



2022-2023

ESSER III Summer Program Grant

Wisconsin Department of Public Instruction

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Madison, Wisconsin

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Wisconsin Department of Public Instruction

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General Program Information

Program Overview and Purpose of the Funding

This grant is funded through the American Rescue Plan (ARP) Act of 2021. The purpose of this competitive grant funding is to address the academic, social, emotional, and mental health needs of students most severely impacted by the COVID-19 pandemic through high quality and evidence-based summer learning programs. Applicants are required to identify the students most severely impacted by the COVID-19 pandemic and develop a program plan to address the target population(s).

This grant is to support summer learning programs only. Separate funds have been allocated to support other out-of-school programs, such as after-school learning opportunities.

Authorizing Statute

Sec 2001 (f)(3) of the ARP ACT
Wisconsin State Motion 57

Requirements at a Glance

Eligible Applicants	Eligible applicants are Wisconsin Local Education Agencies (LEAs) (District and Independent Charter Schools).																											
Due date of application	February 17, 4:00 p.m.																											
Notification date	March 2023.																											
Award amount(s)	<table border="1"><thead><tr><th>Tier</th><th>Student Enrollment</th><th>Minimum Award</th><th>Maximum Award</th></tr></thead><tbody><tr><td>1</td><td>30,000 +</td><td>\$145,000</td><td>\$1,116,000</td></tr><tr><td>2</td><td>10,000-29,999</td><td>\$140,000</td><td>\$980,000</td></tr><tr><td>3</td><td>5,000-9,999</td><td>\$130,000</td><td>\$780,000</td></tr><tr><td>4</td><td>1000-4,999</td><td>\$115,000</td><td>\$575,000</td></tr><tr><td>6</td><td>600-999</td><td>\$100,000</td><td>\$300,000</td></tr></tbody></table>				Tier	Student Enrollment	Minimum Award	Maximum Award	1	30,000 +	\$145,000	\$1,116,000	2	10,000-29,999	\$140,000	\$980,000	3	5,000-9,999	\$130,000	\$780,000	4	1000-4,999	\$115,000	\$575,000	6	600-999	\$100,000	\$300,000
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	7	Up to 599	\$80,000	\$240,000
Duration of grant award	March 2023-September 30, 2024.			
Program contacts	Laura Adams			
Purpose of funding	<p>The purpose of this competitive grant funding is to address the academic, social, emotional, and mental health needs of students most severely impacted by the COVID-19 pandemic through high quality and evidence-based summer learning programs. Applicants are required to identify the students most severely impacted by the COVID-19 pandemic and develop a summer learning program plan to address the needs of the target population(s).</p>			

Competition Summary

Funding Eligibility and Distribution

Eligible Applicants

Eligible applicants are Local Education Agencies (LEA) that qualify for sparsity aid (First Round) and LEAs not eligible for sparsity aid (Second Round). Find more details about sparsity aid in the glossary. LEAs may apply as a consortium (see additional details further below).

To be eligible the entities above must demonstrate that students' academic, social, emotional, and mental health have been significantly impacted by COVID-19.

According to Wisconsin Motion 57, two allocations of funds are to be awarded. There will be one application process and two rounds of funding as follows:

	Round 1: \$15.4 million	Round 2: (if funds remain from Round 1 \$15.4 million)
Eligible applicants	Wisconsin Local Education Agencies (LEAs) eligible for sparsity aid 2021-2022 under Wis Stat 115.436	All Wisconsin Public School LEAs (Districts and Independent Charter Schools)

All applications will be sorted by eligibility status. 1. Sparsity Aid eligible LEAs and 2. Non-sparsity aid eligible LEAs. All applicants will receive an average score. Applications must receive at least a 3.0 average score on the grant scoring rubric to be considered for any funding. Sparsity aid eligible LEAs are eligible only for Round 1 and will be awarded first, per Motion 57, and based on their ranked scores and an average score of 3.0 or higher.

In round 1, only sparsity aid eligible LEA applications will be ranked by average score. Funding from the \$15.4 million set aside will be awarded to the applicants from the highest average score through the list of applications until all 3.0 or higher applications are funded or until no funding of the \$15.4 million remains.

If funding remains from the \$15.4 million set aside from Round 1, the competition enters Round 2.

In round 2 the only eligible applicants are non-sparsity aid LEAs. These applications will be ranked based on the average score. The funding that remains from the Round 1 will be awarded in this round to the highest scoring eligible applications through the applications scoring 3.0 or until the \$15.4 million is expended.

Funding Priorities

The Department of Public Instruction will consider all eligible applications. Reviewers will be evaluating applications for high quality, evidence-based summer program plans that will address the impact of COVID-19 on students most in need of academic, social, emotional, and mental health support.

Additional priority will be given to the following:

- Overall Application Score of “Accomplished” (3.0) or higher.
- Sparsity aid eligible public school districts during FY 2022-2023 (Round 1).
- Programs demonstrating collaboration with at least one community partner by providing a letter of commitment signed by the partner organization. Letters of commitment should address how the applicant and partner will work together to develop and implement the proposed Action Plan.

Length of Funding and renewal options

This grant program is funded from February 2023-September 30, 2024. Program activities may take place prior to summer learning (e.g., planning, professional learning for staff, resource procurement, etc.), during summer learning (e.g., transportation, staff salaries, program resources, etc.), and after summer learning (e.g., data analysis and communication). Grantees must obligate all funds by September 30, 2024, and will have until December 30, 2024, to liquidate and claim funds.

There is no renewal option for these grant funds.

