

IV. STATE GENERAL ASSURANCES

The Applicant understands and agrees that the following assurances are pre-award requirements generally imposed by state law or regulation, and do not include all state regulations that may apply to the Applicant or its project. **Instructions:** Step 1—Read each assurance that follows; Step 2—Sign and date the certification statement; Step 3—Include signed certification and assurances with the application materials; Step 4—Keep a copy for your records.

Each Applicant is ultimately responsible for compliance with the certifications and assurances selected on its behalf that apply to its project or award.

Assurance is hereby provided that:

1. **Applicant agrees** to comply with all terms and conditions set forth in the grant program’s Application Guidelines document provided with this application. Services provided under this grant will be used to address the needs set forth in the guidelines document. Applicant agrees to implement the activities within the prescribed timeline as outlined in their work plan section of their proposal. Applicant will provide fiscal information within the fiscal year timeline established for new and reapplying programs. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
2. **Legal and Regulatory Compliance:** Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
3. **Allowable Costs:** Costs incurred shall be allowable and meet grant goals and objectives.
4. **Confidentiality:** The Applicant shall comply with provisions applicable to public schools regarding confidentiality of student information for any pupil record created, obtained, or maintained under this grant, regardless of whether those provisions would not otherwise apply to the Applicant but for the Applicant’s participation in this grant. Wis. Stat. § 118.125 (Pupil records).
5. **Conflict of Interest:** No board or staff member of an LEA or CESA may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit. Wis. Stat. § 19.59(1)(a).
6. **Contracts and Procurement:** The Applicant will use its own procurement procedures that reflect applicable state and local laws and regulations.
7. **Cooperation with Evaluation:** The Applicant shall cooperate with the performance of any evaluation of the program by the WDPI or by their contractors. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
8. **Copyright, Acknowledgement, and Publications:** The Applicant/ Recipient will comply with all copyright and materials acknowledgement requirements as addressed in the projects’ grant guidelines. The WDPI reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for WDPI purposes: the copyright in any work developed under this grant; and any rights of copyright to which the Applicant or a contractor purchases ownership with grant support.
- The content of any grant-funded publication or product may be reprinted in whole or in part, with credit to the WDPI acknowledged. However, reproduction of this product in whole or in part for resale must be explicitly authorized by the WDPI. When issuing statements, press releases, and other documents describing projects or programs funded in whole or in part with grant funds, the grant award recipient shall clearly acknowledge the receipt of grant funds in a statement.
9. **Fiscal Control:** The Applicant will use fiscal control and fund accounting procedures and will ensure proper disbursement of, and accounting for, funds received and distributed under this program Wis. Stat. § 16.41 (Agency and authority accounting; information; aid).
10. **Indirect Costs:** If the fiscal agent is allowed to claim indirect costs, the total amount budgeted for indirect costs is limited to and cannot exceed the negotiated indirect rate established with the WDPI. Indirect costs cannot be charged against capital objects.
11. **Programmatic Changes:** The Applicant will obtain the prior approval of the WDPI whenever any of the following actions is anticipated:
 - a. Any revision of the scope or objectives of the project;
 - b. Changes in key persons where specified in the application or grant award;
 - c. A disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director;
 - d. Contracting out or otherwise obtaining services of a third party to perform activities central to the purpose of the award;
 - e. Changes in the amount of approved cost-sharing or matching provided by the grant recipient.
 Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
12. **Record Retention:** The applicant will ensure records created or obtained under this grant are maintained in accordance with the Wisconsin Records Retention Schedule for School Districts, regardless of whether this retention schedule would not otherwise apply to the Applicant but for the Applicant’s participation in this grant. The retention schedule is available online here: <https://publicrecordsboard.wi.gov/Documents/School%20GRS.pdf>
13. **Reporting:** The Applicant will ensure all required financial and program data and information is reported to the WDPI timely on a schedule established by the WDPI. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).
14. **Grant Evaluation:** The Applicant shall ensure that all grant evaluation reporting will be timely on a schedule established by the WDPI. Grant evaluation information provided to the WDPI staff shall accurately assess the completeness of grant goals, activities, benchmarks, and target dates. Wis. Stat. § 35.93; Wis. Admin. Code § PI 38.008 (Grant reporting).

