

Title I, Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) Grant Guidelines

Fiscal Year 2023-24

Authorized by Elementary and Secondary Education Act (ESEA)



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State Superintendent
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Please direct questions about this grant program to

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Table of Contents

I. Grant at a Glance	4
II. Program Overview and Purpose of Funding	4
A. School Identifications	4
B. Purpose of CSI/ATSI Grants	6
III. Eligibility	6
IV. Available Funds	6
V. Grant Period	6
VI. Use of Funds	7
A. Supplement, Not Supplant	7
B. Determining Allowable Costs	8
VII. Application Information	8
A. Application	8
B. Timeline	11
VIII. Financial Claims and Unobligated Funds	11
IX. Review and Support	12
X. Resources	12

These guidelines discuss general program requirements and restrictions related to the administration of the Title I, Part A, Section 1003(a) Comprehensive Support and Improvement Grants awarded by the State of Wisconsin under the Elementary and Secondary Education Act (ESEA).

I. Grant at a Glance

Eligible Applicants	Local Educational Agencies (LEAs) with one or more schools identified for CSI or ATSI
Plan/Form Submission Due Dates	CSI improvement plans due by August 31, 2023; ATSI Improvement Activities Form due 30 days after the plan section opens in WISEgrants for ATSI
Budget Due Date	30 days after budget section opens in WISEgrants (Note: plans/forms must be submitted first)
Award Amounts	Based on formulas
Grant Performance Period	July 1, 2023 – June 30, 2024 (unless ESEA grant assurances were signed after July 1, 2023)
Program Contact	Ronald “RJ” Flowers, Jr.: Ronald.Flowers@dpi.wi.gov
Purpose of Funding	<p>The purpose of the CSI/ATSI Grants is to support schools identified for CSI or ATSI to develop and implement a continuous improvement plan that meets all requirements and supports progress toward exiting the identification.</p> <ul style="list-style-type: none"> • CSI: Funds must be used for implementation evidence based improvement strategies, unless, after the application is reviewed, DPI offers the option to use funds for additional planning. • ATSI: Funds may be used for planning and/or implementation of evidence-based improvement strategies
Authorizing Statute	Title I, Part A, Section 1003(a) of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act of 2015

II. Program Overview and Purpose of Funding

A. School Identifications

School identifications under the Every Student Succeeds Act (ESSA) are part of a statewide accountability system mandated under [Title I, Part A of ESSA](#). The accountability system, articulated in the Wisconsin Department of Instruction (DPI) [ESSA State Plan](#), is designed to make progress toward three long-term goals:

- **Academic Achievement Goal: Cut the achievement gap in half for each subgroup within eight years.** For English Language Arts (ELA), this means a 1% annual increase in grade-level proficiency for the all-students group. For mathematics, it means a 1% annual increase in proficiency rate for the all-students group. Higher annual increases are required for subgroups.
- **Graduation Rate Goal: Cut the graduation gap in half within eight years.**
- **English Language Proficiency Goal: Achieve an 18% increase in students on track to proficiency within eight years.** This translates to a three-point annual increase.

Using indicators based on the goals above, the Department of Public Instruction (DPI) identifies the schools that need the most help in making progress. By identifying schools for support and improvement, and ensuring they develop and implement improvement plans based on the reasons for their identification, the DPI aims to make sure that Wisconsin's schools make steady progress toward achieving the long-term goals in the ESSA State Plan.

There are three basic types of identification: CSI, ATSI, and TSI.

- **CSI Identification Criteria:** CSI identifications are normally made every three years. Schools are identified for CSI if they meet one or more of the following:
 - Low graduation rate: Graduation rate less than or equal to 67% Lowest performance.
 - Overall performance score in the bottom 5% of schools receiving Title I, Part A funds.
- **ATSI Identification Criteria:** ATSI identifications are normally made every three years. Schools are identified for ATSI if one or more of the student groups below are performing in the bottom 5% of schools receiving Title I, Part A funds. Schools may have multiple ATSI identifications if they meet the thresholds for more than one student group.
 - Student groups:
 - Black/African American
 - Hispanic/Latino
 - American Indian/Alaska Native
 - Native Hawaiian/Pacific Islander
 - Asian
 - White
 - Two or More Races
 - Students with Disabilities
 - Economically Disadvantaged
 - English Learners Identifications

- **TSI Identification Criteria:** In schools identified for TSI, one or more of the student groups below are performing in the bottom 10% of all students and in the bottom 10% of that subgroup, statewide. (Note: schools identified for TSI are not eligible for this grant.)

