2022-2023

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GIFTED AND TALENTED EDUCATION PROGRAM
GRANT INFORMATION

Authorized under Wis. Stats. Sec. 118.35(4)

Wisconsin Department of Public Instruction
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Wisconsin Department of Public Instruction

General Program Information

Program Overview and Purpose of the Funding

As stated in the authorizing statute below, these state grant funds are used to provide gifted and talented pupils those services and activities that are not ordinarily provided in a regular school program. The purpose of this grant is to support systematic and continuous learning opportunities not ordinarily provided in the classroom to meet the educational needs of students with gifts and talents, grades K-12, in the domains of general intellectual, specific academic, creativity, leadership, and/or the visual and performing arts.

Authorizing Statute

Wis. Stat. sec. 118.35(4) From the appropriation under s. 20.255 (2) (fy), the department shall award grants to nonprofit organizations, cooperative educational service agencies, institutions within the University of Wisconsin System, and school districts for the purpose of providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allow such pupils to fully develop their capabilities.

Requirements at a Glance

Eligible Applicants	All Wisconsin public school districts, CESAs, 501(c)(3) nonprofit organizations, and institutions within the University of Wisconsin System.
Application release date	March 24, 2022
Application training materials	www.dpi.wi.gov/gifted
Due date of application	Submit completed PDF application via email to mark.schwingle@dpi.wi.gov no later than May 6, 2022.
Award amount(s)	The allocation for the Gifted and Talented Grant is $474,400. If funded, each successful applicant's award is projected to start at $10,000.
Due Date for Final Report	July 15, 2023
Due Date for Final Claim	September 30, 2023

Competition Summary

Funding Eligibility and Distribution

Applicants are required to demonstrate how all grant activities relate to the purpose listed above.

Preference will be given to applications that focus on the use of research-based culturally and linguistically responsive practices/tools that help reduce disproportionality in the identification of, and instruction for, underrepresented students in order to address the "Excellence Gap" (Plucker, Burroughs, and Song, 2010) and/or advanced performance. These research-based practices/tools may include, but are not limited to, Equitable Multi-Level Systems of Support (i.e., RtI), School-wide Implementation Review–SIR (i.e., RtI Implementation Self-Assessment Tool), U-STARS~PLUS/ TOPS, culturally and linguistically responsive differentiated instruction, Academic Parent-Teacher Teams (APTT), Dual Capacity-Building Framework, and U-STARS~PLUS Family Packets.

Competition Timeline

Due date of application	Submit completed PDF application via email to mark.schwingle@dpi.wi.gov no later than Friday, May 6, 2022.
Notification date (if known)	Within 45 days of the review process being completed
Duration of grant award	July 1, 2022 – June 30, 2023

Rejection of Proposals

The DPI reserves the right to reject any and all proposals received as a result of this announcement and will do so if the proposal does not adhere to funding specifications or application preparation instructions.

Grant Administration

Program Services and Activity Requirements

Eligible Activities:
Systematic and continuous services not ordinarily provided in the classroom for students with gifts and talents, and any training necessary to provide these direct services.

Ineligible Activities:
Grantees may not use funds for the following:
     1. Administrative costs which exceed 15 percent of the grant amount. Administrative costs include such things as: program management, general office services, space rental, office costs, etc.
     2. Capital purchases.
     3. Computer hardware upgrades or maintenance.
     4. Summer programs.
     5. Funding for co-curricular clubs, competitions, or activities.

Note: Because of limited available funds, forming a consortium (e.g., CESA and LEA(s), multiple CESAs, multiple LEAs) is strongly encouraged.

Evaluation Requirements
Each grant recipient must report annually to the DPI regarding progress in fulfilling the purposes and activities outlined in the approved application and budget. Grant recipients will be notified near the end of the grant term about final reporting requirements.

Fiscal Management Requirements
All funds for the project must be expended by the end of the grant period (i.e., June 30, 2023).

After the initial budget has been approved, any changes to the spending outlined in the original budget must be approved by DPI.

A local match is not required for this grant.

Special Directions for 501(c)(3) Nonprofit Organizations ONLY: Attach a copy of the organization's IRS federal tax exemption determination letter. Public schools, CESAs, and institutions within the University of Wisconsin System do not need to submit this documentation.

Application Detail and Instructions

General Instructions

Throughout the entire application, be sure to limit responses to the space provided. Be aware that Times New Roman – 10pt font is the default font used throughout the application. *When entering dates be sure to use the Date Picker or manually type in the date with dashes (e.g., 3-31-2021) or slashes (e.g., 3/31/2021) or the date that populates may be incorrect.*

For all the items below, use the rubric as a guide since it outlines each specific criteria in more detail.

I. **General Information**. Provide all required information. A local match is NOT applicable for this grant. If indicating there is a consortium, be sure to include the separate consortium form with all applicable signatures.

II. **Overview.** DPI shares the purpose and priorities for this grant.

III. **Abstract**. Summarize the proposal and make sure to address the targeted population, the key needs, and what the project ultimately seeks to implement. Recommendation: write the Abstract *after* completing the remainder of the application.

