



# 2024-26

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Stronger Connections Grant Guidance

**Wisconsin Department of Public Instruction**

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# General Project Information

## Project Overview and Purpose of the Funding

The purpose of the Bipartisan Safer Communities Act (BSCA) Stronger Connections Grant is to support eligible high need local education agencies (LEAs) in establishing safe, healthy, and supportive learning opportunities and environments for students.

LEAs awarded the BSCA Stronger Connections Grant must utilize these grant funds to implement comprehensive, evidence-based strategies that meet each student’s social, emotional, physical, and mental well-being needs; create positive, inclusive, and supportive school environments; and increase access to place-based interventions and services. LEAs participating in this grant will engage in local decision making and meaningful consultation with educators, staff, students, parents, families, and community members on allowable uses of funds to be used for activities that foster safe, healthy, supportive, and drug free environments and support students’ academic achievement.

## Authorizing Statute

The [Bipartisan Safer Communities Act \(BSCA\)](#) was signed into law by President Biden on June 25, 2022. The Wisconsin Department of Public Instruction (WDPI) was allocated \$12.5 million to administer a BSCA Stronger Connections competitive grant to high-need Local Education Agencies (LEAs) to support safe and healthy students under [section 4108](#) of the Elementary and Secondary Education Act (ESEA).

## Requirements at a Glance

Eligible Applicants	<p>Eligible Applicants are high-needs LEAs as determined by the WI Department of Public Instruction. <a href="#">The following districts meet the criteria below and are eligible to apply.</a></p> <p>High needs LEAs for the Stronger Connections grant are defined as:</p> <ol style="list-style-type: none"><li>1. LEAs with 500 or more students who are economically disadvantaged or 40 or greater percentage of students who are economically disadvantaged, AND</li><li>2. one of the following criteria:<ul style="list-style-type: none"><li>● 10% or greater chronic absenteeism, or</li><li>● 250:1 or higher student to SBMH professional ratio, or</li><li>● 1 or greater per capita shortage of SBMH professionals, or</li><li>● 2 or more exclusionary discipline incidents per 100 students/year, or</li><li>● 2 or more students with IEPs subject to seclusion or restraints.</li></ul></li></ol>
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Equitable Services for Private Schools	Eligible high needs LEAs that apply for the Stronger Connections grant must consult with all private schools within the district boundaries.									
Notice of Intent to Apply (Non-binding)	Send an email to <a href="mailto:StrongerConnections@dpi.wi.gov">StrongerConnections@dpi.wi.gov</a> by October 31, 2023 if the LEA intends to submit an application. This request is a courtesy and is non-binding.									
Due Date of Application	Submit via Qualtrics by 4:00 p.m. on Wednesday, November 15, 2023.									
Notification Date	Districts will be notified of funding status in February 2024.									
Award Amount	<table border="1"> <thead> <tr> <th>Category</th> <th>K-12 Enrollment</th> <th>Maximum One-time Award</th> </tr> </thead> <tbody> <tr> <td>Large</td> <td>≥3,000</td> <td>\$400,000</td> </tr> <tr> <td>Small</td> <td>&lt;3,000</td> <td>\$300,000</td> </tr> </tbody> </table>	Category	K-12 Enrollment	Maximum One-time Award	Large	≥3,000	\$400,000	Small	<3,000	\$300,000
Category	K-12 Enrollment	Maximum One-time Award								
Large	≥3,000	\$400,000								
Small	<3,000	\$300,000								
Duration of the Grant Award	February 1, 2024 – September 30, 2026									
Number of Awards	Approximately 35 awards will be issued.									
Project Contacts	Please see the <a href="#">Stronger Connections website</a> for project contacts.									
Questions?	Contact <a href="mailto:StrongerConnections@dpi.wi.gov">StrongerConnections@dpi.wi.gov</a> .									
Purpose of Funding	The purpose of the BSCA Stronger Connections Grant is to support eligible high need LEAs in establishing safe, healthy, and supportive learning opportunities and environments for students.									

# Competition Summary

## Funding Eligibility and Distribution

### Who is Eligible?

[The following Wisconsin public school districts and independent \(2x and 2r\) charter schools meet the WDPI definition of high needs LEA.](#)

High needs LEAs for the Stronger Connections grant are defined as:

1. LEAs with 500 or more students who are economically disadvantaged or 40 or greater percentage of students who are economically disadvantaged, AND
2. one of the following criteria:
  - 10% or greater chronic absenteeism, or
  - 250:1 or higher student to SBMH professional ratio, or
  - 1 or greater per capita shortage of SBMH professionals, or
  - 2 or more exclusionary discipline incidents per 100 students/year, or
  - 2 or more students with IEPs subject to seclusion or restraints.

### Equitable Services for Private Schools

Title IV, Part A of the ESEA, requires that timely and meaningful consultation occurs between the LEA and appropriate private school officials regarding how to provide equitable and effective programs for eligible private school students, 20 U.S.C. § 7881(c).

All applicants are required to consult with each private school located within the district boundaries prior to submitting an application for funds. LEAs must collect a Stronger Connections Equitable Services Form from each private school within the LEA boundaries. The Affirmation of Consultation with Private School Officials form can be accessed [here](#).

The following [calculator](#) can be used to help determine the approximate equitable share.

### Funding Priorities

Applicants that have completed a needs assessment and clearly define need beyond eligibility criteria, prioritize under-resourced student populations and have identified evidence-based strategies to be implemented. Geographic distribution will also be considered.

### Length of Award

Funding will begin February 1, 2024, and end September 30, 2026.

### Tier of Eligibility

The Department of Public Instruction (DPI) will award funds on a competitive basis in two categories based on the school district enrollment.

Proposals will be evaluated within their specific enrollment category. Districts will be eligible for a one-time grant award of no more than the maximum award detailed below.

Individual districts should use K-12 public school enrollment from the third Friday of September 2023 count to determine their funding level.

Category	K-12 Enrollment	Maximum Award
Large	≥3,000	\$400,000
Small	<3,000	\$300,000

Applicants should request an amount, **up to** the maximum award for their enrollment funding tier. The amount requested should reflect the funding necessary to implement the grant plan, and the capacity of the grantee to fully spend the requested fund by the project period end date of September 30, 2026, inclusive of the Tydings period. Grant reviewers will review the budget narrative to determine if the amount requested is reasonable and necessary and if it supports the identified goals of the plan.