B. Purpose of CSI/ATSI Grants

The purpose of the CSI/ATSI Grants is to support schools identified for CSI or ATSI to develop and implement a continuous improvement plan that meets all requirements and supports progress toward exiting the identification.

These are annual grants that provide a formula-based allocation for each school identified for CSI or ATSI. Deadlines, required documentation, monitoring, and allocation formulas for CSI and ATSI differ.

III. Eligibility

Eligible applicants are LEAs with one or more schools identified for CSI or ATSI. DPI will notify eligible LEAs.

IV. Available Funds

The amount of available funds is based on the annual appropriation made available to Wisconsin from the United States Department of Education (USDE).

The allocation formula is based off of Third Friday of September (TFS) enrollment from the previous school year. For 2023-24:

- Schools identified as CSI will receive a revised base allocation of \$20,000 and an additional \$240 for each Economically Disadvantaged Student.
- Schools identified for ATSI will receive \$180 for each student in the group specified in the identification. For a school with multiple identifications, an allocation is calculated for each separate ATSI identification.

DPI will issue one grant award to each eligible LEA applicant. LEAs with more than one school identified for CSI or ATSI must allocate funds to individual schools. LEAs may adjust school allocations based on identified needs.

V. Grant Period

The grant's performance period begins on July 1, if ESEA assurances are digitally authorized in WISEgrants on or before July 1. If ESEA assurances are digitally authorized in WISEgrants after July 1, the performance period begins on the date the assurances were signed.

The grant's performance period ends June 30, 2024. All grant activities must be completed, and all funds obligated by the end date.

Revisions to the budget should be completed as soon as the school/district knows that revisions are needed but by no later than June 30, 2024.

Carrying over unobligated funds into the 2024-25 school year is not allowed. If funding remains available after June 30, 2024, DPI may reallocate unobligated funds back to LEAs. I will make the decision regarding unobligated funds after final claims are submitted in fall of 2024.

VI. Use of Funds

LEAs must use funds for improvement planning and implementation of the evidence-based improvement strategy/strategies identified in each school improvement plan.

- CSI: Funds must be used for the implementation of evidence-based improvement strategies unless, after the application is reviewed, DPI offers the option to use funds for additional planning.
- ATSI: Funds may be used for planning and/or implementation of evidence-based improvement strategies.

LEAs may use funds for salaries, fringe benefits, professional development, purchased services, supplies for implementation, stakeholder meetings, family engagement activities, needs assessment consultation, and other expenses for school improvement plan development and implementation.

A. Supplement, Not Supplant

LEAs must use CSI and ATSI grant funds to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources. In other words, Title I funds may not be used to supplant (take the place of) state and local funds [20 U.S.C. 6321(b)].

ESSA requires LEAs to demonstrate compliance with the supplement not supplant requirement by documenting their methodology used to allocate state and local funding to Title I schools, demonstrating that each school still received the same amount of state and local funding it would have if it were not participating in Title I [20 USC 6321(b)(2)].

Most LEAs in Wisconsin are either completely exempt from having a methodology or may only need to have a methodology for one or two grade spans. An LEA is not required to have a methodology if it has:

- only one school,
- only Title I schools, or

- grade spans that are all exempt. A grade span is exempt if it contains only one school, only non-Title I schools, or only Title I schools.

Source: US Department of Education. 2019. "Supplement not Supplant Under Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act." Accessed March 2023. <https://www2.ed.gov/policy/elsec/leg/essa/snsfinalguidance06192019.pdf>

B. Determining Allowable Costs

Funding must directly support implementation of the school's evidence-based improvement strategy (EBIS) or related planning activities. Allowable expenses can look different for different LEAs.

If the LEA can answer "yes" to the following questions, the costs are *likely* to be allowable:

- Can the LEA articulate how the goods/services purchased support changing adult practices to implement the EBIS?
- Can the LEA articulate how goods/services purchased are impacting leadership regarding making changes that will affect students and the EBIS?
- Did the school receive its full share of local and state funds based on the LEA's methodology (if applicable)?
- Does the cost adhere to the Uniform Grant Guidance, EDGAR, and the LEA policies?

