

April 2007

TO: *High Schools That Work* (HSTW)
Project Directors

FROM: Mark Williams
Division Administrator
Career Development and Preparation

SUBJECT: FY 2008 HSTW Continuation Guidelines – Second, Fourth and Fifth Year

General Information

Eligible Applicants: *High Schools That Work* – Second (FY 07 Start), Fourth (FY 05 Start) and Fifth (FY 04 Start) Year Sites

Grant Period: The grant period will begin no sooner than August 1, 2007, and will extend from the execution date of the grant until July 31, 2008. Funding will be available to grantees on a continuation basis contingent upon satisfactory completion of the activities in the preceding grant period and a sufficient appropriation for the program.

Proposal Due Date: Mail or deliver three copies, two bearing original signatures, to:

Illinois State Board of Education
Career Development and Preparation Division
100 North First Street, E-240
Springfield, Illinois 62777-0001

Ensure receipt no later than **5 p.m. on May 15, 2007. No FAX copies will be accepted.**

Contact Person: For more information on these guidelines, contact the grant administrator assigned to your site at 217-782-4620.

Background and Program Specifications

In July 2003, the Illinois State Board of Education became a participant in the *High Schools That Work* Consortium, a framework for whole-school improvement. The major goals of the *High Schools That Work* program are to:

- raise the mathematics, science, communications, problem-solving and technical achievement of more students to the national average and above;
- blend the essential content of traditional college-preparatory studies – mathematics, science and language arts – with high-quality career and technical studies by creating conditions that support school leaders, teachers and counselors to carry out key practices; and
- advance state and local policies and leadership initiatives necessary to sustain a continuous school improvement effort for both academic and career/technical studies.

The intent of the initiative is to assist school districts by integrating and upgrading the level of academic and career and technical studies students receive in their coursework. For more information on the *High Schools That Work* initiative, refer to <http://www.sreb.org/programs/hstw/hstwindex.asp>.

School districts that participate in the *High Schools That Work* initiative must make a five-year commitment to do the following:

- put certain key conditions in place (see Appendix A),
- implement key practices (see Appendix B), and
- eliminate the general track – one that is neither college preparatory nor career/technical – in favor of integrating academic subjects with career and technical education.

During the next funding cycle (August 1, 2007 through July 31, 2008), grantees will be implementing their action plan for the *High Schools That Work* initiative, participating in staff development opportunities to learn more about the initiative, and collecting assessment data to refine their action plan and focus plans for school improvement.

In each school, a coordinator must be appointed who will oversee *High Schools That Work* continuous planning, staff development and technical assistance; collect data; monitor progress; foster communication; and integrate the *High Schools That Work* initiative with other school improvement efforts. Each participating school must have a site leadership team and four focus teams (curriculum, guidance and public information, evaluation, and staff development) to develop and carry out a data-driven action plan for achieving the goals of the program.

Each participating school must also send representatives to the following events to be held during the grant period. Grant funds may be used to cover the costs associated with these events (e.g., travel, lodging, registration fees).

- State-sponsored staff development activities during the fall/winter of 2007, including an Assessment Workshop (locations and dates to be determined); the *High Schools That Work* Forum on March 4, 2008 (tentative date), at Pheasant Run Resort in St. Charles, Illinois; the Connections Conference on March 5-6, 2008 (tentative dates), at Pheasant Run Resort in St. Charles, Illinois, and during spring/summer 2008 as needed (locations and dates to be determined).

National staff development activities and the annual High Schools That Work Staff Development Conference on July 9-12, 2008 (tentative dates), at the Gaylord Opryland Resort and Convention Center in Nashville, Tennessee. (One person from each participating school is automatically approved to attend this event; travel by additional staff requires prior approval by the State Board of Education.)

A two-to three-day Technical Review Visit to other *High Schools That Work* sites.

Fifth year sites must also host a Technical Review Visit. This visit is to review/assess actions taken to implement the recommendations indicated for each challenge in the most recent technical assistance report and appraise improvement in student achievement. During the visit, the team observes classrooms, reviews school data and holds in-depth interviews with teachers, administrators, counselors and students. These activities enable a team to identify progress made toward addressing the challenges and determining next steps. An oral report is given to the school leadership team at the conclusion of the visit. The school receives a written report summarizing the team's findings and a number of recommended actions the school can take to address specific challenges. The report includes personal contacts and materials the school can use as it develops its improvement plan.

Each grantee must participate in the *High Schools That Work* Assessment, which will be administered between January 7, 2008 – February 1, 2008. Grantees must identify 60 grade-12 students to take the assessment, which consists of tests in reading, mathematics and science, and a survey of students' course-taking patterns and academic experiences while in high school. If a school's enrollment in grade 12 exceeds 60, then students must be identified via a random sampling. If fewer than 60 students are available, the entire grade-12 class must participate. The assessment takes approximately four to five hours to administer.

Assessment results will be provided to grantees the summer after the assessment. These results give grantees the unique ability to connect information on school and classroom practices with student achievement. A teacher survey will also be conducted in conjunction with the student assessment. Sites may administer the teacher survey any time between January 7, 2008 – February 15, 2008.