### Competition Timeline

October 2023	Competition Materials and DPI Webinar posted to DPI's <a href="#">Stronger Connections website</a> .
October 31, 2023	Send an email to <a href="mailto:StrongerConnections@dpi.wi.gov">StrongerConnections@dpi.wi.gov</a> by October 31, 2023 if the LEA intends to submit an application. This request is a courtesy and is non-binding.
November 15, 2023	Applications must be submitted via Qualtrics by 4:00 p.m. on Wednesday, November 15, 2023. Applications submitted after this date will not be accepted.
February 2024	Districts notified of funding status.

# Grant Administration

## Project Services and Activity Requirements

### Allowable Activities

The allowable activities under the Stronger Connections Grant must align with [Section 4108 of the Every Student Succeeds Act](#). The [BSCA Stronger Connections Frequently Asked Questions](#) (non-regulatory guidance) document provides answers to frequently asked questions along with discussing allowable activities. As your district examines data collected as part of your program review and needs assessment, there should also be consideration given to making connections to other state and federally funded prevention initiatives to ensure good stewardship of federal dollars and enhance sustainability (ESEA section 4106[d]), (ESEA section 4103[c][2][C][i]).

Evidence-based strategies are highly encouraged for this grant. Some training initiatives provide opportunities for grantees to use grant funds to implement effective, research-based strategies at much lower costs than those that may be found in the open marketplace, including: Compassion Resilience, Screening, Brief Intervention, and Referral to Treatment (SBIRT), DBT Skills for Schools: Steps A; Restorative Practices; Youth Mental Health First Aid, Question, Persuade, Refer (QPR), etc. Please see the Wisconsin Safe and Healthy Schools (WISH) Center training calendar for more information, <http://www.wishschools.org/training/>. Many of these are appropriate strategies to include in your Stronger Connections grant proposal, should the program and data assessment reveal there are corresponding areas of need locally.

## Evaluation Requirements

### Data Reporting or Evaluation Requirements

Districts receiving Stronger Connections grant funding are required to submit an annual End-Of-Year (EOY) report and a final claim. Districts also agree to participate in any evaluation activities required by the Department of Education.

For questions regarding end-of-year reporting, email [StrongerConnections@dpi.wi.gov](mailto:StrongerConnections@dpi.wi.gov).

## Fiscal Management Requirements

Expenditures must follow Federal Uniform Grant Guidance ([UGG](#)) requirements.

Expenses must be:

1. Reasonable and necessary to implement the proposed grant plan.
2. Allocable to the source of the funds.
3. Supplemental. Federal funds can not supplant expenses currently covered by existing funding sources.

*Allowable Costs:* Costs associated with allowable grant activities can be funded through this grant and must be found in the grant plan. These costs might include salary, fringe, purchased services, approved capital and non-capital objects.

*Allowable Costs with Expenditure Limits:*

- Costs associated with mental health treatment (see [Guidelines for Using State & Federal Funds for Mental Health and AODA Treatment Costs for Youth](#) for details of this cost



item).

- Capital and non-capital safety equipment such as security cameras and vape detectors are limited to 20 percent of the total award.
- Food limited to that which is required for activities such as cooking classes and reimbursement for staff in travel status for training.
- Incentives limited to 2 percent of the total award and must be aligned with a high leverage activity included in the action plan. This resource provides examples of [high leverage activities](#).
- Costs associated with administrative oversight of Stronger Connections grant activities such as the budget and consultation for equitable participation is capped at 5 percent of the total award.

*Unallowable Cost:* Entertainment, gift cards, construction, vehicles, medication, and traffic control.

*Allowable Costs Questions:* Questions on allowable costs should be directed to the program email inbox at [strongerconnections@dpi.wi.gov](mailto:strongerconnections@dpi.wi.gov).

*Fiscal Contact:* For more information, please contact Glenn Aumann at [glenn.aumann@dpi.wi.gov](mailto:glenn.aumann@dpi.wi.gov).

# Application Detail and Instructions

## General Instructions

Applications must be submitted via Qualtrics no later than 4:00 p.m. on Wednesday, November 15, 2023.

## Section-by-Section Description

Below is a section-by-section description of the Stronger Connections grant application, which can be located on the [Stronger Connections website](#).

- I. **General Information** - Identify the applicant agency that will serve as the fiscal agent for the grant proposal and provide contact information.

*Not Scored*

- II. **Abstract** – Provide a brief summary statement about your proposed two-year project. Address your targeted population, include the key needs and planned implementation approach(es). Limit response to 2,500 characters.

**Score 0-2**

*Exemplary (2 points): The project abstract included all necessary information: the scope of the project, the target population(s), summary of the key needs, and the planned implementation approach(es) including evidence-based improvement strategies (EBIS).*

- III. **Grant Assurances**  
**Certification Regarding Lobbying** – Required of all federally funded grants. This signature affirms that federal funds are not being used to support lobbying activities.

*Not Scored*

**Federal General Assurances** – Contains assurances that are specific federal grant programs. By signing the certification/signature on this form, it demonstrates that the applicant agrees and is accepting responsibilities for compliance with the assurances that are attached to this application.

**Program Specific Assurances** – Contains assurances that are specific to the Stronger Connections Grant project. By signing the certification/signature on this form, it demonstrates that the applicant agrees and is accepting responsibilities for compliance with the assurances that are attached to this application.

**Certification/Signature** – Form must be signed by your district or charter administrator.

**Equitable Services for Private Schools-** Eligible high needs LEAs must provide meaningful and ongoing consultation with private schools within the LEA boundaries. Consultation should include the identification of high need student groups and allowable activities in [section 4108](#) of ESSA. The following [calculator](#) can be used to help determine the approximate equitable share. Note that applicants should provide a total amount of private school set-aside in the budget narrative.

LEAs must collect a [Affirmation of Consultation with Private School Officials](#) form from each private school within the LEA boundaries. This form indicates whether the private school would like to participate and if yes, summarizes the needs of that private school for inclusion in the application. While these forms will not be collected as part of the application submission, LEAs must certify that this process occurred in the Grant Assurance section of the application.

**A signature is required of all applicants.** The Equitable Services for Private Schools section certifies that each private school within the LEA boundaries was consulted regarding the Stronger Connections Grant. The applicant must list the private schools that wish to participate should the LEA be awarded funds. The LEA must also summarize the overall needs of the participating private schools. This is a summary of information collected on the [Affirmation of Consultation with Private School Officials](#) form(s) that must be kept on file at the LEA. The ESSA Ombudsman and DPI staff reserve the right to review these forms at any time.

