



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF QUALITY SCHOOLS - FEDERAL GRANTS AND RESOURCES

1003(g) SCHOOL IMPROVEMENT GRANT (SIG)

Budget Period: November 1, 2016 to June 30, 2017

Performance Period: November 1, 2016 to June 30, 2021

CFDA Number 84.367A - Federal Award Number S367A160024

DIRECTIONS

Mail the completed form postmarked or delivered by Monday, October 17, 2016 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education (DESE), PO Box 480, Jefferson City, MO 65102-0480.

Questions: Contact Federal Grants and Resources at (573) 526-3232, Fax: (573) 526-6698, or email to: webrepliesgrants@dese.mo.gov; Visit DESE's website at: dese.mo.gov

DESE APPROVAL ONLY

DESE AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED \$
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SECTION I – LOCAL EDUCATIONAL AGENCY (LEA) AND PROGRAM CONTACT INFORMATION

LEA NAME			COUNTY-DISTRICT CODE
NAME OF LEA BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY	ZIP
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER	
NAME OF GRANT CONTACT	ADDRESS	CITY	ZIP
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER	
NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY	ZIP
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER	

SECTION II – LEA APPROVAL

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
SIGNATURE OF SUPERINTENDENT (if other than Authorized Representative)	DATE

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

SECTION III - ASSURANCES

A LEA must include the following assurances in its application for a School Improvement Grant.

Check the boxes in this table to include the assurances in this application.

The LEA must assure that it will:

- If selected, attend mandatory Capacity Interview held Tuesday, September 13, 2016, in Jefferson City, MO with the required LEA personnel;
- Use its SIG to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;
- Establish annual goals for student achievement on the State's assessments in both English/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each school that it serves with school improvement funds, and establish goals (approved by the State Education Agency (SEA)) to hold accountable its schools that receive school improvement funds;
- If it implements a restart model in a school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding;
- Report to the SEA the school-level data required under section III of the Final Requirements;
- Approve DESE's use of grant funds to provide improvement services directly to the LEAs and schools; and
- Ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

SECTION IV - LEA YEAR ONE TOTAL BUDGET FOR EPEGS ENTRY

This is the total of Year One 1003(g) SIG Pre- and/or Implementation and Administration budgets for all school and district activities.

YEAR ONE 1003(g) SIG	6100 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction <i>1003(g) SIG</i>								
1200 Supplemental Instruction (Title I) <i>1003(g) SIG</i>								
2100 Non-Instructional Support Services <i>1003(g) SIG</i>								
2200 Professional Development <i>1003(g) SIG</i>								
2600 Planning and Evaluation <i>1003(g) SIG</i>								
3000 Community Services <i>1003(g) SIG</i>								
Program Costs Subtotal <i>1003(g) SIG</i>								
Indirect Costs								
Administrative Costs <i>1003(g) SIG</i>								
ADMINISTRATIVE COSTS SUBTOTAL <i>1003(g) SIG</i>								
GRAND TOTAL <i>1003(g) SIG</i>								

SECTION IX-A - LEA ADMINISTRATIVE YEARLY BUDGET ITEMIZATION 1003(g) funds only
(COPY AS NEEDED)

Complete this form for each year that the LEA proposes to use LEA Administrative funds. Check the box below that applies to this budget itemization. (Check only one box)

YEAR ONE - <input type="checkbox"/> PRE-IMPLEMENTATION or <input type="checkbox"/> IMPLEMENTATION		YEAR FOUR - <input type="checkbox"/> IMPLEMENTATION or <input type="checkbox"/> CONTINUATION	
YEAR TWO - <input type="checkbox"/> IMPLEMENTATION		YEAR FIVE - <input type="checkbox"/> CONTINUATION	
YEAR THREE - <input type="checkbox"/> IMPLEMENTATION			
LEA NAME		COUNTY-DISTRICT CODE	
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED	
6100: Certificated Salaries			
6100 Subtotal		\$	
6150: Non-Certificated Salaries			
6150 Subtotal		\$	
6200: Employee Benefits (optional categories) FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits			
6200 Subtotal		\$	
6300: Purchased Services			
6300 Subtotal		\$	
6400: Materials/Supplies			
6400 Subtotal		\$	
6100-6400 Subtotal		\$	
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)		\$	
6500: Capital Outlay			
6500 Subtotal		\$	
TOTAL		\$	

