



Transition Readiness Grant Guidelines
2022-2023 School Year

Wisconsin Department of Public Instruction
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Special Education Team
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<https://dpi.wi.gov/sped/topics/transition/transition-readiness-grants>

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General Program Information

Program Overview and Purpose of the funding

The Transition Readiness Grant (TRG) program was established in FY 19 to assist districts and charter schools under Wis. Stat. § 118.40(2r) and (2x) in expanding capacity to provide transition services for pupils with disabilities. School districts and charter schools under Wis. Stat. § 118.40 (2r) and (2x) are eligible to compete for funding for FY 23 that supports **evidence-based practices** related to successful transition from high school for students with Individualized Education Programs (IEPs). The \$1.5 million fund will support transportation options (including contracted services or vehicle services), Competitive Integrated Employment (CIE) training programs, post-secondary tuition or supports for students, and transition training for certified staff members and paraprofessionals. Grants awards must be **not less than \$25,000, and not more than \$100,000**. Substitutions for a funding category will not be allowed.

Authorizing Statute

[Wisconsin State Statute 115.885](#)

Requirements at a Glance

Application Requirements	Details
Eligible Applicants	All school districts and 2r and 2x charters under Wis. Stat. § 118.40 with a secondary population are eligible to apply.
Due date of application	April 28, 2022
Notification date (if known)	Approximately July 1, 2022
Award amount(s)	\$25,000-\$100,000
Duration of grant award	July 1, 2022 - June 30, 2023
Program contacts	Alicia Reinhard Alicia.reinhard@dpi.wi.gov 608-266-1146
Purpose of funding	To support Wisconsin school districts to expand transition services for students with IEPs.

Competition Summary

Funding Eligibility and Distribution

- Department funding priorities
 - Applicants who have not previously received a grant award
 - Applicants who can demonstrate sustainability of transition services since previous award

- Length of funding
 - Allowable expenses must be incurred between July 1, 2022 – June 30, 2023

- Funding Categories: Evidenced Based Transition Services

Award Option	Award Funding Available
Transportation Options	Three funding options. Select one: \$5,000 per grant award \$10,000 per grant award \$25,000 per grant award
Competitive Integrated Employment (CIE) Training Programs	\$10,000/student
Post-Secondary Tuition or supports for Students	\$1,000/student
Transition Training for Staff Members *Must be aligned to the root cause statement(s).	\$1,000/staff member

Competition Timeline

Date	Application Process Milestones
February 21, 2022	Application released via the Transition Readiness Grant web page.
March 4, 2022	Q&A Webinar; 9:00-10:00am Click on this meeting registration link to register for this event.
April 28, 2022	Applications due via email to carolyn.kiefer@dpi.wi.gov by 11:59pm.
July 1, 2022	Anticipated notice of funding available to recipient districts.

Grant Administration

Program Services and Activity Requirements

Required activities

- An approved budget must be in file with the Wisconsin Department of Public Instruction (DPI) prior to submitting a claim for reimbursement

Allowable activities

- The TRG program is coded under Fund 27 and therefore must only support special education students and needs.

Unallowable activities

- Activities funding general education.

Evaluation Requirements

Grant recipients will be required to submit a grant summary via Google form evaluating the impact of the grant funds on the root cause statements submitted in the grant application. This form will be provided by a DPI staff member in May 2023 and will be required to be submitted no later than June 30, 2023.

Fiscal Management Requirements

Funds Acquisition Process

- Funds awarded under this grant program will need to be expended between July 1, 2022, and June 30, 2023.
- Grant recipients will need to expend the funds and then claim for reimbursement.
- Grant recipients should claim at least two times per year via the [Program Fiscal Report \(PI-1086\)](#).
- An approved budget must be on file with the DPI prior to submitting a claim for reimbursement.

Fiscal Implications

- All expenditures are recorded as Project 451, Fund 27. Revenue is recorded as Source 630, Fund 27 meaning TRG funds will not increase the Local Education Agency's (LEA) local MOE level.
- Revenue received should offset any expenditures coded to this new state grant project code and thus would not impact the LEA's Fund 10 to Fund 27 transfer.
- No indirect costs are allowable under the TRG program.

Application Detail and Instructions

General Instructions

Application Instructions: The following sections outline instructions for completing each section of the TRG application. Each section of the application must be completed. Incomplete applications will **not** be accepted. Electronic signatures are accepted and preferred for the TRG application.

- I. General Information
Enter contact information for the primary project contact and a fiscal contact for the school district. Identify the total funds requested and if the district has previously received a Transition Readiness Grant award.
- III. Abstract
Summarize the grant proposal making sure to address the target population and key transition needs. If previously a recipient, describe how transition services have been maintained since the last TRG award. Responses in this section should be limited to 1,000 characters.
- V. Certification/Signature
A signature is required in this section from an individual within the school district who is authorized to direct the use of grant funds to support transition services for students with IEPs. For example, this may be the signature of the District Administrator or the Director of Special Education.
- VI. Consortium Verification
Districts submitting a consortium application must complete this section. If the applicant is not part of a consortium, this section may be skipped. In the case of a consortium application, the administering agency will act as the fiscal agent for the grant funds. The fiscal agent will be responsible for incurring costs, submitting claim for reimbursement, and distributing applicable funds to other consortium members.
- VII. Plan
In this section the applicant agency will identify the need(s) to be addressed with grant funds. The student outcome priority statement(s) should identify a target population for the grant project and include supporting data. It is possible to identify more than one student priority statement in this section. Applicants will also need to analyze the root causes of the priority statements and data referenced in this section. Limit responses in this section to 4,000 characters each. For support completing the data analysis visit the Application Support section of the [TRG webpage](#).
- VIII. Grant Proposal
Based on the student priority statements and root causes identified in section VII, select award options from the four evidenced based TRG funding categories. To complete the chart, applicants enter the number of requests for each category (only one request is allowable under transportation options) and enter the total

amount requested at the bottom of the chart. To find the total amount requested, multiply the award funding available by the number of requests and find the sum of the selected categories. Total amounts requested must be between \$25,000-\$100,000 per Wisconsin State Statute 115.885.