Award Funding Tiers

Applicants can request the funding they believe is necessary to implement their plan, up to a maximum amount. The award tiers are based upon student enrollment of the applicant district. Applicants can request less than the minimum amount for their tier, however, the request for funds must be at least \$80,000.

Grant awards will not be given to individual schools but to the LEA. Grantees can use these funds, in accordance with the grant requirements, to support existing programs or to create new programs. Funding requests must be commensurate with the Action Plan proposed. Applicants will be required to include, in the application, the number of sites and the number of students the project proposes to support with grant funds.

Tier	Student Enrollment Based on Third Friday Count	Minimum Award	Maximum Award
1	30,000 +	\$145,000	\$1,116,000
2	10,000-29,999	\$140,000	\$980,000

3	5,000-9,999	\$130,000	\$780,000
4	1000-4,999	\$115,000	\$575,000
6	600-999	\$100,000	\$300,000
7	Up to 599	\$80,000	\$240,000

Example #1: A Public school district with a total enrollment of 3,245 students can request an amount between \$115,000-\$575,000 to be spent between March 2023 and September 30, 2024.

Example # 2: An Independent Charter School with an enrollment of 250 students can request an amount between \$80,000-\$240,000 to be spent between March 2023 and September 30, 2024.

Example # 3: A Consortium of LEA A (1222 enrollment) and LEA B (3,267 enrollment) can request an amount between \$115,00-\$575,000 (based upon total enrollment of 4,489) to be spent between March 2023 and September 30, 2024.

Applications submitted by individual school sites will not be considered for funding.

Competition Timeline

Grant writing webinar	January 4, 1:00 p.m.-2:30 p.m.-Will be recorded
Applications Due	February 17, 2023, 4:00 p.m. Applications must be submitted virtually via the ESSER III summer learning grant application portal
Notification of Award	March 2023.

Grant Administration

Program Services and Activity Requirements

Required Activities

- All grantees are required to provide high quality, evidence-based summer programs for students most at risk from the impact of COVID-19. Programs must address elements of [an Evidence-based Afterschool Framework](#). (Peterson & Vandell 2021, 12):
 - Engagement and empowerment through active, hands-on learning experiences that prioritize student voice and choice.

- Wellness and development and practice of interpersonal competencies.
 - Extending learning by offering meaningful and relevant activities and learning opportunities that promote mastery.
 - Enhancing learning by offering programming that engages community partnerships and collaboration, including adult family members.
- Applicant’s plan must also include Evidence-Based Improvement Strategies (EBIS) that specifically address academic, social, emotional, and mental health needs. Evidence-based programs must meet [ESSA Criteria of Evidence](#):

Tier 1 Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

- Grantees are required to provide a minimum of 16 hours of programming per week for at least 6 weeks.
- Program plans must include goals to address both academic needs AND social, emotional, and mental health needs. See [Evidence-Based Improvement Strategies for SEL and Behavior](#) for a crosswalk of SEL and Behavior Strategies and ESSA Tiers of Evidence. Information about School Mental Health can be found [here](#).
- LEAs collaborating with a community-based organization to offer summer programming must submit at least one Letter of Commitment from a required partner via upload in the application portal. (Maximum of three letters.)

Allowable Activities

Program activities may take place prior to summer learning (e.g., planning, professional learning for staff, resource procurement, etc.), during summer learning (e.g., transportation, staff salaries, program resources, etc.), and after summer learning (e.g., data analysis and communication). Activities must address the needs identified in the needs assessment and align with the SMART (Specific, Measurable, Appropriate, Realistic Time specific) Goals included in the plan. Program practices must align with the [Evidence-based Afterschool Framework](#) (Peterson & Vandell 2021, 12):and curriculum and programs must meet federal [ESSA Tiers of Evidence](#).

For more detailed examples of allowable activities see Appendix A.

Unallowable Activities

Use of funds is very flexible however, ESSER III funds are subject to the Education Department General Administrative Regulations (EDGAR) and the federal government’s Uniform Grant Guidance (UGG). All spending must be necessary and reasonable. For more information, please see the Wisconsin Department of Public Instruction (DPI) [ESSER III](#) webpage.

Evaluation Requirements

Required Data to be Collected

Grantees will submit data required by the U.S. Department of Education (US DOE) and data required by the Wisconsin Department of Public Instruction (WI DPI).

US DOE Required Data

<p>Is this program available to all students? Y/N If no, indicate the number of students this program serves at full capacity</p> <p>Total unique headcount of students that participated in this activity:</p> <p>Indicate the number of eligible students within each of the following student groups, and the number eligible from that student group that participated in this activity:</p> <p>Eligible refers to students within the student group who meet eligibility criteria for participation, such as belonging to the appropriate grade for the activity.</p>		
Student Profile	# Enrolled eligible students in subgroup	# Eligible students in subgroup participating
a. Students with one or more disabilities		
b. Low-income students		
c. English learners		
d. Students in foster care		
e. Migratory students		
f. Students experiencing homelessness		
g. American Indian or Alaska Native		
h. Asian		
i. Black or African American		
j. Hispanic/Latino		

k. Native Hawaiian or Other Pacific Islander		
l. White		
m. Two or more races		
n. Other student subpopulation (please specify)		

WI DPI Required Data

- Number of hours per week that programming was provided.
- Progress toward the SMART Goals identified in the program plan.
- Number of sites receiving funds.

Process and Schedule of required data reporting

Department of Education required data will be submitted via the WISEgrants system. DPI required data will be submitted via annual reports in June 2023 and June 2024.