SECTION IX-B - SCHOOL YEARLY BUDGET ITEMIZATION 1003(g) FUNDS ONLY
(COPY AS NEEDED)

Complete this form for each year that each school will receive SIG funds. Check the box below that applies to this budget itemization. (Check only one box)

YEAR ONE - <input type="checkbox"/> PRE-IMPLEMENTATION or <input type="checkbox"/> IMPLEMENTATION		YEAR FOUR - <input type="checkbox"/> IMPLEMENTATION or <input type="checkbox"/> CONTINUATION	
YEAR TWO - <input type="checkbox"/> IMPLEMENTATION		YEAR FIVE - <input type="checkbox"/> CONTINUATION	
YEAR THREE - <input type="checkbox"/> IMPLEMENTATION			
SCHOOL NAME		COUNTY-DISTRICT - SCHOOL CODE	
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED	
6100: Certificated Salaries			
		6100 Subtotal	
		\$	
6150: Non-Certificated Salaries			
		6150 Subtotal	
		\$	
6200: Employee Benefits (<i>optional categories</i>)			
FICA			
Medicare			
Retirement (Teacher or Non-Teacher)			
Health, Life, and/or Dental Insurance			
Other Benefits			
		6200 Subtotal	
		\$	
6300: Purchased Services			
		6300 Subtotal	
		\$	
6400: Materials/Supplies			
		6400 Subtotal	
		\$	
		6100-6400 Subtotal	
		\$	
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)		\$	
6500: Capital Outlay			
		6500 Subtotal	
		\$	
		TOTAL	
		\$	

SECTION X – LEA PROJECT NARRATIVE/PLAN

Provide a project narrative/plan and documentation specifically addressing each item outlined in the following sections in accordance with Title I, Section 1003(g) SIG. All items must be addressed. All narrative/plan and documentation must be organized as listed below. The LEA must submit Sections X. A. – G. only once to satisfy the requirements of Section X. Do not submit Sections X. A. – G. for each identified building.

SECTION X-A - LEA NEEDS AND CAPACITY

Demonstrate analysis of needs and capacity to implement selected interventions.

Provide the following information as it applies to LEA-level activities:

1. A description of recent school improvement initiatives the LEA has implemented in its low-achieving schools and progress of, and results from, those initiatives:
 - a. Provide evidence of LEA-level support;
 - b. Provide evaluation data available; and
 - c. Provide evidence that the activities have or have not been successful.
2. How the LEA will provide effective oversight and support the interventions and improvement activities at the central office level:
 - a. Planned LEA-level activities are listed;
 - b. Responsible staff are identified; and
 - c. Staff responsibilities and expectations are listed.

SECTION X-B - LEA NOT SERVING ALL PRIORITY SCHOOLS

If the LEA is not planning to serve all Priority schools, please list the schools that you do not plan to serve and explain why you have determined that your LEA does not have the capacity to serve those schools. (See Appendix B, State Guidance for Determining Capacity for additional information.) The LEA might demonstrate that it lacks sufficient capacity to serve one or more of its Priority schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of Charter Management Organizations (CMOs) or Educational Management Organizations (EMOs) willing to restart schools in the LEA.