**LEAs without private schools** within the LEA boundaries must also provide certification and signature in this section.

*Not Scored*

**IV. Readiness** – Describe the stakeholders and communication structures in place to ensure a successful implementation of the Stronger Connections grant project. Limit response to 2,500 characters.

**1. Stakeholders** include the population to be served, families, community partners, school staff, and administrators, as well as agency administrators. The responses should take into consideration stakeholders who demographically represent the target population(s) being served in the Stronger Connections grant.

**1a.** Who are the stakeholders identified for the Stronger Connections grant project, and what are the roles of each stakeholder or stakeholder group in the implementation of the grant project?

**Score: 0-4**

**Exemplary (4 points):** *The stakeholder team and corresponding roles were clearly described. These stakeholders represent students in the community who are most at risk and in need of services and support and have been historically or are currently under-resourced.*

**1b.** How have stakeholders been engaged in the development of the Stronger Connections grant project and what input did the stakeholders provide that informed the Stronger Connections grant project?

**Score: 0-4**

**Exemplary (4 points):** *There was an in-depth description of stakeholder engagement, including a description of the stakeholder engagement process(es), which ultimately elicited detailed input that informed the proposed grant project.*

**1c.** How will stakeholders continue to provide input if the grant project is funded?

**Score: 0-4**

**Exemplary (4 points):** *There was an in-depth description of future stakeholder engagement that clearly addressed how the stakeholder engagement elicited detailed input that informed the proposed grant project. Ongoing (e.g., monthly) meetings are planned and specific meeting topics and meeting protocols have been identified for continuous improvement of the project.*

- V. Plan** – 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 2,500 characters.

**1. Demonstration of Need** –

**1a.** Identify the overall specific need(s) for the target population to be addressed by the grant project.

Conduct a detailed needs assessment utilizing local data, to identify what needs and gaps are present in order to establish safe, healthy, and supportive learning opportunities and environments for students. A need is the “gap between what is and what should be”.

This needs assessment should also indicate the students that are most in need of services and supports. While all students are to benefit from the plan implemented with these grant funds, applicants will receive a greater score on this question if under-resourced student groups are identified.

- Use as many local sources of data as possible to identify the greatest needs and the gaps in services that exist. Local data can include school or district data, and community and county data. Comparisons to statewide metrics can be helpful, when available.
- The focus of the application is on equitable access of resources for under-resourced populations. **(Note that this question is weighted x2.0)**

**Score: 0-4**

**Exemplary (4 points):** *There was a strong description of the overall need, the applicable supporting data, and the organized and systematic approach to use the data for meaningful analysis. Students most in need and those that are under-resourced were specifically identified as a target population/s of this project.*

**1b.** 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? The response should clearly identify likely root cause(s), focus on areas of strength in relation to the area(s) of need, and the root cause(s) should fit naturally with the student needs identified in the proposal. **(Note that this question is weighted x2.0)**

Analyze your data to determine the factors, resource inequities and opportunity gaps that are the root cause(s) of the needs you identified above.

**Score: 0-4**

**Exemplary (4 points):** *The likely root cause(s) was clearly identified, focuses on areas of strength in relation to area(s) of need and fits naturally with the outlined need(s).*

*Substance Use Root Cause Example:* The predominant factor(s) related to increased AODA suspensions, expulsions and not returning to school might include a lack of prevention or early intervention or education, limited alternatives for substance use code violations, etc.

For tools and information to conduct a Root Cause Analysis, see Bowman, A., & Austin, K. (2022). *Facilitating Improvement Professional Learning Modules—Module 5: Root cause analysis and challenging assumptions [Workbook]*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West.

**1c.** Define your Priority Area(s) or Statement(s) to address the root cause of the needs. Using your data and root cause analysis, identify the priority areas that this grant project will focus on. These priority areas will be addressed in your action plan. Priority statements should use this format: “We believe we can \_\_\_\_\_ if we \_\_\_\_\_.” **(Note that this question is weighted x2.0)**

Example: We believe that we can increase the number of students that feel like they belong at school and close the gap in feelings of belonging for sexual minority youth if we: Implement a program for increasing peer to peer student connection by restructuring the school schedule to include a flexible period for program implementation. Implement the Compassion

Resilience Toolkit within the district to address staff burnout and turnover. Provide job embedded coaching and support to school staff on trauma sensitive and culturally responsive classroom practices so school staff will be better able to translate professional learning into practice.

**Score: 0-4**

**Exemplary (4 points):** *The priority area(s) or statement(s) was clearly identified, focuses on areas of strength, and it fits naturally with the outlined root cause(s).*

- VI. Do (Action Plan)** – Develop a **two-year** action plan to implement the proposed grant project. The plan must address identified needs and root causes and include priority area/statements and aligned SMART (Specific, Measurable, Attainable, Relevant and Timely) goals. The plan should also provide timelines, evaluation measures and persons responsible for completing the activities and reach the goals.

The action plan is scored in two areas:

**1. Action Plans/Priority Area/Statements and SMART Goal(s)** – The response should provide an action plan for each priority area/statement. The action plan must include a goal that meets all SMART goal requirements (Specific, Measurable, Attainable, Relevant and Timely), and the SMART goal must directly address the priority area/statement and the overall project needs. **(Note that this question is weighted x2.0)**

**Example Smart Goals:**

By June of 2025, as a result of our work on restorative practices, XX School District will decrease the percentage of K-12 students who sometimes or never feel like they belong by five percent (39.1 percent to 34.1 percent) as measured by the district-wide school climate survey.

By June 2025, as a result of SBIRT implementation, the number of student suspensions for grades 6th through 8th at XX school will be 40 percent less than the 2021-2022 school year (from\_\_ to \_\_) as measured by district suspension data.

**Score: 0-4**

**Exemplary (4 points):** *There was an action plan for each priority area/statement. The action plan included a goal that met all SMART goal requirements, and the SMART goal directly addressed the priority area/statement and it directly addresses their overall project needs.*

**2. Action Steps, Timeline, Evidence of Completion and Personnel** - The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible should align with and support the achievement of the priority area/statement and the stated SMART goal.