Fiscal Management Requirements

Fiscal Responsibilities

The fiscal agent is the entity that provides fiscal management, accounting, and reporting services on behalf of the organization receiving funding under a grant. The fiscal agent is responsible for ensuring that grant funds are administered according to the applicable federal grant financial management and administrative requirements of DPI's policies and guidance. This includes:

- Working with program staff to submit application materials, including assurances, project work plans, and budgets.
- Hiring or contracting for program staff.
- Issuing grant-funded subcontracts.
- Managing all purchasing.
- Submitting quarterly financial claims.
- And maintain fiscal and program records in accordance with the applicable guidelines.

Budgeting and Allowable Costs

If selected for funding, the fiscal agent will be required to submit a budget for the program using DPI's online grant management system, WISEgrants. Items included in the budget should align with the program activities described in the applicant's proposal narrative and Action Plan.

All costs must be reasonable and necessary to carry out the objectives and plan as described in the application. In addition, all costs must be allowable under federal law. For guidance on allowable costs see the [Allowable Costs Checklist](#).

Local Match

There are no requirements for a match or in-kind contributions for this grant program; however, applicants are encouraged to seek in-kind and matching funds to contribute to the program's sustainability.

Application Detail and Instructions

General Instructions

Applications must be submitted to the DPI via the [ESSER III summer learning grant portal](#) no later than 4:00 p.m. on February 17, 2023.

The application must be submitted digitally with all required signatures. Applicants must download the signature pages and upload signed pages to the portal when submitting the application. Signature pages will not be accepted after the application is submitted.

This application is being submitted on behalf of an LEA to be used across the agency, according to the submitted plan. Applications from individual sites will not be accepted.

Applicants will determine what action steps to take based upon their needs assessment. The needs assessment may recommend the plan focus on specific sites or locations or it may indicate a need for agency and system wide action steps. Applicants may use the funds at multiple sites but will not apply for each site.

Section by Section Instructions

Below are instructions for each section of the grant application. When a section is scored, the range of the score available is provided, followed by the Exemplary (4 points) criteria.

Recommendation: Use the Exemplary score criteria provided to complete the grant application section. This criterion explicitly tells the applicant what is required to receive the highest score possible for that section.

General Information

Provide **all** required information.

- Applicant agency information.
- Indicate your eligibility Type.
 - LEA eligible for sparsity aid.
 - LEA not eligible for sparsity aid.
- Number of sites to be served.
- Names of sites to be served.
- Include contact information for three individuals:
 - Agency Administrator.

- Project Contact.
 - Fiscal contact.
- If applying as a consortium check the appropriate box and complete the consortium addendum. Upload with your application.
- Include the total amount of funds requested.

Not Scored

III. Project Narrative

The project narrative provides reviewers with a clear scope of the work proposed for this grant. It should include the target population(s) identified, the needs identified, the activities planned to address the needs and the projected outcomes of the project. A well-constructed narrative will also include the number of sites and the number of students your project will support.

Scored: 0-2

Exemplary (2 points): The project narrative included all necessary information: the scope of the project, the target population(s), summary of the key needs, and the planned implementation approach(es) and the number of sites and number of students the project expects to serve.

Federal General Assurances

Read these assurances. These are requirements for receiving the federal funds. Grantees are responsible for knowing this information.

Not Scored

Program Specific Assurances

The federal funding authorization for ESSER III summer program grant funds requires that instructional practices and programs be evidence-based in accordance with the Every Student Succeeds Act. See DPI's [Evidence-Based Improvement Strategies \(EBIS\) resource guide](#) and DPI's resources for [evidence-based summer learning programs](#).

Not Scored

Certification Signature

This certification section is to be signed by the Agency Authorizer, ensuring that the applicant has not and will not use federal funds for the activities described in this section.

Not Scored

Certification Regarding Lobbying

This section is to be signed by the Agency Authorizer, ensuring that the applicant has not and will not use federal funds for the activities described in this section.

Not Scored

VIII. Readiness

1.a: Who are the stakeholders identified for this project and what are the roles of these stakeholder groups in the implementation of this grant project?

Include the names and roles of the required partners (community partners and/or schools) in this section.

Score: 0-4

Exemplary (4 points): The stakeholder team and corresponding roles were clearly described. These stakeholders represent students who have been significantly impacted by COVID-19 and have been historically or are currently marginalized. Those LEAs choosing to partner with a community-based organization must submit at least one letter of commitment from that community-based organization.

1.b. What input did the stakeholders provide that informed this grant project?

Score: 0-4

Exemplary (4 points): There was an in-depth description of stakeholder engagement, including a description of the stakeholder engagement process(es), which ultimately elicited detailed input that informed the proposed grant project.

1.c. How will stakeholders continue to provide input if the grant project is funded?

Score: 0-4

Exemplary (4 points): There was an in-depth description of future stakeholder engagement that clearly addressed how the stakeholder engagement elicited detailed input that informed the proposed grant project. Ongoing (e.g., monthly) meetings are planned and specific meeting topics and meeting protocols have been identified for continuous improvement of the project.

IX. Plan

1. Demonstration of Need

1a. Identify the overall specific need(s) for the target population(s) to be addressed by the grant project.

Using local data, explain to the reviewer what your areas of need are and what student population(s) will be the focus of this project. The Demonstration of Need section is not used to establish your need for grant funds, it is for your team to determine the needs of your students, families, and community. The data and the narrative you provide will indicate to reviewers and stakeholders, what will be addressed in your Action Plan.

Use as many local sources of data as possible to identify the greatest needs and the gaps in services that exist. Local data can include school or district data, and community and county data. Comparisons to statewide metrics can be helpful, when available. Avoid using national data as these will not tell your local story.