SECTION X-C - LEA ACTIONS

For each of the topics listed below, describe what actions the LEA will take to:

1. Design and implement interventions consistent with the final requirements for each school the LEA commits to serve:
 - a. Use SIG funds to provide adequate resources and related support to each school it commits to serve in order to implement fully and effectively the selected intervention on the first day of the first school year of full implementation;
 - b. Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - c. Conduct an application process for external providers that includes:
 - i. Request for proposals;
 - ii. Memorandum of understanding;
 - iii. Provider contract; and
 - iv. Evaluation procedures;
2. Regularly review the external provider's performance and hold the external provider accountable for its performance;
3. Align other resources with the interventions:
 - a. The LEA has listed other resources that will support the interventions:
 - b. Local, State, and other Federal funding sources;
 - c. Higher Education partnerships;
 - d. Other educational resources;
 - e. Other community resources; and
 - f. The resources are selected to align with the findings of the needs analysis;
4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively:
 - a. LEA policies and practices that have been or will be modified; and
 - b. Projected impact of those changes;
5. Provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve, such as by creating an LEA turnaround office;
6. Describe how the LEA will monitor each school establishment of annual goals for student achievement on the State's English Language Arts and Mathematics assessments and measure progress on the leading indicators in the final requirements;
7. For a LEA that applies to implement a restart model, conduct a rigorous review process in selecting the charter school operator, CMO, or EMO to operate or manage the school or schools it proposes to serve with SIG funds;
8. Sustain the reforms after the funding period ends:
 - a. Thorough explanation of how the reforms will be sustained:
 - i. LEA support;
 - ii. Community Support; and
 - iii. SEA Support;

SECTION X-C - LEA ACTIONS *continued*

- b. Long range plans are in place for sustainable processes and procedures that are portable to other schools that would benefit from improvement efforts; (See Appendix A, Federal Guidance, (March 2015) for additional information.)
9. Implement, to the extent practicable, in accordance with its selected SIG intervention model, one or more evidence-based strategies;
10. There is a detailed LEA-level plan to implement the intervention(s) including:
 - a. Responsible staff members for each strategy;
 - b. Timelines for each strategy and action step;
 - c. Funding identified for each strategy;
 - d. Implementation progress measures for each strategy; and
 - e. LEA oversight and support.

SECTION X-D – LEA PRE-IMPLEMENTATION

Describe all LEA pre-implementation activities proposed to occur in the first year of the grant and a description of how those activities will lead to successful implementation of the selected intervention(s).

SECTION X-E – LEA TIMELINE

What is the five-year timeline for implementing the planned activities for the LEA administrative activities?

1. The timeline includes specific dates for all LEA activities;
2. The timeline is reasonable, achievable, and reflects urgency;
3. The timeline identifies any pre-implementation and continuation activities the LEA proposes; and
4. Implementation and evaluation dates are included.

SECTION X-F - LEA CONSULTATION WITH AND INVOLVEMENT OF STAKEHOLDERS

Provide evidence of, and plans for consultation with, ongoing involvement of stakeholders in the planning and implementation of school improvement models in 1003(g) SIG served schools. Also provide a description of how the LEA will ensure that the selected buildings will have a meaningful, ongoing engagement with families and the community. The stakeholder group represents:

1. Students;
2. Staff:
 - a. School; and
 - b. LEA;
3. Parents;
4. Teacher organizations and/or unions;
5. Colleges and universities;
6. Community representatives:
 - a. Local government and other public sector representatives;
 - b. Business community;
 - c. Other organizations; and
7. Other relevant stakeholders.

SECTION X-G – LEA COMPETITIVE PRIORITIES

Address in the narrative/plan, how the LEA will:

1. **Design an innovative plan for recruiting, evaluating, and retaining the best teachers and leaders, and removing those who are ineffective.** To include:
 - a. Annual evaluations of teachers using multiple measures, including student-growth data as one significant factor;
 - b. Strategies for removing staff found to be ineffective in improving student outcomes;
 - c. Incentives to attract teachers to high need areas; and
 - d. Strategies to ensure high performing teachers and staff are placed in identified schools.
2. **Be bold and innovative.** To receive these SIG funds, LEAs must demonstrate that they provide their schools with consistent support, freedom to innovate, and autonomy to make personnel decisions. True reform requires structural changes in the school day and year. Bold proposals will lengthen the school day and add weekend or summer programs for all students. LEAs that request SIG funding must change personnel policies that lead to turnover among school leaders and staff. LEAs must ensure that schools can select their staff, remove ineffective employees, avoid an imbalance of novice teachers (unless part of an intentional staffing strategy), and retain high-performing staff members. In addition, LEAs must ensure that SIG dollars supplement, not supplant, the existing state, local, and federal funding that schools receive.

