



Peer Review and Mentoring Grants (PRMG) 2018-19

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Purpose

- Wisconsin school districts required to provide mentors to initial educators
- PRMG funds development and support of local mentoring programs
- A single, one-year PRMG award not sufficient to sustain a full mentoring program
- Consider how best to use funds to support mentoring efforts





General Guidelines and Eligibility

- One (1) year grant period
- Starts July 1, 2018; ends June 30, 2019
- Maximum award of \$25,000 per consortium
- Awardees required to match 20 percent
- Districts and 2(r)/2(x) Charter schools must apply as a consortium; may partner with CESAs
- CESAs may apply independently
- An LEA can serve as a fiscal agent for only one grant per year



Eligible Uses of Funds

- Providing orientation and support seminars to educators and/or mentors
- Providing resources or support for professional learning communities (PLCs)
- Providing training to mentors of teachers, administrators, or pupil service professionals
- Providing direct mentoring support



Teacher Equitable Access Plan for Wisconsin

- The PRMG is an identified support for the Teacher Equitable Access Plan for Wisconsin:
<https://dpi.wi.gov/wi-equity-plan>
- Applications including 9 districts identified as most in need will receive priority
- Applications addressing inequitable distribution of qualified teachers will also receive priority



Mentoring Essentials

- **CESAs offer a statewide mentoring curriculum – Mentoring Essentials**
- **Mentoring Essentials designed to be high-quality and consistent, statewide**
- **Contact CESAs for Mentoring Essentials dates, costs, and registration information**

Application Timeline and Process



Completing the Application

The 2018-19 application has 5 questions:

- VI-A: Statement of Need → What problem are you addressing and how did you decide?
- VI-B: Theory of Action → How does your plan improve instruction and student outcomes?
- VI-C: Program Plan → What are your planned activities? Timeline?
- VI-D: Evaluation Plan → How will you know you were successful?
- VI-E: Allocation → How do you plan to spend the money, including the required 20 percent match?

VI-A: Statement of Need

VI-A. Statement of Need Quality Criteria
The statement of need describes the needs assessment process used to develop the need statement in detail, including background, methods, and conclusions.
The statement of need cites multiple, relevant data sets and evidence (e.g., survey, EE, staffing reports) to support the needs assessment and identified need.
The identified need is directly related to mentoring and/or induction.
Educator and mentor survey data and/or feedback was consulted when conducting the needs assessment.
Educators and mentors provided direct input into the needs assessment and resulting program design. Examples include attending planning meetings and/or providing direct feedback.

VI-A. Statement of Need Rubric Levels			
N/A	Weak	Average	Strong
The application meets none or only one (1) of the quality criteria described above.	The application meets two (2) or three (3) of the quality criteria described above.	The application meets all of the quality criteria described above.	The application meets all of the statement of need quality criteria and describes – in detail – a root cause analysis used to identify strength and growth areas in the topic areas of educator (instructional and/or school leadership) practice, pupil achievement, and/or district induction and retention policy (or other exceptional criteria above and beyond "Average" criteria).

VI-B: Theory of Action

VI-B. Theory of Action Quality Criteria
The theory of action is directly related to mentoring and/or induction, as well as the applicant's stated need.
The theory of action cites relevant research or background information in support of the hypothesis.
The theory of action provides a detailed hypothesis for how to improve instruction and/or school leadership.
The theory of action connects improved instruction or school leadership to improved pupil achievement.

VI-B. Theory of Action Rubric Levels			
N/A	Weak	Average	Strong
The application meets none or only one (1) of the quality criteria described above.	The application meets two (2) or three (3) of the quality criteria described above.	The application meets all of the quality criteria described above.	The application meets all of the theory of action quality criteria, and the theory of action articulates how the PRMG can address growth areas or leverage strength areas identified by the needs assessment and root cause analysis (or other exceptional criteria above and beyond "Average" criteria).

VI-C: Program Plan

VI-C. Program Plan Quality Criteria
The proposed program goal(s) and objectives are written in SMART format (Specific, Measurable, Attainable, Realistic, and Time-bound).
The goals and objectives of the proposed program relate directly to mentoring and the activities are appropriate given the goal(s) and objective(s).
The goals, objectives, and activities align to the needs assessment and support the theory of action.
Activities for each objective are described in detail, including a detailed timeline for the completion of all major program activities within the grant period (July 1 - June 30).
Educators and mentors participate directly in the majority of major program activities (for instance, seminars).