Score: 0-4

Exemplary (4 points): *There was a strong description of the overall need, the applicable supporting data, and the organized and systematic approach to use the data for meaningful analysis.*

1b. What is the likely root cause(s) contributing to the needs to be addressed by this grant project?

Analyze your data to determine the factors, resource inequities and opportunity gaps that are the root cause(s) of the needs you identified above.

Score: 0-4

Exemplary (4 points): *The likely root cause(s) was clearly identified, includes disproportionate impacts of the pandemic on the target population, and fits naturally with the outlined need(s).*

1c. Define your priority area(s) to address the root cause of the needs.

Using your data and root cause analysis, identify the priority areas that this grant project will focus on. These priority areas will be the addressed in your action plan. Priority statements should use this format: "We believe we can _____ if we _____."

Score: 0-4

Exemplary (4 points): Priority area(s) included in detail. All identified priorities fit naturally with the needs assessment. Outlined root cause(s) and priority areas include both academic and social, emotional, and mental health.

X. Do (Action Plan)

The purpose of this section is to detail the Action Plan for the proposed ESSER III summer grant project. This plan addresses the root causes, needs, and priority areas identified for this grant project.

This action plan must address: 1. **Academic** impacts of the COVID-19 pandemic on the target population and 2. The **social, emotional and mental health** impacts of the COVID-19 pandemic on the target population.

Applicants are required to submit SMART goals that address all priority areas and that includes at least one academic SMART goal and one social, emotional, and mental health SMART goal.

For each SMART Goal submitted, applicant must include the following:

- The Evidence-based Framework elements addressed by the SMART goal and its action steps.
- Action Steps and EBIS program activities which will be implemented to meet the SMART goal.
- The timeline/completion date for each action step.
- Evidence that the action step/activity was completed.
- Personnel responsible for the action step/program activity.

The Action plan is scored in two areas:

1. Action Plan's Priority Areas and SMART Goals

In this section reviewers will look for:

- SMART goals that address the priority areas identified and that include BOTH academic AND social, emotional, mental health. Applicants may have a separate SMART goal for each priority area identified, though this is not required if different priority areas can logically be part of the same SMART goal.
- Alignment of SMART goals with project narrative, priority areas, identified root causes and needs identified in the needs assessment.
- The evidence-based Afterschool Framework elements addressed by the SMART goals and action steps.
- Goals are written in SMART format (See SMART Goals Examples and Guide in the Appendices)
 - S-Specific

- M-Measurable
- A-Appropriate
- R-Realistic
- T-Time specific

Score: 0-4

Exemplary (4 points): The action plan included goals for both academics and social and emotional wellness that met all SMART goal requirements. The SMART goals **directly** address each of the priority areas identified. The Evidence-based Afterschool Framework elements for each SMART Goal and accompanying action steps is identified.

2. Action plans, action steps, evidence-based framework elements, timeline, evidence and personnel and personnel sections.

In this section reviewers will look for:

- Action steps and activities/programs that are connected to the SMART goal and are aligned to the needs and root causes identified in the needs assessment
- Action steps and programs are aligned with the target population identified as most in need of summer program services
- Activities, programs and practices that are Evidence-based Improvement Strategies aligned with the ESSA Tiers of Evidence; see DPI's [Evidence-Based Improvement Strategies \(EBIS\) resource guide](#) and DPI's resources for [evidence-based summer learning programs](#)
- Each action step must include the timeline for completion, the evidence that will determine if the action step is complete and who is responsible for that action step.

Score: 0-4

Exemplary (4 points): The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was addressed in detail and would help achieve the stated goal. The action step(s) **tightly align** with the priority areas and SMART goal and include EBIS programs and practices.

For an example of an Action Plan please see ESSER III guidance Examples.

3a. What barriers exist in your community that may prevent students, families, and caregivers in need of summer programming from accessing or participating in ESSER III funded summer program activities included in your plan?

Identify barriers that are specific to your school and community that may impact participation in your summer program grant project. Applicants should look for barriers that may specifically impact target populations, and their caregivers and families. Barriers could include transportation, difficulties communicating with non-English speaking family members, or having accessibility difficulties for students with IEPs.

3b. What steps are you or will you be taking to address these barriers and ensure access to participation in the summer programming?

The plan should include actions the applicant will take to ensure that the barriers identified do not impact participation, especially for the **population(s) identified to be most in need of services**.

Score 0-4

Exemplary (4 points): The applicant identifies specific barriers that exist that may prevent students and families from participating in ESSER III summer programs and provides a **detailed plan** for addressing those barriers. The **target population(s) is specifically identified** in the plan developed to address barriers.

XI. Study/Check/Evaluation

In this section you will share how you plan to collect, analyze, and report the data you collect for your SMART goals.

1a What is the process used to collect data to determine progress toward Action Plan SMART goals?

Share what data you will collect, how and when it will be collected. Explain how the data will be analyzed and how the data will inform decision making about the summer programming.

Score: 0-4

Exemplary (4 points): There was a description of both what and how data will be collected, as well as how a protocol will be used to analyze these data. It is clear that these data will be used in order to refine, improve, and strengthen the project. The data gathered is analyzed using a protocol in relation to students who have been identified as most in need of summer program supports.

1b Should the data indicate a need for change, what is the process for changing or making improvements to the action steps?

Score 0-4

Exemplary (4 points): There was a well-crafted plan that thoroughly uses data to determine when and how any changes or improvements to the action step(s) would occur.

1c. What is the process to share evaluation results with the public?

Score 0-4:

Exemplary (4 points): There was a well-crafted plan explaining how, as well as how often, evaluation data would be shared with the public, with a special focus on communicating to specific internal and external stakeholders.