Action steps are activities to be implemented to achieve a SMART goal. They can include evidence-based strategies (e.g., activity, strategy, or intervention that demonstrates a positive effect on improving student outcomes or adult practices) or other activities to achieve the goal. The action step(s) should tightly align with

the priority area/statement and SMART goal. (Note that this question is weighted x2.0)

**Score: 0-4**

**Exemplary (4 points):** The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was thoughtfully addressed and would help achieve the stated goal. The action step(s) tightly align with the priority area/statement and SMART goal.

**VII. Study/Check** - Describe the continuous improvement process the project will employ to refine, improve, and strengthen the project as it progresses. Information and resources to support the continuous improvement process, including a framework, can be found on the [continuous improvement resources website](#). Limit response to 2,500 characters.

**1. Evaluation** - This section's responses should identify what data will be collected to document student outcomes and how the data will be used to drive change within the project to improve outcomes.

**1a.** How will data for the Stronger Connections outcomes identified in the grant be collected and analyzed? The response should include a description of both what and how Stronger Connections data will be collected and the protocol that will be used to analyze these data. The response should include a description of how the Stronger Connections data will be used to refine, improve, and strengthen the project. The response should also describe how the Stronger Connections data gathered is analyzed using a protocol in relation to students who have not traditionally benefited from Stronger Connections programming.

**Score: 0-4**

**Exemplary (4 points):** There was a description of both what and how data will be collected, as well as how a protocol will be used to analyze these data. It is clear that these data will be used in order to refine, improve, and strengthen the project. The data gathered is analyzed using a protocol in relation to students who have not traditionally benefited from these types of actions.

**1b.** Should the data indicate a need for change, what is the process for changing or making improvements to the action steps? The response should describe a plan for using data to determine when and how changes or improvements to the action step(s) would occur.

**Score: 0-4**

**Exemplary (4 points):** There was a well-crafted plan that thoroughly uses data to determine when and how any changes or improvements to the action step(s) would occur.

**1c.** What is the process to share evaluation results with the public? The response includes a well-crafted plan explaining how, as well as how often,

evaluation data would be shared with the public, with a special focus on communicating to specific internal and external stakeholders.

**Score: 0-4**

**Exemplary (4 points):** *There was a well-crafted plan explaining how, as well as how often, evaluation data would be shared with the public, with a special focus on communicating to specific internal and external stakeholders.*

**VIII. Act** – Describe the plans to coordinate with other programs during the grant period and sustain the project beyond the grant period. Limit response to 2,500 characters.

**1. Coordination-** The responses in this section should describe programs, funding, policies, and procedures that already exist to ensure coordination with other projects, avoid duplication of efforts, and support the sustainability of the Stronger Connections grant activities.

**1a.** How will the grant project supplement and align with existing or available initiatives or programs (e.g., curriculum, evidence-based programs, Equitable Multi-level Systems of Support, comprehensive school-based mental health, funding, etc.) to address the priorities defined in the Action Plan? The response should provide a detailed description of the effective use of the Stronger Connections grant funds in relation to existing federal, state, or local programs and funding sources with similar outcomes, including an analysis of how these initiatives could support one another to best address the priorities outlined in the Action Plan.

**Score: 0-4**

**Exemplary (4 points):** *There was an in-depth description about the effective use of these grant funds in relation to existing or available programs or initiatives supported by local, state, or federal funds, including an analysis of how these initiatives could support one another to best address the priorities outlined in the Action Plan.*

**1b.** What are the protocols for ongoing communication about the grant project with internal and external stakeholders? Describe the procedures for communicating the grant project within and across the system. The plan should include an in-depth description for how communications with internal/external stakeholders (as applicable) will occur at least quarterly, how the means of communication are clearly defined, and how formal/written communication protocols have been put in place to communicate within and across the system.

**Score: 0-4**

**Exemplary (4 points):** *Plan includes an in-depth description for how communications with internal/external stakeholders (as applicable) will occur at least quarterly, how the means of communication are clearly defined, and how formal/written communication protocols have been put in place to communicate within and across the system.*



**IX. Budget Narrative** – Grantees will submit an itemized budget via the WISE grants system and **not with the application**. The budget narrative section informs the reviewers how the funds will be spent. Limit response to 3,000 characters.

In this section, address how the grant funds will be used to address identified SMART goals during the grant project period.

A well written narrative will include:

- All costs associated with the project plan including staffing, training, curriculum, and materials and supplies that are necessary to implement the plan.
- The SMART goal(s) the funding will support. For example, if purchasing a curriculum, include what SMART goal that curriculum is part of. If the expense will support all SMART goals (grant coordinator position) include that information in the narrative

All costs and expenses for this grant funding must be allowable under the Stronger Connections legislation and must follow federal [Uniform Grant Guidance](#). In general:

- Costs must supplement and not supplant existing funded activities.
- Must be used for the specific purposes of the Stronger Connections grant program.
- Must be reasonable and necessary to implement the grant plan.

**Score: 0-4**

**Exemplary (4 points):** *Narrative included an in-depth description of how all funds will be used to support the establishment of safe, healthy and supportive learning opportunities and environments for students. Narrative indicated that funding will be aligned to the needs presented in the needs assessment and are clearly allowable uses of these funds as per The Bipartisan Safer Communities Act (BSCA) 2022 and are allowable and necessary to implement the grant plan.*

For more information please see the [Allowable Costs Checklist](#)

Note that successful applicants will be required to enter a detailed budget in WISEgrants and receive budget approval prior to commencing activities.

## Application Review Process

All grants must be received by 4:00 p.m. on Wednesday November 15, 2023 at which time the application portal will be closed. Applications meeting this deadline will be reviewed. The review process takes place in two phases. It involves school, community, and state personnel with background and knowledge in programs and services related to children's health and well-being.

### Description of the Peer Review Process

During November and December, a group of external reviewers from school districts and community agencies are given guidance for a grant review process. Reviewers will score the applications assigned to them using the Stronger Connections grant rubric (see Exhibit A). Grant reviewers will confer with one another to address any large discrepancies in scores.

When an application has been scored by the assigned reviewers, a total score will be calculated.

External reviewers are also asked to provide feedback on the rubric and applicants may have

access to these once the competition is completed. External Grant reviewers make no recommendations for funding.

#### **Description of the Internal Review Process**

The Internal review process will be conducted by staff who will be making the recommendations for funding to the Office of the State Superintendent. After all applications have been scored the internal review team will review the projects to confirm eligibility and make recommendations based on the funding priorities described above. Every effort will be made to ensure the geographic distribution of grants awarded.

The list of recommended awards will be presented to the Office of the State Superintendent for approval.

