification:

The institution certifies it has adopted and has implemented a program to prevent the use of illicit drugs and alcohol by students or employees that, at a minimum includes:

1. The annual distribution in writing to each employee and to each student who is taking one or more classes for any type of academic credit except for continuing education units, regardless of the length of the student’s program of study, of:
   a. Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
   b. A description of the applicable legal sanctions under local, state, or federal law for the unlawful possession or distribution of illicit drugs and alcohol.
c. A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
d. A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.
e. A clear statement that the institution on higher education (IHE) will impose disciplinary sanctions on students and employees (consistent with local, state, and federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violations of the standards of conduct required by paragraph (a) (1) of this section. For the purpose of this section, a disciplinary sanction may include the completion of an appropriate rehabilitation program.

2. A biennial review by the IHE of its program to—
   a. Determine its effectiveness and implement changes to the program if they are needed.
   b. Ensure that the disciplinary sanctions described in paragraph (a) (5) of this section are consistently enforced.

CERTIFICATIONS REGARDING LOBBYING, DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS
Submission of this certification is required by 34 CFR, Part 82, and is a prerequisite for making or entering into a grant or cooperative agreement over $100,000.

The undersigned certifies, to the best of his or her knowledge and belief, that:
1. No Federal 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

2. If any funds other than Federal 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 Federal grant or cooperative agreement; the undersigned shall complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions (forms available at SDE on request).

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

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS
The regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR, Part 85, Section 85.510, Participants’ responsibilities require this certification.

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 122549. (You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations).

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible or voluntarily excluded from the covered transaction; unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
   a. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by a Federal department or agency.
   b. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

__________________________
System Name

__________________________
Signature of Superintendent

__________________________
Date Signed

__________________________
Signature of Chief School Financial Officer

__________________________
Date Signed

__________________________
Signature of Career and Technical Administrator

__________________________
Date Signed
APPENDIX A

HSTW Goals for Continuous Improvement

HSTW Key Practices

HSTW Key Conditions for Accelerating Student Achievement
High Schools That Work (HSTW)
Goals for Continuous Improvement

The mission of HSTW is to create a culture of high expectations and continuous improvement in high school and the middle grades. To achieve this mission, HSTW has several goals:

- Increase to 85 percent the percentages of high school students who meet the HSTW reading, mathematics, and science performance goals on a National Assessment of Educational Progress (NAEP)-referenced exam.

- Increase the percentages of all high school students who perform at the proficient level to at least 50 percent in reading, mathematics, and science, as measured by the NAEP-referenced HSTW Assessment.

- Increase to 85 percent the percentages of high school graduates who complete college-preparatory courses in mathematics, science, English/language arts, and social studies and a concentration in an academic area, a career/technical area, or a blend of the two.

- Increase to 90 percent the percentages of high school students who enter grade nine and complete high school four years later.

- Advance state and local policies and leadership initiatives that sustain continuous school improvement effort.

- Have all students leave high school with postsecondary credit or having met standards for postsecondary studies to avoid remedial courses.

- Work in the middle grades to increase annually the percentages of students entering high school prepared to succeed in college-preparatory courses.
High Schools That Work (HSTW)  
Key Practices

HSTW has identified a set of Key Practices that impact student achievement. Following are the HSTW Key Practices that provide direction and meaning to comprehensive school improvement and student learning:

High Expectations — Motivate more students to meet high expectations by integrating challenging classroom practices and giving students frequent feedback.

Program of Study — Require each student to complete an upgraded academic core and a concentration.

Academic Studies — Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.

Career/Technical Studies — Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy, and problem-solving skills needed in the workplace and in further education.

Work-Based Learning — Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers, and students.

Teachers Working Together — Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic and career/technical studies. Integrate reading, writing, and speaking as strategies for learning into all parts of the curriculum and integrate mathematics into science and career/technical classrooms.

Students Actively Engaged — Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.

Guidance — Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration. Provide each student with the same mentor throughout high school to assist with setting goals, selecting courses, reviewing the student's progress, and suggesting appropriate interventions as necessary.

Extra Help — Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.

Culture of Continuous Improvement — Use student assessment and program evaluation data to continuously improve school culture, organization, management, curriculum, and instruction to advance student learning.
High Schools That Work (HSTW)
Key Conditions for Accelerating Student Achievement

HSTW believes everyone — teacher, school, district, local and state leaders — must work together to align policies, resources, initiatives and accountability efforts to support high schools and middle grades schools as they adopt and implement comprehensive school improvement designs. The HSTW Key Conditions include the following:

- **A Clear, Functional Mission Statement:** Schools need a clear, functional mission statement to prepare middle grades students for challenging secondary studies and high school students for success in postsecondary education and the workplace.

- **Strong Leadership:** Each district and school needs strong and committed leaders to improve, align, and benchmark curriculums to high standards; to improve the quality of instruction; and to raise student achievement in Grades 6 through 12. At each high school and middle grades school, create a leadership team consisting of the principal, assistant principal, and teacher leaders. **School and district teams participate annually in a series of leadership development workshops aimed at more fully implementing the HSTW design.**

- **Plan for Continuous Improvement:** District and school leaders create an organizational structure and process that ensures continuous involvement with faculty on what to teach, how to teach it; what students are expected to learn; how to assess what they have learned; and how they relate to each other, to the students, and to the home and community.