XII. ACT: Coordination

In this section describe how the project will be coordinated and align with existing programs and initiatives.

1a How will this project align with existing or available initiatives or programs to address the priorities identified in the Action Plan?

Score: 0-4

Exemplary (4 point): There was an **in-depth description** about the effective use of these grant funds in relation to existing or available programs or initiatives supported by local, state, or federal funds, including an analysis of how these initiatives could support one another to best address the priorities outlined in the Action Plan. The description describes how the summer learning program will complement, not replicate, regular school-year instruction.

1b. What are the protocols for ongoing communication about the grant project with internal and external stakeholders? Describe the procedure for communicating the grant project within and across the system.

Score 0-4

Exemplary (4 points): Plan includes an in-depth description for how communications with internal and external stakeholders (as applicable) will occur at least quarterly, how the means of communication are clearly defined, and how formal or written communication protocols have been put in place to communicate within and across the system.

XII. Budget Narrative

Grantees will submit an itemized budget via the WISE grants system and **not with the application**. The budget narrative section informs the reviewers how the funds will be spent.

How will grant funds be used to address the identified SMART goals during the grant cycle?

A well written narrative will include:

- Number of sites funds will support, including whether these are new sites or existing sites.
- Number of students applicant expects to serve.
- Costs associates with transportation, staffing, training, curriculum, and materials, supplies and other items that are necessary to implement the action plan.

Score: 0-4

Exemplary (4 points): Narrative included an **in-depth description** of how all funds will be used to support the target population(s) identified. **Narrative included the number of sites to be supported and the number of students** expected to participate. Spending is aligned to the needs presented, priority areas identified, the Action Plan, and the scope of work proposed. Proposed spending is reasonable and necessary to implement the project and uses are allowable per UGG (2 CFR 200, Subpart E).

Application Review Process

Description of Peer Review Process

Grant applications will be randomly assigned to a team of reviewers. Each reviewer will score the grant application using the ESSER III Summer Grant Rubric. The Project

Narrative will be scored on a 0–2-point scale. The rest of the application responses will be scored on a 0–4-point scale. Reviewers have the option to score in half point increments.

Each application will receive a final average score from the team of reviewers. Applications will be ranked based upon the final average scores. External reviewers do not make recommendations on award amounts. All applications must be complete to be reviewed.

Description of Internal Review Process

The Internal Review Process will occur in three rounds. Please note that applications must score a 3.0 or higher to be considered for funding. Applications scored lower than this threshold do not meet minimal criteria necessary to implement a high quality, evidence-based summer learning program.

Applications considered for funding will be reviewed for the following required activities:

- All required signatures have been submitted.
- All sections of the application are complete.
- Grant plan addresses elements of the summer programming evidence-based framework.
- The grant plan includes at least one goal addressing academic needs and at least one goal addressing social, emotional, and mental health needs.
- Required Letters of Commitment have been signed by partners and submitted via the application portal.

The internal review process will rank average scores, according to eligibility and funding source.

Round 1: All Sparsity Aid eligible LEAs: \$15,400,000 set aside

All Sparsity Aid eligible applications will be ranked by the final score

The highest scoring applicants with a score at or above 3.0, that also meet the internal review of grant requirements, will be ranked. Funds will be awarded based upon ranked score until the funding threshold of \$15,400,000 is met. If the applicants recommended for funding do not meet the funding threshold of \$15,400,000, the internal review process will move to Round 2 to award the remaining funds.

Round 2: LEAs (not sparsity aid eligible): Funds remaining from \$15,400,000 set aside after Round 1

The highest scoring non-sparsity aid eligible LEA applicants with a score at or above 3.0, that also meet the internal review of grant requirements, will be ranked. Funds will be awarded based upon ranked score, until the funding threshold, from funds remaining from Round 1, is met.

Description of the Rating Scale

Grant reviewers will score each application using the grant rubric. All sections that are scored, will be scored using a 0–4-point rubric scale with the exception of the Project Narrative which is scored using a 0–2-point scale. Reviewers have the option to award scores in half point increments (2.0, 2.5, 3.0 etc.). In addition to the scores received for each section of the applications, reviewers will be asked to provide written feedback on the rubric form. View the ESSER III Summer Program Grant Rubric [here](#).

Rejection of Proposal

Proposals submitted will be rejected and not scored if they are incomplete. All sections of the application must be completed. This includes all required signatures. Please check to make sure that your application is not missing any information before submitting it. This is a competitive grant. DPI will not follow up with applicants when there are missing parts of the application.

Notification of Award Status

Applicants will be notified via email of their application award status.

Appeal Process

Applicants have the right to appeal the decision to decline an award in a competition. Interested applicants must follow the steps described below to submit an appeal for review by DPI.

1. **Applicability.** This policy applies to all appeals relating to ESSER III Summer Program grant decisions by the Department of Public Instruction (DPI).
2. **Receipt and filing of appeals.** In order to be considered, an appeal shall meet the requirements of Wis. Admin. Code § PI 1.03 and be filed within 30 days of the date of the DPI's decision.
3. **Review and decision.** The DPI shall review an appeal using the procedures specified under Wis. Admin. Code § PI 1.04. If an appeal meets all of the requirements of this policy, the DPI shall issue a decision under Wis. Admin. Code § PI 1.08.

Application Definitions and Terms

Educational Equity- Every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, ability, sexual orientation, family background and/or family income.

Applicant Authorizer-An Applicant Authorizer is an individual who has been authorized by the agency's board of control (such as a school board) to enter into legal agreements on behalf of the agency.