The review process, both external and internal, can take 2-3 months to complete.

#### **Description of the Rating Scale and Rubric (see Exhibit A)**

*Rejection of Proposal:* Proposals received after the deadline or those missing responses to required questions will not be reviewed.

*Appeal Process:* Applicants have the right to appeal the decision to decline an award in a competition. See Exhibit F for the full Appeal Process.

Reviewer comments are available through an open records request.

# 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, 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.

**Priority Area/Statement** - A priority area/ 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 priority area/statement. Priority area/statements use a format such as "we believe that if we improve... then..."

Example: We believe we can reduce risky student behaviors regarding substance use by implementing an evidence-based intervention in conjunction with an evidence-based screening tool.

**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. DPI has developed a [CIP Rubric](#) as a tool to assist Local Education Agencies (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 Technical Assistance Network](#) contact.

For more resources on continuous improvement, applicants may also visit the [DPI Continuous Improvement Resources webpage](#).

**Data Inquiry Journal (DIJ)** - The DIJ is an interactive tool to lead educators through data inquiry and improvement planning. See the [DIJ-at-a-glance-document](#).

# Appendices

## Exhibit A - Rating Scale and Rubric

### II. Abstract

- ⇒ **Weak (0 points):** The abstract had a missing or incomplete summary of the target population, the key needs, and/or the planned implementation approach(es).
- ⇒ **Average (1 point):** The abstract included most of the necessary information, but there was still missing information in one of the following: the target population, summarized key needs, or summarized planned implementation approach(es).
- ⇒ **Strong (2 points):** The abstract summarized the target population, summarized the key needs, and summarized the planned implementation approach(es).

### IV. Readiness

#### 1. Stakeholders

##### 1a. Identification of Stronger Connections Program Stakeholders and Stakeholder Roles

- ⇒ **Not Present (0 points):** No stakeholders and/or stakeholder roles were identified.
- ⇒ **Beginning (1 point):** The stakeholders or stakeholder roles were not adequately described.
- ⇒ **Developing (2 points):** The stakeholder team and stakeholder roles were described, but there appeared to be little/no stakeholder representation from the target population.
- ⇒ **Accomplished (3 points):** The stakeholder team and corresponding roles were clearly described. These stakeholders represent students who have been historically and/or are currently under-resourced.
- ⇒ **Exemplary (4 points):** The stakeholder team and corresponding roles were described in-depth. These stakeholders represent students who have been historically and/or are currently under-resourced and each was chosen specifically for their expertise in working with/representing these under-resourced students.

##### 1b. Stakeholder Input on Proposed Stronger Connections Grant Project

- ⇒ **Not Present (0 points):** No stakeholder engagement has occurred to inform the proposed grant project.
- ⇒ **Beginning (1 point):** Stakeholder engagement was noted, but few details were provided.
- ⇒ **Developing (2 points):** Stakeholder engagement was described in a limited way, but how this engagement informed the project was not clear.
- ⇒ **Accomplished (3 points):** Stakeholder engagement, including engagement from consortium members (if applicable), occurred and the description highlighted how the stakeholder input was used to inform the grant project.
- ⇒ **Exemplary (4 points):** There was an in-depth description of stakeholder engagement, including a description of the stakeholder engagement process(es), which ultimately elicited detailed input that informed the proposed grant project.

##### 1c. Stakeholder Input if Grant Project is Funded

- ⇒ **Not Present (0 points):** No plan for future stakeholder engagement was provided through which regular feedback to inform the ongoing project can occur.
- ⇒ **Beginning (1 point):** Future stakeholder engagement was described but few details were provided.

- ⇒ **Developing (2 points):** Future stakeholder engagement was described in a limited way (e.g., no defined meeting schedule) but how this engagement would be used to inform the project was not clear.
- ⇒ **Accomplished (3 points):** Future stakeholder engagement is planned and the description also highlighted how their input would be used to inform the grant project. Regular (e.g., quarterly) meetings are planned with specific meeting topics that have been identified for continuous improvement of the project.
- ⇒ **Exemplary (4 points):** There was an in-depth description of future stakeholder engagement that clearly addressed how the stakeholder engagement elicited detailed input that informed the proposed grant project. Ongoing (e.g., monthly) meetings are planned and specific meeting topics and meeting protocols have been identified for continuous improvement of the project.

## V. Plan

### 1. Demonstration of Need (weighted 2.0)

#### 1a. Identify overall need and corresponding supporting data

- ⇒ **Not Present (0 points):** There was no overall need or supporting data included.
- ⇒ **Beginning (1 point):** There was a limited description of the overall need included, but no corresponding supporting data.
- ⇒ **Developing (2 points):** There was a limited description of the overall need for the grant included, as well as a limited amount of supporting data.
- ⇒ **Accomplished (3 points):** There was a clear need described for the grant and applicable supporting data was included.
- ⇒ **Exemplary (4 points):** There was a strong description of the overall need, the applicable supporting data, and the organized and systematic approach to use the data for meaningful analysis. The focus of the application is on equitable access of resources for under-resourced populations.

#### 1b. Likely root cause(s) contributing to the need(s) to be addressed

- ⇒ **Not Present (0 points):** There was no root cause(s) listed.
- ⇒ **Beginning (1 point):** The likely root cause(s) was identified in a limited way, but it was not connected to the outlined need(s).
- ⇒ **Developing (2 points):** The likely root cause(s) was identified, but it was only partially aligned to the outlined need(s).
- ⇒ **Accomplished (3 points):** The likely root cause(s) was clearly identified, and it fits naturally with the outlined need(s).
- ⇒ **Exemplary (4 points):** The likely root cause(s) was clearly identified, focuses on areas of strength in relation to the area(s) of need, and fits naturally with the outlined need(s).

#### 1c. Priority Area(s) or Statement(s) to address the root cause(s).

- ⇒ **Not Present (0 points):** There was no priority area(s) or statement(s) included.
- ⇒ **Beginning (1 point):** There was a priority area(s) or statement(s) included, but was not connected to the root cause(s).
- ⇒ **Developing (2 points):** There was a priority area(s) or statement(s) included, but was only partially connected to the root cause(s).
- ⇒ **Accomplished (3 points):** The priority area(s) or statement(s) was included in detail, and it fits naturally with the outlined root cause(s).
- ⇒ **Exemplary (4 points):** The priority area(s) or statement(s) was clearly identified, focuses on areas of strength, and it fits naturally with the outlined root cause(s).