V. PROGRAM SPECIFIC ASSURANCES

Assurance is further provided that:

1. Program information and related materials shall be made available to interested schools and other educational institutions at a reasonable cost.
2. As required in PI 38.04, mentors shall have input into the confidential formative assessment of initial educators and will not be included as part of the school district’s formal evaluation of an initial (or beginning) educator.
3. The recipient(s) shall match at least 20 percent of the grant awarded, as required under s. 115.405 (1), Wis. Stats. The matching funds may be in the form of money, in-kind services, or both.

VI. CERTIFICATION/SIGNATURE

I, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of my knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; that I am authorized by the agency designated in this application to bind the agency to the certifications and assurances contained in this application; and, that the indicated agency designated in this application is authorized to administer this grant.

I FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of my knowledge.

Name of Applicant Agency Authorizer <i>First and Last Name</i>	Title of Applicant Agency Authorizer
Signature of Applicant Agency Authorizer ➤	Date Signed <i>mm/dd/yyyy</i>

VII. READINESS

In this section, describe the stakeholders in place to ensure successful implementation of grant project. *Limit response to space provided.*

1. Stakeholders

Stakeholders include the population to be served, families, community partners, school staff and administrators, as well as agency administrators. Be sure to include stakeholders who demographically represent the target population(s) (i.e., mentors, mentees, district administrators, teachers, principals, etc.).

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

- b. What input did the stakeholders above provide that informed this grant project, especially teachers?
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VIII. PLAN (Needs Assessment)

Identify the need(s) to be addressed with grant funds. Applicants must have an organized and systematic approach to use data for meaningful analysis. Data analysis includes an assessment of the needs experienced by the target population. *Limit response to space provided.*

1. Demonstration of Need

- a. Identify the overall specific need(s) for the target population to be addressed by the grant project. Include the supporting data that is being used to determine the need(s). Specifically, address whether applicant(s) meet the following mentoring requirements from Wis. Admin. Code PI 34.040(5): 1) All beginning teachers have an assigned mentor, 2) All mentors assigned to a beginning teacher have completed department-approved mentor training, and 3) All beginning teachers receive ongoing orientation and support, such as professional development seminars specific to the needs of beginning teachers, that is collaboratively developed by teachers, administrators, and other school district stakeholders.

Example: Beginning special educators in our consortium frequently struggle in their early years with meeting district literacy goals for student achievement and state literacy requirements. We determined this need based on special education subgroup reading outcomes from the Forward Exam.

- b. What is the likely root cause(s) (i.e., factors, resource inequities, opportunity gaps, etc.) contributing to the need(s) to be addressed by this grant project?

Example: Beginning special education teachers often lack knowledge of science-based literacy instructional techniques coming out of preparation programs.

- c. Define your Priority Area(s) or Statement(s) to address the root cause of the needs. How will the program assist initial educators and enhance student instruction? 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? (This is the student outcome priority statement or adult practice priority statement in the Data Inquiry Journal (DIJ). This potentially could be written using the following sentence stem "We believe we can improve ... if we ...")

Example: We believe we can address beginning special education teachers' needs for professional development in the area of literacy instruction if we identify and train new and existing mentors with expertise in science-based literacy instruction to provide specialized feedback.

IX. DO (ACTION PLAN)

Develop an action plan to implement the proposed grant program. The plan must include SMART (Specific, Measurable, Attainable, Relevant and Timely) goals that align with the priority area(s)/statement(s) defined in the needs assessment section 1.c. Applicants may have more than one SMART goal for the same priority area/statement.

For each SMART goal listed, include the action step(s) (i.e., activities to be implemented) to achieve the goal. Action steps may include evidence-based strategies (e.g., activity, strategy, or intervention that demonstrates a positive effect on improving student outcomes and/or adult practices) or other activities to achieve the goal. Applicants may have more than one action step for each goal.

For each action step, list the planned completion date, evidence of completion (description of how the applicant will know the action is complete and often reflects the goal), and the personnel responsible for completing the action. A new row for additional action steps will automatically be created when you press the tab key in the last "personnel responsible" cell.