Examples of allowable costs include the following:

- Family and student engagement activities to inform improvement planning or support implementation of an EBIS
- School-level data system implementation activities
- Needs assessment/root cause analysis, which may include
 - Gathering data for needs assessment/root cause analysis (e.g., climate survey, family focus groups, community asset mapping)
 - Contracting for services related to needs assessment (e.g., data analysis support)
- Professional learning related to continuous improvement or implementation of the EBIS, which may include conference fees, consultant fees, or directly hiring a coach to support staff, etc.
- Mental health services for students, if aligned with EBIS
- Appropriately licensed staff or extended contract hours for staff to implement an EBIS
- Materials/supplies/equipment related to an EBIS

VII. Application Information

Note: Step-by-step instructions are available in the [WISEgrants technical assistance document for the application](#).

A. Application

The application contains three interconnected requirements within WISEgrants:

- Uploading a school grant narrative (CSI improvement plan or ATSI Improvement Activities Form) and linking it to an EBIS,
- Entering one or more EBIS for the LEA, and
- Submitting the budget for each approved EBIS.

Evidence-Based Improvement Strategy

The LEA must enter one or more EBIS in WISEgrants so they can be linked to individual school plans/grant narratives. Each EBIS must be approved by DPI prior to budgeting.

Evidence-based improvement strategies implemented under Title I, Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence (Tiers 1–3) as support:

- 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).

To use funds for planning activities, enter “Planning” as an EBIS (this option is available to CSI only with prior approval).

ATSI Grant Narrative (ATSI Improvement Activities Form)

For each school identified for ATSI, LEAs must upload a pdf version of a completed [ATSI Improvement Activities Form](#), providing information about the school’s improvement activities and proposed use of funding.

If funds are used for planning activities, additional documentation is required by the end of the grant cycle to show that the planning activities resulted in selection of an evidence-based improvement strategy that meets ESSA requirements.

CSI Grant Narrative (CSI Continuous Improvement Plan)

For each school identified for CSI, LEAs must upload a continuous improvement plan. This serves as the grant narrative. Schools using the Data Inquiry Journal (DIJ) can export into a pdf document and upload the pdf as the improvement plan.

The continuous improvement plan must reflect evidence of the following:

- Stakeholder engagement in improvement plan development: specifically
 - Teachers, including those for general and special education and English learners,
 - School administrators and other school staff,
 - Students, if age-appropriate,
 - Families (must include representatives of specific student groups present in the school) and,
 - Other stakeholders as appropriate for the local context.
- Use of data to inform the plan: specifically,
 - A school level needs assessment and root cause analysis,
 - A review of resource inequities (this may include examination of LEA-level resources). Schools may refer to the Resource Inequity Data Tool provided by the Wisconsin Department of Public Instruction and available in Secure Access File Exchange (SAFE).
 - CSI identification indicators and data (these are contained in the ESSA Accountability Report).
- At least one goal, aligned with prioritized needs.
- At least one evidence-based improvement strategy (EBIS) that,
 - Aligns with the goal, addressing needs/root causes and,
 - Meets Tier 1, 2, or 3 of the ESSA tiers of evidence.
- Action steps for implementation of the EBIS with fidelity, and
- Action steps to address identified resource inequities.

If the improvement plan does not meet requirements for approval, DPI may offer the option to use funding for planning activities. If funds are used for planning activities, the LEA must submit a revised plan by the end of the grant period.

Budget

Once DPI approves at least one EBIS strategy for a school, LEAs may begin budgeting the costs for that school's approved EBIS. WISEgrants will require LEAs to budget costs for each approved strategy for each school, but the LEA does not need to wait for each school to have all their strategies approved before beginning to budget.

The budget must only contain expenses for the 2023-24 performance period (July 1, 2023 through June 30, 2024). LEAs must complete grant activities and obligate expenses by June 30, 2024.

DPI encourages LEAs to contact their business manager for assistance with the budget portion of the application. LEAs shall adhere to the guidelines set by the Wisconsin Uniform Financial Accounting Requirements (WUFAR), [Education](#)

[Department General Administrative Regulations \(EDGAR\)](#) and the Federal Uniform Grant Guidance.