Priority Area(s) - Each priority area answers the question: What is your approach to address one or more of the root causes for this grant project and how does this grant project fit into this approach, Using the sentence stem "We believe we can ____ if we ____." The priority areas will drive your SMART Goals and related Action Steps.

Root Cause(s) - the reason(s) a problem exists.

Root Cause Analysis- a method of problem solving designed to uncover the deepest root and most basic reasons for identified concerns.

Resource Inequities- Resource inequities refer to the inequitable distribution of resources to support all students. Resource inequities contribute to the needs identified in the student outcome and practice priority statements.

Stakeholders- Stakeholders include the population to be served, families and caregivers, community partners, school staff and administrators as well as agency administrators. Stakeholders can be any group that collaborates to support the work of the action plan.

Evidence-Based Improvement Strategies (EBIS)- Practices or programs that have evidence to show they are effective at producing results and improving outcomes when implemented as intended.

Evidence-based Afterschool Framework-This framework is based on research-based practices for comprehensive out-of-school programs as presented in "The Evidence Base for Summer Enrichment and Comprehensive Afterschool Opportunities" (Peterson & Vandell 2021, 12.) The components to this framework are: 1) Active, hands-on learning experiences 2) Development and practice of interpersonal competencies 3) Opportunities to practice skills that promote mastery 4) Learning that engages students in new experiences and development of new skills, while prioritizing student voice and choice 5) Programming that engages community partnerships and collaboration, including adult family members.

Out-of-School Time Programs-Structured and supervised programming that occurs during non-academic time (before- and after-school, during lunch or weekends)

Sparsity Aid Eligible LEA: The Sparsity Aid program provides additional unrestricted aid to rural school districts with relatively small economies of scale. Authorized in §115.436 in Wisconsin State Statutes. LEAs that meet eligibility requirements will be considered first for grant funding as mandated by Motion 57.

Needs Assessment- The needs assessment is the process by which the applicant collects local data to determine where there are needs and gaps in the provision of supports and services. The data collected is analyzed to assess for trends, to identify disparities and pinpoint those students most impacted by negative outcomes and inequity. The needs and gaps are the foundation of the project's Action Plan.

Target Population-the group of students most impacted by negative outcomes. Disaggregated data can illuminate these students allowing the program to specifically address the needs of that student group. Target populations can include students of color, gender groups, LTBTQ+, students with disabilities, students with below grade level academic performance, and students receiving free and reduced lunch or other indicators of low Socio-economic Status. Every community has student groups that are disproportionately impacted by root causes resulting in more negative outcomes than other peers. While the grant project can support all students, it must provide specific support to target populations identified by the needs assessment process.

SMART Goals- See appendix C

ARP ESSER III-American Rescue Plan Elementary and Secondary School Emergency Relief Act.

WISEgrants- Federal grants management system used by DPI. Grantees will submit and manage budgets using the WISEgrants portal.

Appendices

Appendix A: Allowable Activities

- Mentoring programs: Activity that engages the student with a role model.
- Remedial education activities: Activity that provides direct support in completing homework assigned during the school day.
- Tutoring services: Activity that provides direct support for the core academic subjects either one-on-one or in small groups.
- Service-learning programs: Activity that engages the students in an activity that benefits the community outside the center.
- Activities that enable students to be eligible for credit recovery: Activity that helps students earn the credits they need for a high school degree.
- Literacy education programs: Activity that contributes to the development and enjoyment of reading, writing, and speaking and listening skills.
- Mathematics education programs: Program that enables students to analyze, reason, and communicate ideas effectively as they pose, formulate, interpret, and solve mathematical problems in a variety of situations to ensure success in a world beyond the classroom.
- Arts and music programs: Activity that engages students in the creation of art and music and develops the appreciation of art and music.
- Counseling programs: Activity that provides social and emotional counseling services. Counseling services should be provided by appropriately licensed individuals, as necessary.
- Financial literacy programs: Programming that includes the areas of "financial mindset," joining education and employment, money management, saving and investing, credit and debt, or risk management and insurance.
- Environmental literacy programs: Programs that help students connect, explore, and engage with near nature and the local community. Learning and recreation activities contribute to students developing the knowledge, skills, and dispositions to engage, individually and collectively, for a more sustainable future.
- Nutritional education programs: Program that educates and promotes healthy eating behaviors and lifestyles.
- Regular, structured physical activity programs: Activity that engages students in physical activity and develops the appreciation of health and nutrition.
- Services for individuals with disabilities: Service necessary for the grantee to remain in compliance with §504 of the Rehabilitation Act of 1973 [29 U.S.C.794].
- Programs for English Language Learners (ELLs): Activity that provides direct support to students classified as English language learners.
- Cultural programs: Program or practice those accounts for and adapts to the broad diversity of race, language, and culture in Wisconsin schools and prepares all students for a multicultural world.
- Telecommunications and technology education programs: A program of studies that leads to technological literacy, which is the ability to initiate and conduct activity associated with technological processes, communications, systems, problems, opportunities, history, future, impact, ethics, and consequences.