IV. **Assurances**. Read and reflect so all compliance requirements are understood.

V. **Program Specific Assurances**. Any additional requirements will be listed here, when applicable.

VI. **Certification/Signature**. Review the assurances and certification sections and include the signature and all supporting information.

VII. **Readiness**.
1a. Identify stakeholders and the stakeholder roles
1b. Identify what input stakeholders had that informed this project.
1c. Identify what input stakeholders will have if the project is funded.

VIII. **Plan**.
1a. Identify the overarching need(s) and provide supporting data related to the need(s).
1b. Identify the likely root cause(s) that contribute to the needs that this proposal seeks to address.

1c. Identify the Priority Area(s) or Statement(s). This will describe your proposed approach(es) to address the root cause(s) and overall need. Use the sentence stem noted in the grant application as a guide. More than one Priority Area or Statement can be included, when applicable.

IX. **Do (Action Plan)**. NOTE: Only one action plan is required. Four are available in case there are multiple priority areas/statements, or for situations where there is one priority area/statement but more than one SMART goal for it. Be sure to complete each section and do as many action steps as needed for that particular priority area/statement/SMART goal. Note that the Action Plan should use the exact same Priority Area/Statement from Plan 1c. Additional guidance on writing SMART goals is included in the Appendices section of this document.

X. **Study/Check**.
1a. Describe what data will be collected, about which group(s) of students, how it will be collected, and how it will be analyzed.
1b. Describe how data will be analyzed to determine a need for a change. Describe how changes to the action step(s) would occur, when needed.
1c. Describe how the evaluation data will be shared with the public, including external stakeholders.

XI. **Act**.
1a. Describe how the funds will be used effectively in relation to existing or available initiatives or programs that are being supported by local, state, or federal funds.
1b. Describe the protocols for ongoing communication with stakeholders.
2a. Describe the policies or procedures that can help sustain the grant work beyond the grant period.

XII. a. **Budget Detail**. Complete each section, as needed. Note: Budget Details and Definitions are further described in the Appendices section of this document.
b. **Budget Summary**. Complete each section, as needed.

Application Review Process

There will be both an external and internal review process. The reviewers will review each application using the application rubric. All applicants will be notified after final funding decisions are made.

Appendices

- ❏ Application Definitions and Terms
- ❏ Budget Detail and Definitions
- ❏ SMART goals examples and guidance

Application Definitions and Terms

Applicant Authorizer: An Agency 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.

Continuous Improvement Process (CIP): Continuous improvement is an ongoing cycle through readiness, plan, do, study/ check, and act. DPI has developed a CIP Rubric: https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/CIP_rubric_draft.pdf as a tool to assist LEAs and educational agencies in learning about the continuous improvement process. To learn more about the CIP, applicants are encouraged to talk to their CESA's TA Network contact: https://dpi.wi.gov/continuous-improvement/resources-supports/ta-network. For more resources on continuous improvement, applicants may also visit this DPI webpage: https://dpi.wi.gov/continuous-improvement/resources-supports.

Data Inquiry Journal (DIJ): The DIJ is an interactive tool to lead educators through data inquiry and improvement planning. For more information on the DIJ, visit: https://dpi.wi.gov/continuous-improvement/resources-supports or the DIJ at a glance document: https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/DIJ_At-A-Glance_Update_5-16-19.pdf.

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.

Priority Area(s) or Statement(s) - Each priority area or statement 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? Note: this is the student outcome priority statement or adult practice priority statement in the Data Inquiry Journal (DIJ). The priority area or statement could be written using the following sentence stem, "We believe we can improve … if we …."
> *Example: We believe we can begin to improve the stark gap between the grades 3-5 Forward results for students who are economically disadvantaged, English learners, twice-exceptional, and/or students of color if we create systematic services and activities for gifted/talented pupils in the above groups. These services and activities will be*

created with input from local stakeholders and will be responsive to local student demographics, curriculum, resources, and needs.

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.

Examine resource distribution as it applies to the grant project in the following key areas:
- Access to high-quality and appropriately licensed educators
- Access to a full range of courses
- High-quality instructional materials
- Distribution of funding
- Family engagement

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.

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.

Other Relevant Budget Definitions and Terms

Matching Costs (if applicable) - Describe the Source of Matching Funds (actual dollar amount) List all sources of matching funds. Matching funds may include in-kind facility, administrative support staff, and/or organizational costs (phone, laptop rental, etc.).

Direct costs - Costs that are incurred when the applicant agency spends money in excess of what is funded by the grant. As an example, perhaps $500 was approved for materials in the grant. If the applicant agency actually spent $700 for materials, the difference not paid by the grant may be used as matching funds.

In-kind costs - Typically services provided by the applicant agency or community that help to carry out approved grant activities. Such as, telephone use, computers, desks, staff volunteer hours, maintenance, and rent. These may also be used as matching funds.

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 1 year after completing the program as measured by a follow-up survey.* A more realistic objective might be: 5*0 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).