## VI. Do (Action Plan) (Weighted 2.0) Action plan submitted should be for 2 years.

### 1. Action Plan's Priority Area(s)/Statement(s) and SMART Goal(s) for Stronger Connections Project.

- ⇒ **Not Present (0 points):** There was not an action plan for every priority area/statement and/or SMART goal.
- ⇒ **Beginning (1 point):** There was an action plan for each priority area/statement, but the goal does not meet all SMART goal requirements. Or, it is a SMART goal that does not directly address the priority area/statement.
- ⇒ **Developing (2 points):** There was an action plan for each priority area/statement. The goal does not meet all SMART goal requirements, but does address the priority area/statement.
- ⇒ **Accomplished (3 points):** There was an action plan for each priority area/statement. The action plan included a goal that met all SMART goal requirements, and the SMART goal directly addresses the priority area/statement.
- ⇒ **Exemplary (4 points):** There was an action plan for each priority area/statement. The action plan included a goal that met all SMART goal requirements, and the SMART goal directly addressed the priority area/statement and it directly addresses their overall project needs.

### 2. Action Plan's Action Step, Timeline, Evidence of Completion, and Personnel

- ⇒ **Not Present (0 points):** There was significant information missing in the action step, timeline, evidence, and/or personnel sections.
- ⇒ **Beginning (1 point):** The Action Plan's action step(s), timeline, evidence of completion, and/or personnel responsible was partially incomplete.
- ⇒ **Developing (2 points):** The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was included, but was not well-aligned to the priority area/statement and/or the SMART goal.
- ⇒ **Accomplished (3 points):** The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was fully addressed. The action step(s) related directly to the priority area/statement and SMART goal.
- ⇒ **Exemplary (4 points):** The Action Plan's action step(s), timeline, evidence of completion, and personnel responsible was thoughtfully addressed and would help achieve the stated goal. The action step(s) tightly align with the priority area/statement and SMART goal.

## VII. Study/Check

### 1. Evaluation of Stronger Connections Program

#### 1a. Process to collect and analyze grant specific data

- ⇒ **Not Present (0 points):** No process is described for how grant specific data will be collected and/or analyzed.
- ⇒ **Beginning (1 point):** There was a reference to collecting data, but what data, and how it would be analyzed, was unclear.
- ⇒ **Developing (2 points):** There was a description of the process for collecting grant specific data or the data analysis process, but not both.
- ⇒ **Accomplished (3 points):** There was a description of both what and how data will be collected as well as how these data would be analyzed. These data focus, at least partially, on students who have not traditionally benefited from this type of action.
- ⇒ **Exemplary (4 points):** There was a description of both what and how data will be collected, as well as how a protocol will be used to analyze these data. It is clear that these data will be used in order to refine, improve, and strengthen the project. The data gathered is analyzed using a protocol in relation to students who have not traditionally benefited from these types of actions.

### 1b. Process for changing or making improvements to action steps

- ⇒ **Not Present (0 points):** No process is in place for changing or making improvements to the action step(s).
- ⇒ **Beginning (1 point):** There was an incomplete description of the process for changing or making improvements to the action step(s).
- ⇒ **Developing (2 points):** There is a brief description of the process for how changes and/or improvements to the action step(s) would occur.
- ⇒ **Accomplished (3 points):** There was a strong description, including a review of their data, for how any changes or improvements to the action step(s) would occur.
- ⇒ **Exemplary (4 points):** There was a well-crafted plan that thoroughly uses data to determine when and how any changes or improvements to the action step(s) would occur.

### 1c. Process for sharing evaluation results with the public

- ⇒ **Not Present (0 point):** No process is in place to share evaluation results with the public.
- ⇒ **Beginning (1 point):** There was a limited description of the process for sharing evaluation results.
- ⇒ **Developing (2 points):** There is a brief description about the process for how evaluation data would be shared with the public.
- ⇒ **Accomplished (3 points):** There was a strong description for how evaluation data would be shared with the public, with a special focus on communicating with specific external stakeholders.
- ⇒ **Exemplary (4 points):** There was a well-crafted plan explaining how, as well as how often, evaluation data would be shared with the public, with a special focus on communicating to specific internal and external stakeholders.

## VIII. Act

### 1. Coordination of Stronger Connections Project

#### 1a. Coordination with other programs

- ⇒ **Not Present (0 points):** There was no description of any possible coordination with existing or available programs or initiatives supported by local, state, or federal funds.
- ⇒ **Beginning (1 point):** There was an incomplete description about coordination with existing or available programs or initiatives supported by local, state, or federal funds.
- ⇒ **Developing (2 points):** There was a brief description about the effective use of these grant funds in relation to existing or available programs or initiatives supported by local, state, or federal funds in order to address the priorities defined in the Action Plan.
- ⇒ **Accomplished (3 points):** There was a clear description about the effective use of these grant funds in relation to existing or available programs or initiatives supported by local, state, or federal funds in order to address the priorities defined in the Action Plan.
- ⇒ **Exemplary (4 points):** There was an in-depth description about the effective use of these grant funds in relation to existing or available programs or initiatives supported by local, state, or federal funds, including an analysis of how these initiatives could support one another to best address the priorities outlined in the Action Plan.

#### 1b. Protocols for ongoing communication

- ⇒ **Not Present (0 points):** There are no planned procedures or protocols for ongoing communication.
- ⇒ **Beginning (1 point):** There are some planned procedures or protocols for ongoing communication, but they were not adequately described.
- ⇒ **Developing (2 points):** Plan describes how communications with stakeholders will occur using formal protocols.