IX. Act

Using the funding categories selected in section VIII. Grant Proposal, write practice priority statements that identify the intended impact of the grant funds. Applicants should be sure to reference both systems and adult practices to be improved by accessing grant funds. In addition, reference how grant funds will align with existing resources and any inequities that exist within or across current district resources. If the applicant applied for training for staff members in section IX, the response should include the content of training desired and how it will impact adult practice within the district. Limit responses to 4,000 characters per section.

For applicants that selected the funding category of Competitive Integrated Employment (CIE) Training programs, reference the following criteria for allowable programs under this category. Examples of such programs include Project SEARCH or vocational training programs at Wisconsin Technical College campuses. Applicants may also create individualized programs for students as long as they meet the criteria described below. Applicants should describe the CIE program they are selecting in this section.

CIE training program criteria:

The program must include both a course work and community-based employment experience that meets the definition of CIE per the Workforce Innovations and Opportunity Act (WIOA). The WIOA defines competitive integrated employment as full or part time work that is paid at minimum wage or higher and at the same rate as other employees doing similar jobs or, if self-employment, yields income comparable to persons without disabilities doing similar tasks. In addition, the WIOA's definition of competitive integrated employment includes having 1) the same benefits as those provided to other employees, 2) opportunities to interact with persons who do not have disabilities and who are not in a supervisory role to them, and 3) opportunities for advancement as appropriate.

X. Study/Check

Describe how the grant project will be evaluated. Applicants should identify what data will need to be collected and which procedures will be utilized for reviewing that data throughout and following the grant period. Grant recipients will be required to submit an evaluation summary to the DPI no later than June 30, 2022. Limit responses in this section to 2,000 characters each.

- ❑ XI. Readiness
Described plans and procedures that will enable the services to be sustained beyond the grant period. Previous grant recipients should be sure to reference how services have been sustained since the last grant award. **This will be a scoring priority for previous recipients of a TRG award.** Limit responses in this section to 2,000 characters.
- ❑ XII-a. Budget Detail
Based on the categories selected in section VIII. Grant Proposal, complete the applicable budget detail pages. See [the TRG Coding Guidance document](#) for more information on WUFAR combinations open for the TRG program.
- ❑ XII-b. Budget Summary
Summarize the budget details on the budget summary page in the applicable WUFAR function and object section. Applicants should ensure the total budget matches the total amount requested in section VIII. Grant Proposal.

Submission process

- ❑ Applications should be submitted via email to Carolyn Kiefer at Carolyn.Kiefer@dpi.wi.gov no later than 11:59pm on **Thursday April 28, 2022**. Electronic signatures are accepted for the TRG application.

Application Review Process

- ❑ Applications will be reviewed from approximately May 1st- June 1st. Applications will be reviewed using the universal grant scoring rubric by a peer review committee made up of the DPI staff members and transition partners.
- ❑ Grant awards will be prioritized for applicants who have not previously received a grant award.
- ❑ Previous grant recipients are encouraged to apply. More than 40% of FY 22 grantees previously received a TRG award. Scoring will be prioritized for those previous recipients that can demonstrate evidence of how transition services were sustained since the previous grant award.
- ❑ [2022-2023 Transition Readiness Grant Uniform Scoring Rubric](#)
- ❑ Incomplete applications will not be accepted.
- ❑ Grant awards must be between \$25,000-\$100,000 per Wisconsin State Statute 115.885. Grant proposals for total amounts outside this range are subject to be changed by grant review committee.

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 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.

Student Outcome Priority Statement - A student outcome priority statement identifies the need(s) of the target population for this grant project. It includes specific supporting data (e.g., interim and summative student data, including disaggregated data for relevant student subgroups; qualitative data, educator practice data, formative assessment data, etc.) used to determine need.

Example for a multi-year grant project: Based on the state Forward English Language Arts (ELA) exam in grades 3-8 in 2015-16 through 2017-18, students with disabilities (SwD), who make up over 21% of the student population—more than the average of 14%—are underachieving in ELA persistently each year, as compared to their non-disabled counterparts (SwD).

Practice Priority Statement- A practice priority statement explains what the applicant hopes to accomplish (based on needs assessment). This may include adult practices or system changes. It is possible for an applicant to identify more than one student outcome priority statement. Practice priority statements use a format such as “we believe we can improve.....if we.....”

Example: We believe we can see a decrease in the dropout rates of black students with disabilities by providing access to more Career and Technical Education opportunities. We will accomplish this by:

- *Purchasing a vehicle to support transportation to community-based work experiences.*
- *Enrolling 5 students in CIE training programs at the local technical college.*

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.

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

Continuous Improvement Process (CIP): Continuous improvement is an ongoing cycle through readiness, plan, do, study/ check, and act. The 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.

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 the 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) and list all sources of matching funds. Matching funds may include in-kind facility, administrative support staff, 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.