Grantees must include in their proposed budgets the cost of the assessment of approximately \$2,500 for 60 students or fewer.

Each participating school must also agree to the following requirements:

Refine their three- to five-year action plan. Grantees must submit their plan with their FY 2008 continuation grant guidelines. State Board of Education staff will review the plan and make recommendations for improvement. This plan must become a part of the school's overall improvement plan and address staff development needs and structural changes in the school's organization necessary to successfully implement the *High Schools That Work* initiative.

Make any revisions that may be desirable in the staff development plan for the school's staff based on input from the four focus teams and other educators in the school.

Support academic and career and technical teachers with staff development, materials, and time to work together to implement the key practices.

Give school leaders and teachers the support and flexibility to define problems and to change what and how they teach.

Give students access to modern career and technical education courses, working closely with employers and postsecondary institutions.

Fiscal Information

The maximum grant award for the second year will be \$20,000 and the fourth and fifth year will be \$10,000. Funding will be available to grantees on a continuation basis contingent upon sufficient appropriation for the initiative and satisfactory completion of the activities in the preceding grant period.

Grant funds may be used for:

- the salary and benefits of the coordinator (no more than 50 percent of the grant);
- cost of substitutes and stipends for staff;
- consultant fees;
- travel (including conference registration);
- training supplies/materials;
- communication expenses (telephone, postage);
- photocopying; and
- food-related expenditures associated with achieving the intent of the grant.

Funds may not be used to purchase equipment.

For purposes of compliance with Section 511 of P.L. 101-166 (the "Stevens Amendment"), grantees are advised that 100 percent of the funds for this program are derived from federal sources. The total amount of federal funding involved is \$280,000 statewide.

Proposal Format

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling your completed proposal.

____ **1. Submission Form/Grant Agreement (Attachment 1):** Each applicant is required to submit three copies of this form, two of which must bear the original signature of the district superintendent or official legally authorized to submit the proposal.

____ **2. Certifications and Assurances (Attachments 2, 3 and 4):** Each applicant is required to submit three copies each of the forms listed below, two of which must bear the original signature of the district superintendent or official legally authorized to submit the proposal and to bind the applicant to its contents.

- Certifications, Assurances and Standard Terms of the Grant (Attachment 2)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion (Attachment 3)
- High Schools That Work* Program-Specific Terms of the Grant (Attachment 4)

____ **3. Budget Summary and Payment Schedule (Attachment 5):** Must be submitted on the form provided and signed by the district superintendent or official legally authorized to submit the proposal. The payment schedule should be based on the projected date of expenditures. A payment for each month is required. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies,

contracted services and professional development should be requested in the month for which the expenditure is anticipated.

- ___ 4. **Budget Information (Attachment 6):** Must include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary.

- ___ 5. **Proposal Abstract (Attachment 7) – Not to exceed two pages:** Must include school district/high school, principal, project director, site coordinator, site leadership team and focus teams composition, summary of work and expected impact on students.

- ___ 6. **Program Work Plan (Attachment 8):** Select, at a minimum, your **three highest priority** actions for FY 08 and **complete a Program Work Plan sheet for each.** The school, team responsible, chair(s), area for improvement, key conditions and key practices being addressed, school improvement goals being addressed, action needed, measurable objective and data supporting need must be included. Indicate activities, persons responsible, timeline, resources, monitoring and staff development needs in order to implement your action step.

- ___ 7. **Three-to Five Year Plan:** Include a copy of your three-to five year action plan with your proposal. This plan should be incorporated within your School Improvement Plan with the HSTW activities highlighted.

**Key Conditions
for Raising Student Achievement**

An organizational structure and process through which the faculty can develop action plans for implementing the key practices.

A school principal with strong and effective leadership, who supports, encourages and actively participates with the faculty in implementing the Key Practices (see Appendix B).

A district superintendent and school board members who support the faculty and school administration in carrying out the key practices. This includes providing financial support for instructional materials, time for teachers to meet and plan, and professional development needed to use the key practices to improve student learning.

Leadership from the district superintendent to involve employers and postsecondary institutions in the design and implementation of a school- and work-based program to prepare students for postsecondary education and employment.

A commitment from the school board to support the school in replacing the general track with one that provides an upgraded academic core and an opportunity for students to choose a major area of study.

**Key Practices
for Accelerating Student Achievement**

High Schools That Work sites are committed to finding ways to carry out the following practices.

Setting higher expectations and getting career-bound students to meet them.

Increasing access to challenging vocational and technical studies, with a major emphasis on using high-level mathematics, science, language arts and problem-solving skills in the context of modern workplace practices and in preparation for continued learning.

Increasing access to academic studies that teach the essential concepts from the college preparatory curriculum through functional and applied strategies that enable students to see the relationship between course content and future roles they may envision for themselves.