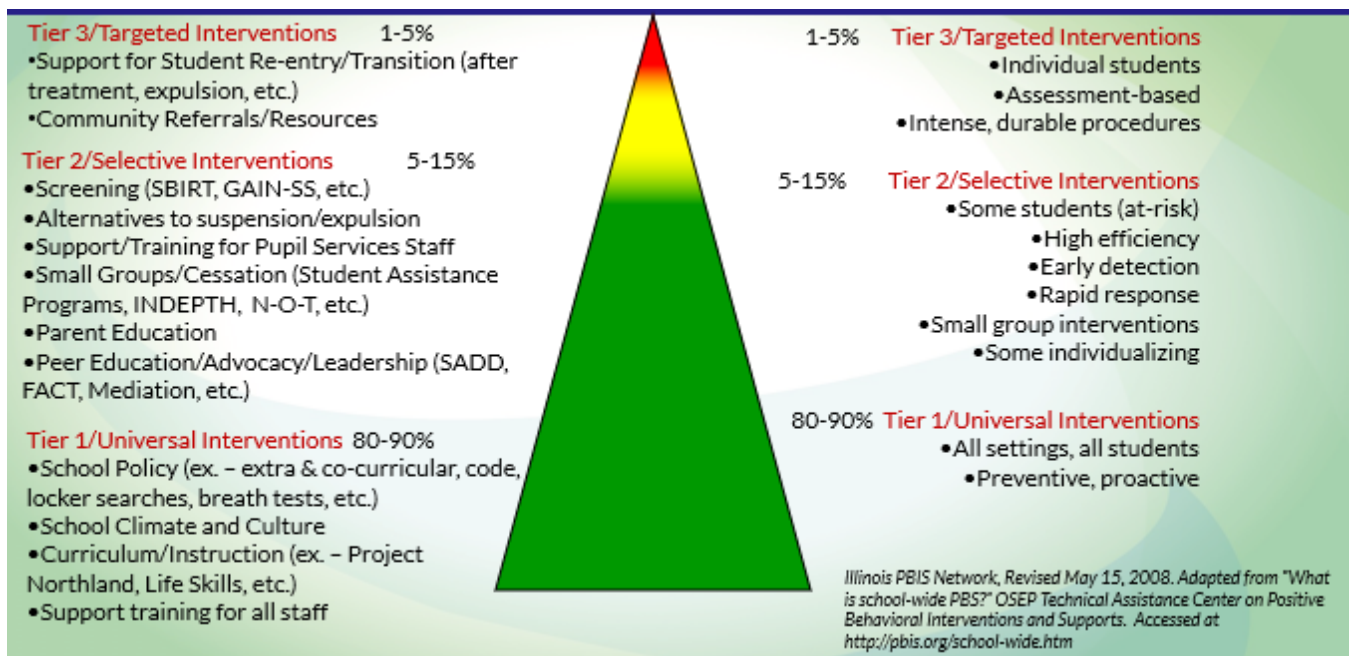
- ⇒ **Accomplished (3 points):** Plan describes how communications with internal/external stakeholders (as applicable) would occur regularly, how the means of communication are clearly defined, and how formal communication protocols exist.
- ⇒ **Exemplary (4 points):** Plan includes an in-depth description for how communications with internal/external stakeholders (as applicable) will occur at least quarterly, how the means of communication are clearly defined, and how formal/written communication protocols have been put in place to communicate within and across the system.

## IX. Budget Narrative

### Use of grant funds

- ⇒ **Not Present (0 points):** There was no information submitted.
- ⇒ **Beginning (1 point):** There was a brief description of the plan, but it provided almost no information about how funds will be used.
- ⇒ **Developing (2 points):** Narrative answers were submitted, but description was not complete in order to determine how all funds will support students, or whether there are unallowable uses..
- ⇒ **Accomplished (3 points):** Description included how all funds will be used to support students, how all are allowable uses for these funds, and how the funds generally align with needs presented in the needs assessment. Budget Narrative demonstrates that costs are reasonable and necessary to implement the grant plan.
- ⇒ **Exemplary (4 points):** Narrative included an in-depth description of how all funds will be used to support the establishment of safe, healthy and supportive learning opportunities and environments for students. Narrative indicated that funding will be aligned to the needs presented in the needs assessment and are clearly allowable uses of these funds as per The Bipartisan Safer Communities Act (BSCA) 2022 and are allowable and necessary to implement the grant plan.

## Exhibit B – Equitable Multi-Level System of Support





**Comprehensive prevention approaches should include consideration of:**

Universal Strategies for all students:

- School environment and school-wide policies.
- Curriculum and instruction for social and emotional competency and health literacy.
- Family education and support.

Selective strategies for some students:

- Screening (and assessment if appropriate).
- Small group interventions.

Targeted strategies for students with significant problems:

- Individual interventions (counseling, threat assessments, etc.).
- Referral to community providers for assessment, community intervention.

Document current strategies employed, as well as gaps that exist, in the comprehensive application form. Using the prevention approach described here and in the equitable multi-level system, identify specific strategies to be employed if grant funds are awarded.

## **Exhibit C - Needs Assessment Tools**

**Name: Online Youth Risk Behavior Survey (YRBS)**

Description: Confidential online youth survey available for middle school and high school students.

1. How to Use/Purpose: Provides needs assessment data to monitor health risk behaviors of middle and high school students, including alcohol, tobacco, and violence. Note that the YRBS is completed every two years with a delay for data analysis. Therefore, it is best used for surveillance of health behaviors rather than for program evaluation.
2. Where to Find: DPI- Student Services/Prevention and Wellness Team's [YRBS website](#).

**Name: AODA Prevention Program Assessment Tool**

Description: Self-guided assessment designed to help schools identify successes and gaps in AODA primary prevention programs. Assessment targets school environment, curriculum and instruction, student programs, adult programs, pupil services, and family/community connections. The AODA assessment tool is a downloadable form. The website provides a thorough explanation of the administration process and details about the tool.

1. How to Use/Purpose: Provides useful data on areas to sustain or enhance around districts' AODA programs. The instrument is also useful in establishing program priorities.
2. [AODA Assessment Website](#).

### **Name: Tobacco Prevention Program Assessment Tool**

Description: A hard copy of the assessment tool can be downloaded to help schools identify successes and gaps in tobacco prevention and control programs. This instrument targets school policy, curriculum and instruction, student programs, adult programs, and family/community connections.

1. How to Use/Purpose: Provides useful data on areas to sustain or enhance based on the *CDC Guidelines for School Health Programs to Prevent Tobacco Use and Addiction*.
2. [Tobacco Assessment Website](#).

### **Name: The School Mental Health Quality Assessment (SMHQA)**

Description: The School Mental Health Quality Assessment is designed for school district teams to 1) assess the comprehensiveness of their school mental health system and 2) identify priority areas for improvement. The SMHQA covers seven domains of comprehensive school mental health, which includes a full continuum of supports for the well-being of students, families, and the school community and aligns with the Wisconsin School Mental Health Framework. Where to Access: <https://www.theshapesystem.com/>

### **Name: Social Influencers (Determinants) of Health Data**

Description: Health, including mental health, is impacted by the complex set of social and environmental factors that affect an individual's development, functioning, and quality of life. These characteristics, or social influencers of health, include the "conditions in the places where people live, learn, work, and play that affect a wide range of health risks and outcomes" (CDC 2021). Social influencers include: economic stability, education access and quality, social and community context, and neighborhood and built environment. Examining these influencers can help applicants better understand the mental health needs of the school community. For more information on social determinants of health visit the US Department of Health and Human Services.