SECTION XI – SCHOOL LEVEL PROJECT NARRATIVE/PLAN

Provide a project narrative/plan and documentation specifically addressing each item outlined in the following sections in accordance with Title I, Section 1003(g). All items must be addressed. All narrative/plan and documentation must be organized as listed below. If multiple schools are included in this application, each school served must have a separate, unique, school building specific narrative/plan that addresses all the items in Section XI.

SECTION XI-A - SCHOOL LEVEL NEEDS AND CAPACITY

Demonstrate analysis of needs and capacity to implement selected interventions.

1. Provide information that explains how the school has analyzed the needs of the school you intend to serve:
 - a. Discuss the most significant results of the needs analysis with supporting data specific to the selected school;
 - b. The methods used to gather the data; and
 - c. List the selected intervention.
2. Provide the following information as it applies to the school plan and activities:
 - a. Provide evidence of LEA-level support;
 - b. Provide evidence of program evaluation; and
 - c. The plan for the identified school explains how the school will implement the required and selected permissible activities of the selected intervention(s):
 - i. There is a detailed improvement plan for each school to implement the interventions and improvement activities;
 - ii. The plan is written in a format consistent with the requirements of Missouri's planning, budget, and reporting system;
 - iii. The plan is based on improvement activities focused on the significant findings of the needs analysis;
 - iv. Procedures are in place to evaluate the implementation of the strategies;
 - v. The plan is based on improvement activities focused on the significant findings of the needs analysis;
 - vi. Procedures are in place to evaluate the implementation of the strategies;
 - vii. The plan indicates that the required activities of the selected interventions for the school will be implemented; and
 - viii. The plan indicates that appropriate permissible activities of the selected interventions will be implemented.

SECTION XI-B – SCHOOL LEVEL ACTIONS

For each of the topics listed below, describe what actions the school will take to:

1. Design and implement interventions consistent with the final requirements for each served school:
 - a. Use SIG funds to provide adequate resources and related support in order to implement fully and effectively the selected intervention on the first day of the first school year of full implementation;
 - b. Regularly review the external provider's performance and hold the external provider accountable for its performance;
 - c. Align other resources with the interventions:
 - i. The LEA has listed other resources that will support the interventions;
 - ii. Local, State and other Federal funding sources;
 - iii. Higher Education partnerships;
 - iv. Other educational resources;
 - v. Other community resources; and
 - vi. The resources are selected to align with the findings of the needs analysis.
 - d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively:
 - i. LEA policies and practices that have been or will be modified; and
 - ii. Projected impact of those changes;
 - e. For a school in an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA that chooses to modify one element of the turnaround or transformation model under the rural flexibility offered in Section I.B.6, meet the intent and purpose of that element;
 - f. For a school that applies to implement an evidence-based, whole-school reform model, implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served and partner with a whole-school reform model developer;
2. Sustain the reforms after the funding period ends:
 - a. Thorough explanation of how the reforms will be sustained:
 - i. LEA support;
 - ii. Community Support; and
 - iii. SEA Support;

SECTION XI-B – SCHOOL LEVEL ACTIONS *continued*

- b. Long range plans are in place for sustainable processes and procedures that are portable to other schools that would benefit from improvement efforts;
3. Implement, to the extent practicable, in accordance with its selected SIG intervention model, one or more evidence-based strategies;
4. Develop a detailed school-level plan to implement the intervention(s) including:
 - a. Responsible staff members for each strategy;
 - b. Timelines for each strategy and action step;
 - c. Funding identified for each strategy; and
 - d. Implementation progress measures for each strategy.