- Expanded library service hours: Hours that provide basic access to library resources, spaces, and digital and print materials beyond the school day with locally appropriate staffing, or expanded hours and full library program services, including instruction and guidance in research, inquiry, media, and literacy, provided by a licensed school librarian.
- Parenting skills programs that promote parental (legal guardian) involvement and family literacy: A program that focuses on meaningful family engagement that strengthens beliefs that the parent and guardian can actively engage in their child's learning or builds the skills and knowledge of family members so that they are able to support their child's literacy development at home, at school, and in the community.
- Programs that provide assistance to students who have been truant, suspended, or expelled: Activity that promotes school attendance.
- Drug and violence prevention programs and counseling programs: Activity that provides information about alcohol or other drug use prevention. Activity that promotes peaceful conflict resolution.
- Programs that build skills in science, technology, engineering, and mathematics (STEM): Activity that contributes to the development of STEM skills.
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2008 and the Workforce Innovation and Opportunity Act: Activity that prepares students to enroll and succeed in a credit-bearing course at a postsecondary institution or a high quality certificate program with a career pathway to future advancement. Activity that contributes to the understanding of small business practices and business ownership.
- Social and emotional learning curriculum, programs, and activities.
- Youth Mental Health Literacy curriculum.
- Adult Mental Health Literacy: Youth Mental Health First Aid, Psychological First Aid.
- Stigma reduction activities.
- Suicide prevention.
- Trauma sensitive schools training for staff.
- Student led mental health and resiliency programs.
- Expanding student access to mental health supports during out-of-school time hours.

Appendix B: Budget Detail and Definitions

Consult your business office staff for support with Wisconsin Uniform Financial Accounting Requirements (WUFAR) prior to submitting for a grant. Coding is specific to the intent of the project being submitted. A complete handbook can be found here: <https://dpi.wi.gov/sfs/finances/wufar/overview>

WUFAR Function

Instruction (WUFAR Function Coding 100 000 series) - Activities dealing directly with the interaction between instruction staff and students.

Support Services

Pupil and Instruction Staff Services (WUFAR Function Coding 210 000 and 220 000 Series) - This includes support services that facilitate and enhance instruction or other components of the grant. This includes staff development, supervision, and coordination of grant activities.

Administration (WUFAR Function Coding 230 000 and above) - This includes general: building; business; central service administration.

Indirect cost - Costs that are not readily identified with the activities funded by the federal grant or contract but are nevertheless incurred for the joint benefit of those activities and other activities and programs of the organization. Examples of such costs are accounting, auditing, payroll, personnel, budgeting, purchasing and maintenance, and operation of facility. See DPI's website for more information on approved indirect cost rates: <https://dpi.wi.gov/sfs/aid/grant-programs/indirect-cost-information>

WUFAR Object

Salaries (WUFAR Object Coding 100s) - The funds dedicated to paid staff employed to carry out project services.

Fringe (WUFAR Object Coding 200s) - The costs for insurance and other employee benefit associated with salaries.

Purchased Services (WUFAR Object Coding 300s) - Appropriate costs associated with any contracted service that is paid from the grant. This includes travel for people in the project, postage provided by UPS, phone charges, consultants, having something printed or duplicated, subscriptions, field trips, guest speakers, trainings, and conferences. Stipends are also included in the category.

Non-Capital Objects (WUFAR Object Coding 400s) - Costs that are considered

consumables. Included in this category are workbooks, textbooks, food supplies, educational materials, and supplies for project use (e.g., curriculum packages, books, etc.), and professional resource materials (e.g., magazine subscriptions), reference materials, and informational materials for student programs.

Capital Objects (WUFAR Object Coding 500s) - Costs associated with equipment exceeding \$5,000 or local capital objects threshold, if less than \$5,000.

Other Objects (WUFAR Object Coding 900s) - Costs associated with memberships in professional or other organizations. Entrance fees and field trip fees.

Appendix C: SMART Goals Examples and Guide

Effective, useful evaluation begins with solid, measurable goals. Carefully defining your goals up front can make your work easier in the long run and lead to more positive results in your program. Goals should be based on identified need.

Characteristics of a Well Written Goal: SMART

S=Specific. Objectives should be specific and use only one action verb. Objectives with more than one verb are difficult to measure. Also, avoid verbs that may have vague meanings to describe intended outcomes (e.g., “understand” or “know”) because they are too hard to measure. Instead, use verbs that allow you to document action (e.g., “At the end of the session, the students will list three concerns...”) **Remember, the greater the specificity, the greater the measurability.**

M=Measurable. It is impossible to determine whether or not you met your objectives unless you can measure them. A benchmark from which to measure change can help. For example, if you found in your evaluation that 70 percent of high school students believe that their age protects them from alcoholism, you might write an objective that strives to decrease that percentage with faulty beliefs to 50 percent. Thus, you will have an objective with a benchmark from which to measure change and one which is specific enough to be evaluated quantitatively.

A=Appropriate. Your objective must be appropriate (e.g., culturally, developmentally, socially, linguistically) for your target population. To ensure appropriateness, objectives should originate from the needs of your target audience and not from a preconceived agenda of program planners. Conducting a solid needs-assessment (e.g., holding in-depth interviews with members of the target population) helps to ensure that your objectives will be appropriate. For example, an objective focusing on risk factors for an elementary school population may be inappropriate for a high school population.

R= Realistic. Objectives must be realistic. Countless factors influence human behavior. If program planners set their sights too high on achieving changes in knowledge, attitudes, skills, or behavior change, they will likely fall short of reaching their objectives. While a program may have been very successful, it may not appear that way on the surface because the objectives were too ambitious. The following is an unrealistic ATODA objective:

- *100 percent of high school students participating in the N-O-T smoking cessation program will be smoke free one year after completing the program as measured by a follow-up survey. A more realistic objective might be 50 percent of high school students.*

T=Time specific. It is important to provide a time frame indicating when the objective will be measured or a time by which the objective will be met. Including a time frame in your

objectives can help in both the planning and the evaluation of a program.

Elements of a SMART Goal

SMART goals describe exactly how you expect your target audience to look after participating in your program. SMART goals can measure a variety of factors, including knowledge, skills, attitudes, behaviors, and protective factors. Always refer to changes you want to see in your data (rates, amounts, etc.).