B. Timeline

June 15, 2023	Recommend LEAs submit CSI improvement plans (schools identified in 2018-19)
August 31, 2023	DPI provides grant guidelines and allocation amounts to LEAs
June 1, 2023	WISEgrants opens for LEAs with schools identified for CSI
August 31, 2023	LEAs submit CSI continuous improvement plans (for schools identified in 2022-23)
End of September	WISEgrants opens for LEAs with schools identified for ATSI; LEAs may begin uploading ATSI Improvement Activities Forms
Four weeks after WISEgrants opens for ATSI	LEAs submit ATSI Improvement Activities Forms
Ongoing	DPI approves EBIS entered in WISEgrants
Mid to late October	WISEgrants budget section opens for LEAs
30 days after budget opens in WISEgrants	LEAs submit budget for approved EBIS
Quarterly	LEAs submit claims for obligated, approved, and liquidated expenses
June 30, 2024	Deadline for obligating CSI/ATSI grant funds
September 30, 2024	Deadline for LEAs to submit Program Fiscal Report (PI-1086) in WISEgrants

VIII. Financial Claims and Unobligated Funds

LEAs may begin submitting claims once the first budget is approved. DPI requires LEAs to submit program fiscal reports (PI-1086) in WISEgrants at least quarterly during the grant period.

DPI does not require LEAs to claim funds at a school level in WISEgrants, but LEAs must maintain records demonstrating that the LEA appropriates, obligates, and liquidates for each school. This documentation is necessary for audit and monitoring purposes. LEAs will also need this level of detail for federal financial reporting requirements such as the Per Pupil Expenditure Report required by ESSA.

The Program Fiscal Report (PI-1086) is due in WISEgrants by September 30, 2024. LEAs should direct all questions regarding financial claims to Ryan Egan, Senior Accountant, at (608) 266-1723 or ryan.egan@dpi.wi.gov.

LEAs must complete grant activities and obligate grant funds by June 30, 2024. LEAs may submit claims for approved budget items supporting strategies that date back to the subaward's period of performance start date as defined on the Grant Award document in WISEgrants. LEAs must submit all budget modification requests to DPI in WISEgrants.

DPI will determine if LEAs can use remaining funds not obligated before June 30, 2024, after final claims are processed in the fall/winter of 2024. DPI may load the amount of unspent funds into WISEgrants for the 2024-25 school year as an amendment to the grant award.

IX. Review and Support

DPI staff will review budgets to ensure costs align with the implementation of the evidence-improvement strategy and all applicable guidelines.

Tailored program support from DPI for each CSI improvement plan will be addressed outside of the grant application guidance.

Continuous improvement support for ATSI-identified schools, including plan approval and monitoring, is the responsibility of the LEA.

X. Resources

- [WISEgrants web portal](#)
- [Spreadsheet of schools identified for Comprehensive, Targeted, and Additional Targeted Support by identification year](#)
- [WISEgrants instructions for the CSI/ATSI Grant application](#)
- [ATSI Improvement Activities Form](#) (to be uploaded in pdf format as part of the grant application)
- [CSI Planning Activities Form](#) (use only after consultation with DPI)

- [Resource Inequity Data Tool](#) (blank) (a version of the tool with customized data is made available in [SAFE](#) annually)
- [Continuous Improvement Resources webpage](#)
- [ESSA School Identifications web section](#)
- [Federal Identifications webpage](#)
- U.S. Dept. of Education Non-regulatory Guidance: [Using Evidence to Strengthen Education Investments](#) (contains explanation of tiers of evidence)
- [ESSA Tiers of Evidence: What You Need to Know](#), from REL Midwest
- [Aligning Evidence-Based Clearinghouses with the ESSA Tiers of Evidence](#), from REL Midwest
- [The Hexagon: An Exploration Tool](#) for reviewing/selecting an EBIS
- [Hexagon Tool Activity](#) for reviewing/selecting an EBIS
- [Developing a Theory of Action](#) podcast/article
- [Davis, Ja'Dell \(2020\). Racial Equity Rubric for Reviewing Evidence](#). Racial Equity in Research and Evaluation Toolkit. Developed in partnership with DPI and the Wisconsin Evaluation Collaborative at UW-Madison.
- [Wisconsin Uniform Financial Accounting Requirements \(WUFAR\) webpage](#)
- [Uniform Grant Guidance webpage](#)
- [Education Department General Administrative Regulations \(EDGAR\) webpage](#)