Having students complete a challenging program of study with an upgraded academic core and a major. An upgraded academic core includes at least four years of college preparatory English and three years each of mathematics and science, with at least two years in each area equivalent in content to courses offered in the college preparatory program. The major includes at least four Carnegie units in a career or academic major and two Carnegie units in related technical core courses.

Providing students access to a structured system of work-based and high-status school-based learning—high school and postsecondary—collaboratively planned by educators, employers and workers resulting in an industry-recognized credential and employment in a career pathway.

Having an organizational structure and schedule enabling academic and vocational teachers to have the time to plan and provide integrated instruction aimed at teaching high-status academic and technical content.

Having each student actively engaged in the learning process.

Involving each student and his/her parent(s) in a career guidance and individualized advisement system aimed at ensuring the completion of an accelerated program of study with a career or academic major.

Providing a structured system of extra help to enable career-bound students to successfully complete an accelerated program of study that includes high-level academic content and a major.

Using student assessment and program evaluation data to continuously improve curriculum, instruction, school climate, organization and management to advance student learning

FEDERAL EMPLOYER IDENTIFICATION
NO. (FEIN)

ILLINOIS STATE BOARD OF EDUCATION
Career Development and Preparation
100 North First Street, E-240
Springfield, Illinois 62777-0001

ATTACHMENT 1

ISBE USE ONLY
GRANT AGREEMENT AMOUNT \$
GRANT AGREEMENT NUMBER

**SUBMISSION FORM/GRANT AGREEMENT FOR
HIGH SCHOOLS THAT WORK (HSTW)**

This submission form/grant agreement is submitted to the Illinois State Board of Education ("ISBE") by the following institution or agency (the "Grantee"):

AGENCY/INSTITUTION NAME	PROGRAM NAME
SUPERINTENDENT OR RESPONSIBLE AGENT NAME AND ADDRESS	PHONE
	FAX
	E-MAIL
PROJECT DIRECTOR NAME AND ADDRESS	PHONE
	FAX
	E-MAIL
PROJECT COORDINATOR NAME AND ADDRESS	PHONE
	FAX
	E-MAIL

Subject to all terms and conditions set forth herein, this form, and the documents specified below, shall constitute the grant agreement between the Grantee and ISBE for the use of the funds provided through HSTW (the "Grant Program"):

1. Fiscal Year 2008 HSTW Grant Program Budget (the "FY 08 Budget"). The FY 08 Budget shall consist of the proposed FY 08 budget submitted with the Grantee's funding application, as modified by the Grantee's Project Director and approved by ISBE.
2. Fiscal Year 2008 HSTW Grant Proposal (the "FY 08 Proposal"). The FY 08 Proposal shall consist of the FY 08 proposal submitted with the Grantee's funding application, as modified by the Grantee's Project Director and approved by ISBE.
3. The following certifications and assurances:
 - Certifications, Assurances and Standard Terms of the Grant
 - Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
 - High Schools That Work Program—Specific Terms of the Grant
4. Assurance that the Grant Program requirements will be followed as set forth in the FY 08 HSTW Grant Program guidelines.

Under this grant agreement, the Grantee will be authorized to implement and incur expenditures in accordance with the FY 08 Proposal from August 1, 2007, through July 31, 2008. This grant agreement will constitute the entirety of the agreement between the parties with respect to the Grant Program, and supersedes any other agreement or communication, whether written or oral. This grant agreement may not be amended or modified except in writing signed by the Grantee and ISBE, provided that the Grantee's Project Director shall be authorized to amend the FY 08 Budget and FY 08 Proposal with the prior written authorization of ISBE.

High Schools That Work Program-Specific Terms of the Grant

1. No subcontracting is allowed under this grant.
2. Reporting: The grantee must submit a final narrative report by August 31, 2008. The State Board of Education will provide the overall format of this report.
3. Successful applicants will be subject to the provisions of Section 511 of P.L. 101-166 (the “Stevens Amendment”) due to the use of federal funds for this program. All announcements and other materials publicizing this program must include statements as to the amount and proportion of federal funding involved.
4. Each grantee must develop a three- to five-year action plan to be submitted with its FY 2008 continuation grant applications. State Board of Education staff will review the plan and make recommendations for improvement. This plan must become a part of the school’s overall improvement plan and will address staff development needs and structural changes in the school’s organization necessary to successfully implement the *High Schools That Work* initiative.
5. Each grantee must agree to make revisions to the staff development plan for the school’s staff based on input from the four focus teams (i.e., curriculum, guidance and public information, evaluation, and staff development) and other educators in the school.
6. Each grantee agrees to provide academic and career and technical teachers with staff development, materials, and time to work together to implement the key practices, as listed in Appendix B of the Continuation Guidelines.
7. Each grantee agrees to provide students access to modern career and technical education courses, working closely with employers and postsecondary institutions.
8. Each grantee agrees to send representatives to the required workshops, conferences, and Technical Review Visits, as specified in the Continuation Guidelines.
9. Each grantee must participate in the *High Schools That Work* Assessment, to be administered in 2008, to at least 60 students in grade 12 and conduct the teach survey portion of the assessment.

Name of Applicant

By:

Date

Signature of Applicant

Title