Action Plan—Example			
Priority Area/Statement and Supporting Data # 1 (This statement should align with VIII. Plan - Section 1.c)			
We believe we can address beginning special education teachers' needs for professional development in the area of literacy instruction if we identify and train new and existing mentors with expertise in science-based literacy instruction to provide specialized feedback.			
SMART Goal to Address Priority Area/Statement #1			
By the end of the 2024-25 school year, beginning special education teachers will increase proficiency with science-based literacy instruction techniques as measured by the Danielson Framework for Teaching components 1a: Applying Knowledge of Content and Pedagogy, 1d: Using Resources Effectively, 1e: Planning Coherent Instruction, and 1f: Designing and Analyzing Assessments to at least Proficient using evidence collected via observations or artifacts.			
Action Step	Timeline/Planned Completion Date	Evidence of Completion	Personnel Responsible
Train Current and New Mentors on science-based literacy instruction.	November 2024	Certificates of Completion from training supplier.	Director of Curriculum and Instruction
Assign science-based literacy trained mentors to beginning special education teachers.	December 2024	Mentor log books	Mentors, Mentees, Director of Human Resources
Provide stipends for mentors and mentees to conduct mentoring activities outside of the regular contract hours.	January 2025 - June 2025	Mentor log books	Mentors, Mentees, Director of Human Resources
Provide science-based literacy professional development to beginning special education teachers.	August 2024 - June 2025	Certificates of completion	Director of Curriculum and Instruction

IX. DO (ACTION PLAN) (cont'd)

Action Plan

Priority Area/Statement and Supporting Data # 1 (This statement should align with VIII. Plan - Section 1.c)

SMART Goal to Address Priority Area/Statement #1

Action Step (i.e., Program Activities)	Timeline/Planned Completion Date	Evidence of Completion	Personnel Responsible

X. STUDY/CHECK

This section describes how applicants will work with the DPI's independent evaluator to support the continuous improvement process to refine, improve, and strengthen the project.

Per grant assurances 7 and 14 (page 2 of this form) and [Wis. Admin. Code PI 38.008](#), the applicant shall cooperate with the evaluation of the grant program by providing DPI with the following information upon DPI's request:

- The number of mentors trained under the grant,
- The number of new teachers (first three years of employment) served by mentors under the grant,
- The names, titles, and professional contact information of mentors and new teachers participating in activities under the grant.

Further, applicants and staff that participated in the grant program may be asked to participate in interviews conducted by the external evaluator as part of the grant evaluation. Describe the continuous improvement process the project will employ to refine, improve and strengthen the project.

1. Evaluation

- a. What data will you collect to monitor the action steps (observations of beginning teacher practice, collection of beginning teacher artifacts [lessons plans, assessments, etc.]?)

- b. Should the data indicate a need for change, what is the process for changing or making improvements to the action steps?
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XII-a. BUDGET DETAIL (cont'd)

Date of Request <i>Mo./Day/Yr.</i>	Applicant Agency	Project No. <i>For revisions only</i>
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5. Other Objects Summary (900s)

a. WUFAR Function Code Only Required for LEAs <i>Indicate for each item listed in column c.</i>	b. Quantity	c. Item Name <i>Include all items budgeted</i>	d. Total Costs
Total <i>Must agree with Other Objects total on Budget Summary</i>			

XII-b. BUDGET SUMMARY					
Applicant Agency	Grant Period		Initial Request	Date Submitted	
	Beginning Date	Ending Date		First Revision	Second Revision
Project Number <i>For DPI Use Only</i>	07/01/2024	06/30/2025			

Budget Revisions: Submit a copy of this page, with appropriate revisions included. (Attach this to a brief letter of justification.) **Note:** Submit request at least **30 days** prior to expenditure of grant monies.

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c1. Purchased Services (300s)			
	c2. Purchased Services (300s) Any single contract over \$25,000			
	d. Non-Capital Objects (400s)			
	e. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Pupil/Instructional Staff Services			
Support Services—Administration (Associated with functions in 230 000 series and above.) Includes general; building; business; central service administration, and insurances.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c1. Purchased Services (300s)			
	c2. Purchased Services (300s) Any single contract over \$25,000			
	d. Non-Capital Objects (400s)			
	e. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Administration			

	TOTAL BUDGET			
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DPI Approval	Signature of DPI Reviewer ➤	Date Signed <i>Mo./Day/Yr.</i>
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XIII. BUDGET NARRATIVE

How will the grant funds be used to address the identified SMART goals during the grant cycle? *Limit response to space provided.*

Describe how the consortium will meet the *required* 20 percent local match to support the identified SMART goal(s) during the grant period? How will the matching funds be split among the consortium (if applicable)?