Key elements of a goal can best be identified by answering the following question: ***“Who will do how much of what by when as evidenced by what?”***

Who is your target population? How much change do you hope to see? What is your intended outcome? By when will your objective be met or measured? What will be used to measure your outcome?

Examples:

Knowledge/Skills –By June 2021, (BY WHEN), 80 percent (MEASURE POINT) of high school students completing the Project Northland curriculum will increase their knowledge of the risks associated with alcohol consumption (WHAT) by 30 percent (MEASURE POINT) as measured by pre-and post-tests (BY WHAT).

Assets/Protective Factors – By May 2021, (BY WHEN), as a result of implementing a teacher mentoring program, the number of middle school youth (WHO) who report feeling they have an adult at school they can talk to (WHAT) will increase by 10 percent (HOW MUCH) as measured by OYRBS (BY WHAT).

Appendix D: Best Practices for Out-of-School Time Programs

Summer programs funded by the ESSER III Summer Program Grant, are required to use Evidence-Based Improvement Strategies (EBIS). These are programs and strategies that have evidence that, when implemented with fidelity, will result in positive outcomes.

The general consensus in the out-of-school program field is that high quality out-of-school programs offer students opportunities to participate in activities that complement, but do not replicate, the school day, including activities that are student-centered, collaborative, hands-on, active and experiential-quality programs offer students opportunities to participate in activities that complement, but do not replicate, the school day, including student-centered, collaborative, hands-on, active, and experiential activities. Activities should be intentional and build skills in a sequential way. It is also recommended that programs provide youth with opportunities to have a voice in programming and opportunities for genuine choice and leadership genuine choice and leadership opportunities.

Below is a list of evidence-based instructional practices and approaches that the DPI believes are particularly well-suited for out-of-school settings and have many of the characteristics described in the paragraph above. Note that this is not an exhaustive list. There are many possible practices or approaches that programs may choose to use that meet the criteria described above.

Project-Based Learning (PBL) – Project-based learning is a hands-on teaching and learning methodology that emphasizes student-directed, problem-oriented, and research-based projects centered on the student’s individualized passions, interests, and goals. Teacher-led workshops, mini-lessons, and student-proposed seminars and lessons foundationally support PBL and connect skills to learning standards. The processes of learning, including authentic inquiry, critical thinking, reading, primary and secondary research, writing, and speaking are emphasized throughout PBL, rather than product; as a result, PBL engages students in a rigorous, sustained learning process. Project-based learning is naturally collaborative. It often includes group work, a service component, or a community connection that provides significant learning experiences and opportunities. Throughout PBL, students reflect on their learning and their work, setting goals, and revising accordingly. Moreover, students give compassionately critical feedback to others, so all can improve their learning processes and products. Finally, students generally share their work with a larger community audience outside of their immediate project group.

For more information:

- [PBLWorks](#)
- [Sam Houston State University Center for Project-Based Learning](#)
- [You for Youth Project-Based Learning](#)

Service Learning – Service learning is a hands-on teaching and learning methodology that fosters civic responsibility to a perceived community need and applies classroom learning through meaningful service to the community; in turn, the service itself provides the opportunity to apply new learning to students' academic and personal development. The strongest service-learning experiences occur when the service is meaningfully immersed in ongoing learning and is a natural part of the educational content that extends into the community.

Research shows that service-learning experiences that incorporate the national standards and indicators result in positive academic, civic, and social and emotional outcomes. In high-quality service-learning practice, the standards and indicators are met throughout the implementation process, which includes five components, IPARDC:

1. **I:** Investigation
2. **P:** Planning
3. **A:** Action
4. **R:** Reflection
5. **D:** Demonstration/Celebration

Using the IPARDC process as the framework within which youth will design and carry out their service-learning experience will allow staff to blend instruction in academic skills to intentionally achieve co-created (between students, community, teachers) intended goals.

For more information:

- [DPI Service Learning](#)
- [Youth Activism Project](#)
- [Community Works Institute \(CWI\)](#)

Inquiry-based Learning and Experiential Learning

Two other instructional approaches OST programs may want to consider employing include inquiry-based learning and experiential learning.

Inquiry-based learning is similar to PBL but is more focused on exploring student-generated questions than on carrying out a project. It is often used as a way to explore science-related topics because it encourages students to engage in an inquiry cycle similar to that used by scientists. However, it can be used to explore other topic areas, as well.

For more information in inquiry-based learning:

- [Edutopia: What the Heck is Inquiry-Based Learning?](#)
- [Exploratorium: What Is Inquiry?](#)
- [You for Youth: Investigating Science Through Inquiry](#)
- [You for Youth: Facilitating Learning to Practice Inquiry and Science Process Skills Training to Go](#)

- [You for Youth: Investigating Science Through Inquiry Table](#)

Experiential learning is another hands-on, active instructional approach. It involves having students participate in a concrete experience and then reflecting on and making sense of that experience. Experiential learning is often used as a part of environmental education programs or apprenticeship programs. Service learning (described above) could be considered a type of experiential learning.

For more information on experiential learning:

- [Learning Theories: Experiential Learning](#)
- [Boston University: Experiential Learning](#)

Promising Practices for OST Programs

The You for Youth (Y4Y) OST Toolkit provides an overview of a wide variety of promising practices for OST programs, including literature circles, literature dramatizations, math centers, math games, and inquiry-based science activities. The activities included are student-centered, hands-on, and provide students with opportunities for choice. For a full list of the promising practices, as well as videos and sample lessons, visit the [Y4Y webpage](#).