Where to Access: A few examples of social influencers of health data include; Wisconsin Risk and Reach Dashboard, Wisconsin's Information System for Education Data Dashboard, Kids Count Data Center, The Neighborhood Atlas.

## **Exhibit D - 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. Please see the [complete handbook](#).

### **WUFAR Function**

- **Instruction (WUFAR Function Coding 100 000 series)** - Activities are dealing directly with instruction staff and students' interaction.
- **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, including pupil transportation.

## 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 benefits 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, training, and conferences. Stipends are also included in the category.
- **Non-Capital Objects (WUFAR Object Coding 400s)** - 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, informational materials for student programs and supplies that are considered consumable.
- **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** - Describe the Source of Matching Funds (an actual dollar amount). List all sources of matching funds. Matching funds may include in-kind facility, administrative support staff, or organizational or indirect 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.
- **Indirect Costs** - Indirect costs are not allowed.

## Exhibit E - SMART Goals Examples and Guide

Effective, useful evaluation begins with solid, measurable goals. Carefully defining your goals upfront 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(s).

### Characteristics of a Well Written Goal: SMART

**S=Specific.** Goals should be specific and use only one action verb. Goals 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 goals 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 a goal that strives to decrease that percentage with faulty beliefs to 50 percent. Thus, you will have a goal with a benchmark to measure change, and one that is specific enough to be evaluated quantitatively.

**A=Appropriate.** Your goal must be appropriate (e.g., culturally, developmentally, socially, linguistically) for your target population. To ensure appropriateness, goals should originate from your target audience's needs 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 goals will be appropriate. For example, a goal focusing on an elementary school population's risk factors may be inappropriate for a high school population.

**R= Realistic.** Goals 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 goals. While a program may have been very successful, it may not appear that way on the surface because the goals were too ambitious.

The following is an unrealistic goal:

*One hundred percent of high school students participating in the N-O-T smoking cessation program will be smoke-free one year after completing the program as measured by a follow-up survey. A more realistic goal might be 50 percent of high school students.*

**T=Time specific.** It is important to provide a time frame indicating when the goal will be measured or a time by which the goal will be met. Including a time frame in your goals can help in planning and evaluating 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 goal be met or measured? What will be used to measure your outcome?

Examples:

- Knowledge/Skills – By June 2025, (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 June 2025, (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 ten percent (HOW MUCH) as measured by the district school climate survey (BY WHAT).

## Exhibit F - Federal Grant Appeals Process

Federal Grant Appeals Process (Last Updated: May 3, 2023)

Applicants have the right to appeal the decision to decline an award in a competition. Interested applicants must follow the steps described below to submit an appeal for review by DPI.

**(1) Applicability.** This policy applies to all appeals relating to decisions by the Department of Public Instruction (DPI) regarding all federal grants covered by 34 CFR § 76.401(d)(2).

**(2) Filing of appeals.** Appeals may be sent by email to [benjamin.jones@dpi.wi.gov](mailto:benjamin.jones@dpi.wi.gov) or by mail to:

Office of Legal Services Wisconsin Department of Public  
Instruction  
125 South Webster Street  
P.O. Box 7841  
Madison, WI 53707-7841

Appeals must be emailed or postmarked within 30 days after the date of the DPI's official notification of the decision. 34 CFR § 76.401(d)(3). A request for a hearing must meet the requirements of Wis. Admin. Code § PI 1.03 and Wis. Stat. § 227.42 and should describe all of the following:

- The department's action on which a hearing is requested.
- The substantial interest that is claimed to be adversely affected.
- How the department's action adversely affected the substantial interest.
- The grounds for the hearing request, including each of the specific material facts or legal issues that are in dispute. Any material fact or legal issue that is not disputed shall be deemed admitted.
- The relief sought.

**(3) Review and decision.** If an appeal meeting the requirements in (2) above is received, DPI will hold a hearing under Wis. Admin. Code § PI 1.07 within 30 days after receipt of the request and will issue a written decision under Wis. Admin. Code § PI 1.08 no later than 10 days after the hearing. 34 CFR § 76.401(d)(4)(i) and (ii).

*For grants in programs listed below, the applicant has a right to notice and an opportunity for a hearing before the application is denied (34 CFR § 76.401[a]).*

Program	Authorizing Statute
Chapter 1, Program in Local Educational Agencies	Title I, Chapter 1, Elementary and Secondary Education Act of 1965, as amended ( <a href="#">20 U.S.C. 2701</a> –2731, 2821–2838, 2851–2854, and 2891–2901)
Chapter 1, Program for Neglected and Delinquent Children	Title 1, Chapter 1, Elementary and Secondary Education Act of 1965, as amended ( <a href="#">20 U.S.C. 2801</a> –2804)
State Grants for Strengthening Instruction in Mathematics and Science	Title II, Part A, Elementary and Secondary Education Act of 1965, as amended ( <a href="#">20 U.S.C. 2981</a> –2993)
Federal, State, and Local Partnership for Educational Improvement	Title I, Chapter 2, Elementary and Secondary Education Act of 1965, as amended ( <a href="#">20 U.S.C. 2911</a> –2952 and 2971–2976)
Assistance to States for Education of Handicapped Children	Part B, Individuals with Disabilities Education Act (except Section 619) ( <a href="#">20 U.S.C. 1411</a> –1420)
Preschool Grants	Section 619, Individuals with Disabilities Education Act ( <a href="#">20 U.S.C. 1419</a> )
Chapter 1, State-Operated or Supported Programs for Handicapped Children	Title 1, Chapter 1, Elementary and Secondary Education Act of 1965, as amended ( <a href="#">20 U.S.C. 2791</a> –2795)
Transition Program for Refugee Children	Section 412(d), Immigration and Naturalization Act ( <a href="#">8 U.S.C. 1522(d)</a> )
Emergency Immigrant Education Program	Emergency Immigrant Education Act ( <a href="#">20 U.S.C. 3121</a> –3130)
Financial Assistance for Construction, Reconstruction, or Renovation of Higher Education Facilities	Section 711, Higher Education Act of 1965 ( <a href="#">20 U.S.C. 1132b</a> )