SECTION XI-C – SCHOOL LEVEL PRE-IMPLEMENTATION

Describe all pre-implementation activities to occur at the identified school and a description of how those activities will lead to successful implementation of the selected intervention.

SECTION XI-D – SCHOOL LEVEL TIMELINE

What is the five-year timeline for implementing the planned activities for the selected interventions in the identified school?

1. The school timeline includes specific dates for implementation of all components of the selected intervention;
2. The timeline is reasonable, achievable, and reflects urgency;
3. The timeline identifies any pre-implementation and continuation activities the school proposes; and
4. Implementation and evaluation dates are included in the school improvement plans or attached documents.

SECTION XI-E - SCHOOL LEVEL ANNUAL GOALS FOR STUDENT ACHIEVEMENT

What are the annual goals for student achievement in English language arts, mathematics, and, if applicable, graduation rate the LEA has established for each school receiving 1003(g) SIG funds?

1. The LEA has set specific annual targets for student achievement on the State's assessment in English language arts, mathematics, and, where appropriate, graduation rate;
2. The LEA will measure the leading indicator data to ensure that the school is making progress;
3. Accurate and meaningful baseline data are provided;
4. Targets will lead to moving out of Priority or Focus designation;
5. Targets have been set in consultation with DESE; and
6. Formative assessment of the targets, based on the Missouri Learning Standards, will provide checks for understanding during the learning process. Student attainment of individual targets will be monitored, and this data will be used to adjust teaching and learning as it is occurring.

SECTION XI-F - SCHOOL LEVEL CONSULTATION WITH AND INVOLVEMENT OF STAKEHOLDERS

Provide evidence of, and plans for consultation with, ongoing involvement of stakeholders in the planning and implementation of school improvement models in 1003(g) SIG served schools. The stakeholder group represents:

1. Students;
2. Staff:
 - a. School; and
 - b. LEA;
3. Parents;
4. Teacher organizations and/or unions;
5. Colleges and universities;
6. Community representatives:
 - a. Local government and other public sector representatives;
 - b. Business community; and
 - c. Other organizations;
7. Other relevant stakeholders.

Provide evidence that the school will engage families and the community in meaningful ways regarding the selected intervention throughout the grant period.

SECTION XI-G – SCHOOL LEVEL COMPETITIVE PRIORITIES

Address in the narrative/plan, how the school will:

1. **Implement one plan.** The LEA should demonstrate that policies, processes and procedures support (and do not contradict) the implementation of the school's turnaround plan;
2. **Set ambitious targets for improvement.** The LEA should create, for the identified school, improvement targets rigorous enough to demonstrate significant growth in student achievement over the five-year grant period, as agreed to by DESE;
3. **Identify high-risk students and create opportunities to succeed.** Strong proposals will feature early warning systems that use a combination of common formative assessment results and attendance measures to identify students at risk of failure. Such proposals also will provide supports designed to ensure that high-need students (including low income students, English-language learners, and students with disabilities) are achieving at grade level and are being prepared for success in college or a career;
4. **Be bold and innovative.** To receive these SIG funds, LEAs must demonstrate, for the identified school, that they provide consistent support, freedom to innovate, and autonomy to make personnel decisions. True reform requires structural changes in the school day and year. Bold proposals will lengthen the school day and add weekend or summer programs for all students. LEAs that request SIG dollars must pledge to change personnel policies that lead to turnover among school leaders and staff. LEAs must ensure that schools can select their staff, remove ineffective employees, avoid an imbalance of novice teachers (unless part of an intentional staffing strategy), and retain high-performing staff members. In addition, LEAs must ensure that SIG dollars supplement, not supplant, the existing state, local, and federal funding that schools receive; and
5. **Demonstrate teacher commitment.** Individual teachers have the largest single school effect on student performance. Strong proposals will demonstrate that at least 80% of the teachers agree to implement the plans included in the SIG application.