VI-C. Program Plan Rubric Levels			
N/A	Weak	Average	Strong
The application meets none or only one (1) of the quality criteria described above.	The application meets two (2) or three (3) of the quality criteria described above.	The application meets <i>all</i> of the quality criteria.	The application meets all of the program plan quality criteria <i>and</i> identifies necessary resources and staff responsible to effectively carry out the program activities (or other exceptional criteria above and beyond "Average" criteria).

VI-D: Evaluation

VI-D. Evaluation Plan Quality Criteria
The proposal's evaluation plan includes success criteria for each goal and objective.
The proposal's evaluation plan relates directly to the application's theory of action.
The proposal's evaluation plan uses multiple measures to assess the program outcomes.
The proposal's evaluation plan uses relevant measures for evaluating program outcomes. Examples include but are not limited to: Exit tickets for seminars, Educator Effectiveness data for teacher practices, benchmark data for student outcomes, or survey data for perceptions data.
The application addresses the continuation and sustainability of the consortium's program <i>without</i> ongoing PRMG funds.

VI-D. Evaluation Plan Rubric Levels			
N/A	Weak	Average	Strong
The application meets none or only one (1) of the quality criteria described above.	The application meets two (2) or three (3) of the quality criteria described above.	The application meets all of the quality criteria described above.	The application meets all of the evaluation quality criteria <i>and</i> describes how the evaluation results will be used to inform not only potential future grant applications, but also the overall peer mentoring program and/or induction and retention systems (or other exceptional criteria above and beyond "Average" criteria).



VI-E: Allocation

- Not assessed with a rubric
- *Must* be completed, will be reviewed in the internal evaluation
- Should describe how the grant funds will be allocated by all consortium partners, not just how funds will be divided among partners
- Should also describe the allocation of the local match



Review Process

- External and internal reviewers will read each application twice
- When necessary and if possible, scores will be aligned if divergent
- Reviewers will not read applications for which they feel they cannot be objective
- External reviews are informational only; final decisions are made by DPI and the internal review
- Internal reviews will also assess budgets for appropriateness



Completing the Budget - Detail

- **Work with your budget office when completing the grant budget**
- **Ensure you are using the correct WUFAR codes when budgeting**
(<https://dpi.wi.gov/sfs/finances/wufar/overview>)
- **Your budget detail pages should match your budget summary**
- **Provide as much detail as possible!**

Completing the Budget – Summary

Instruction (100 000s)	Support Services – Pupil and Staff Services (210 000s & 220 000s)	Support Services – Administration (230 000s and Above)
Direct instruction to students	Enhance instruction or grant activities	General administration

- **The Budget Summary should match the totals of the Budget Detail subsections**
- **The total budget should add up to no more than \$25,000**
- **Do *not* include your local match in your budget summary**
- **The budget summary is the total grant dollars requested**



Budget Modifications

- Awardees may modify their budgets in the event they need to make changes
- Awardees do not need DPI approval prior to making a spending change of less than 10 percent of a line item
- Budget modification requests should be made in writing 30 days before any planned spending changes.
DPI will approve or deny in 30 days



Claiming Funds

- Use PI-1086 form, found on the DPI website:
<https://dpi.wi.gov/sms/fedaids/pi-1086>
- Awardees claim funds after encumbering or expending the funds
- Claims can be made periodically, but not more frequent than every 30 days
- Final claims due September 30, 2019



Tips

- Reference the rubric when writing your grant! You can find it at on the PRMG webpage (<https://dpi.wi.gov/educator-development-support/support-development/peer-review-mentoring-grants>)
- Fiscal agents CAN include indirect costs at the approved restricted rate
- Write the budget from the perspective of the fiscal agent
- Be sure to accurately describe your consortium's spending in VI-E: Allocation, including the required 20 percent match



Thank you for joining today!

- If you have questions about the PRMG or this webinar, you can contact me at: jacob.hollnagel@dpi.wi.gov

Or

- (608) 266-5195
- You can find all this information on the PRMG webpage: <https://dpi.wi.gov/educator-development-support/support-development/peer-review-mentoring-grants>

Questions?