- **Qualified Teachers:** Middle grades and high school teachers have in-depth knowledge of their subject areas and of teaching strategies appropriate to students’ grade levels. Middle grades teachers lacking majors in their subject areas are supported by the district to acquire them. The school and district employ teachers who have depth in their teaching fields and support them in learning how to teach well.

- **Commitment to Goals:** School leaders and teachers are committed to achieving the HSTW Goals and implementing the Key Practices. School boards are committed to having all students complete a demanding academic core and either an academic or career/technical concentration. **Continuous review of local policies and practices ensures that a strong message of high expectations is sent to both the high schools and the middle grades.**

- **Flexible Scheduling:** School superintendents and school boards permit high schools to adopt flexible schedules enabling students to earn more credits.

- **Support for Professional Development:** District and school leaders provide teachers with instructional materials, planning time, and professional development for implementing new curriculums and research-based instructional methods.
APPENDIX B

Basic Logic Template
## Basic Logic Template

**High Schools That Work Grant (New Sites)**  
**FY 2013**

<table>
<thead>
<tr>
<th>School System:</th>
<th>Site Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Site Coordinator:</td>
</tr>
<tr>
<td>Focus Team(s):</td>
<td>Chair(s):</td>
</tr>
<tr>
<td>Priority Action #:</td>
<td></td>
</tr>
</tbody>
</table>

### Key Conditions and Key Practices:

### Continuous Improvement Goal:

### Data Supporting Need:

---

**NOTE:** Outcomes and Impacts should be SMART: **Specific**, **Measurable**, **Action-oriented**, **Realistic**, and **Timed** (Add pages as necessary.)

<table>
<thead>
<tr>
<th>RESOURCES (In order to accomplish our set of activities, we will need the following resources. Include timeline and specific source of resource information.)</th>
<th>ACTIVITIES (In order to address our need, we will conduct the following activities.)</th>
<th>OUTPUTS (We expect that once short-term and long-term outcomes are completed or underway, these activities will produce the following results.)</th>
<th>SHORT- and LONG-TERM OUTCOMES (We expect that if funded, short- and long-term outcomes will result in the changes identified within one to five years.)</th>
<th>IMPACT (We expect that if funded, this proposal will lead to the following changes for students in this LEA in one to five years.)</th>
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<tbody>
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</table>
APPENDIX C

Reviewer Scoring Rubric
## Reviewer Scoring Rubric

*High Schools That Work (HSTW) Grant (New Sites) FY 2013*

<table>
<thead>
<tr>
<th>Components</th>
<th>Evaluation Criteria</th>
<th>Principal</th>
<th>Maximum Points</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application</strong></td>
<td>• Refer to application.</td>
<td></td>
<td></td>
<td>10</td>
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<tr>
<td></td>
<td>• Participation Assurances.</td>
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<tr>
<td><strong>Abstract</strong></td>
<td>• Impact of the restructuring efforts on teaching and learning.</td>
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<td>10</td>
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<td></td>
<td>• Evidence of functioning focus teams.</td>
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<tr>
<td></td>
<td>• Solid summary of work towards improving student achievement.</td>
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</tbody>
</table>
| **Proposal Narrative** | • School profile  
  o Provides an overview of the school with appropriate and supporting data.  
  o Provides a description of any related initiatives. |           |                |                |
|                     | • Rationale  
  o Provides a clear and convincing rationale for implementing the HSTW initiative at the identified site. |           |                | 5              |
|                     | • Planning Process  
  o Evidence is present that appropriate stakeholders actively prepared the proposal and participated in the decision-making process. |           |                | 10             |
|                     | • Basic Logic Template  
  o Appropriate goals and activities have been established.  
  o Integration into existing CIP present. |           |                |                |
|                     | • Expected Impact  
  o The expected impact of the restructuring project on teaching and learning in the classroom, operation of the school, and student achievement mirrors the major goals of the HSTW initiative. |           |                | 10             |
|                     | • Local Site Coordinator  
  o Process for selecting individual provided.  
  o Identified site coordinator will have appropriate time to successfully address implementation and administrative duties. |           |                | 5              |
| **Budget and Budget Summary** | • Narrative describing and identifying expenditures.  
  • Completed budget.  
  • Budgeted expenditures reflecting goals and objectives of RFP. |           |                |                |
| **Evaluation Design** | • Proposed process is likely to yield sufficient results to improve and refine the implementation of the initiative.  
  • Accountability measures are deemed to be supportive of the evaluation design. |           |                | 10             |
| **Letters of Support** | • Written commitment from appropriate LEA/school administrators and school staff for implementation of the HSTW initiative at the identified site. |           |                | 10             |
| **BONUS**           | • LEAs submitting proposals where schools have not met Adequate Yearly Progress (AYP) based on 2011-2012 accountability results will be given priority. |           |                | 5              |
| **TOTAL POINTS**    |                                                                                      |           | 105            |                |