Appendix A

Federal Legislation, Regulations, and Guidance for the Title I, 1003(g) School Improvement Grant

Legislation

- Elementary and Secondary Education Act of 1965, as amended, [Title I, Part A, Section 1003\(g\)](#)
- [American Recovery and Reinvestment Act](#)

Regulations

- [SIG Final Requirements - Federal Registrar Notice](#) (October 28, 2010)

Guidance

- SIG Guidance for awards made with FY 2014 funds (March , 2015)
 [MS Word](#) (683K)
- SIG Guidance for awards made with funds from FY 2013 and previous fiscal years (March 1, 2012)
 [MS Word](#) (683K)
- SIG Guidance (November 1, 2010)
 [PDF](#) (683K)
- Addendum to the SIG Guidance (February 16, 2011)
 [PDF](#) (51K)
- Addendum #2 to the SIG Guidance (March 1, 2012)
 [MS Word](#) (687K)
- Addendum #3 to the SIG Guidance (January 27, 2014)
 [MS Word](#) (75K)

Appendix B

State Guidance for Determining Capacity for the Title I, 1003(g) School Improvement Grant

To further assist LEAs and the Department of Elementary and Secondary Education (DESE) in determining capacity, the following guidance will be utilized. DESE will evaluate the LEA's lack of capacity based on documentation and consultation with the LEA. This guidance will be used to determine if the LEA's claim is valid.

If the LEA is not applying to serve each Priority school, the LEA must explain why it lacks capacity to serve each eligible school.

The LEA has listed each Priority school that it **will not** serve and has explained why it lacks the capacity to serve the school (s).

During the application process, these LEAs will declare their commitment to serve schools and submit a projected list of schools it may commit to serve, and the intervention model or improvement activities and, if feasible, an estimate of the SIG funds that will be budgeted for each school. If the LEA does not commit to serve each identified Priority school, it will also submit documents to support the decision not to serve each Priority school. Department staff will review the documentation to determine if the claim is valid. Decisions will be based on the factors listed in the SEA SIG Application. Also, the Office of Quality Schools will provide and/or arrange for ongoing communication, support and technical assistance during the application period. Missouri believes that this collaboration will help determine each LEA's capacity to serve Priority schools as the LEA Application is prepared.

If the LEA does not provide adequate documentation during the application preparation period or DESE determines that the LEA has more capacity, the LEA will be required to submit additional information to support the claim. If the claim of lack of capacity cannot be supported by the LEA documentation or DESE decides that the claim is not valid, the LEA Application will be denied. The LEA will have fourteen days after the decision is made to provide additional information and amend the application. DESE will make the final decision within fourteen days of receiving the additional information and amended application.

The decisions will be based on:

- Available funding
 - SIG funds
 - Federal, state, and local funds
 - Other funds
- Human resources capacity
 - Availability of trained principals
 - Availability of trained and highly-effective teachers
 - Availability of support staff
 - Availability of LEA-level staff to support the interventions
- Outside resources
 - Funding sources
 - Professional development
 - Other services as determined by the needs analysis
- Parent and community support
- Direct services provided by the SEA and others

An LEA might demonstrate that it lacks sufficient capacity to serve one or more of its Priority schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA; or its intent to serve one of its Priority schools instead of all its Priority schools.

All LEAs who submit applications that are of sufficient quality to be considered for funding by the review team are required to attend a capacity interview with staff from the DESE's Office of Quality Schools. This interview will be held in Jefferson City, Missouri between November 2-4, 2016. Required participants from each LEA include: Superintendent (or equivalent), Building Principal, and Turnaround Officer (if hired). Optional attendees may include: School Board Member, Teacher, and Federal Program Coordinator. This interview will be considered by DESE along with the reviewers ranking to determine funding status.