



Wisconsin Department of Public Instruction  
**TITLE I, 1003(g), SCHOOL IMPROVEMENT**  
**COHORT III CONTINUATION GRANT APPLICATION—**  
**YEAR 5**  
 PI-9580-SSIF-PS-Cont (Rev. 06-17)

**INSTRUCTIONS:** Submit one (1) copy of this completed Word document along with one (1) original completed, signed, and scanned copy in PDF format via e-mail to Craig Vruwink, Office Operations Associate, Title I and School Support team at:

[craig.vruwink@dpi.wi.gov](mailto:craig.vruwink@dpi.wi.gov)

Collection of this information is a requirement of ESEA.

For questions regarding this grant, contact:

Kyle Peaden, Education Consultant  
 Title I and School Support  
 (608) 266-5404 [kyle.peaden@dpi.wi.gov](mailto:kyle.peaden@dpi.wi.gov)

Keith Stewart, Education Consultant  
 Title I and School Support  
 (608) 264-9320 [keith.stewart@dpi.wi.gov](mailto:keith.stewart@dpi.wi.gov)

**I. GENERAL INFORMATION**

Local Educational Agency (LEA) <b>Darrell Lynn Hines Academy</b>	Mailing Address <i>Street, City, State, ZIP</i> <b>7151 N. 86<sup>th</sup> Street, Milwaukee, Wisconsin 53224</b>
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Contact Person <b>Precious Washington</b>	Title <b>Executive Director</b>
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E-Mail Address <b>pwashington@dlha.org</b>	Phone Area/No. <b>(414)368-1392</b>
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Grant Coordinator <i>if other than contact person.</i> <b>Cathy Stampley</b>	Title <b>Business Manager</b>
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E-Mail Address <b>cstampley@dlha.org</b>	Phone Area/No. <b>(414)368-1393</b>
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Grant Coordinator's Mailing Address *Street, City, State, ZIP*  
**7151 n. 86<sup>TH</sup> St. Milwaukee, WI. 53224**

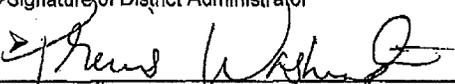
Beginning Date <i>Mo./Day/Yr.</i> <b>7/1/2017</b>	Grant Period Ending Date <i>Mo./Day/Yr.</i> <b>6/30/2018</b>	Total Funds Requested for Grant Period <b>500,000</b>
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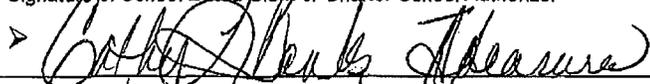
**II. CERTIFICATION/SIGNATURES**

**WE, THE UNDERSIGNED, CERTIFY** that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated Local Education Agency (LEA) designated in this application is authorized to administer this grant.

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

**Two signatures are required.**

Signature of District Administrator 	Date Signed <i>Mo./Day/Yr.</i> <b>8/11/17</b>
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Signature of School Board Clerk or Charter School Authorizer 	Date Signed <i>Mo./Day/Yr.</i> <b>8/11/17</b>
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### III. ASSURANCES

The Applicant understands and agrees that the following Certifications and Assurances are pre-award requirements generally imposed by federal and state law or regulation, and do not include all federal and state regulations that may apply to the Applicant or its project. Most requirements are posted to: Uniform Administrative Requirements. <https://www.gpo.gov/fdsys/pkg/FR-2013-12-26/pdf/2013-30466.pdf> or Educational Department of General Administrative Regulations (EDGAR): <http://www.ecfr.gov/cgi-bin/text-idx?node=34:1.1.1.1.23&rgn=div5> or the Wisconsin Uniform Financial Accounting Requirements (WUFAR): <http://dpi.wi.gov/sites/default/files/imce/sfs/pdf/Revision%20%2327%20revised%20.pdf>

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

#### Instructions

- Step 1—Read each assurance that follows.
- Step 2—Sign and date the certification statement.
- Step 3—Include signed certifications and assurances with your application materials.
- Step 4—Keep a copy for your records.

#### Assurance is hereby provided that:

1. **Applicant agrees to comply with all terms and conditions set forth in the grant program's Application Guidelines document provided with this application.** Services provided under this grant will be used to address the needs set forth in the guidelines document. Applicant agrees to implement the activities within the prescribed timeline as outlined in their work plan section of their proposal. Applicant will provide fiscal information within the fiscal year timeline established for new and reapplying programs.
2. **Statutes and Regulations:** The Applicant shall comply with all applicable statutory and regulatory requirements. These requirements include, but are not limited to, applicable provisions of—
  - a. Title VI of the Civil Rights Act of 1964 [45 U.S.C. 2000d through 2000d-4]
  - b. Title IX of the Education Amendments of 1972 [20 U.S.C. 1681-1683]
  - c. Section 504 of the Rehabilitation Act of 1973 [29 U.S.C. 794]
  - d. The Age Discrimination Act [42 U.S.C. 6101 et seq.]
3. **Allowable Costs:** Costs incurred shall be allowable under the principles established in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule [2 CFR Subpart E-Cost Principles].
4. **Budget Modifications:** The Applicant will obtain an approved budget amendment when it is anticipated that claimed expenditures will vary significantly from the amount in the current approved budget. A significant variance is an increase of 10 percent (summary of all line items) of the current total approved budget [2 CFR § 200.308(e)]. This applies to all grants unless there are more restrictive or specific requirements of the grant award which may be the case with discretionary grants.
5. **Confidentiality:** The Applicant shall comply with provisions regarding confidentiality of student information [WI Statute § 118.125, pupil records].
6. **Conflict of Interest:** No board or staff member of an LEA or CESA may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit [Wis. Stat. 19.59 (1) (a)] [2 CFR § 200.112].
7. **Contracts and Procurement:** The Applicant will use its own procurement procedures that reflect applicable state and local laws and regulations, provided the procurements conform to applicable federal law and the standards in [2 CFR §§ 200.318-200.326] Procurement Standards.
8. **Debarred and Suspended Parties:** A contract (see 2 CFR §180.220) must not be made to parties listed on the government wide Excluded Parties List System in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p 189) and 12689 (3 CFR Part 1989 Comp., p. 235), "Debarment and Suspension." The Excluded Parties List in SAM contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.
9. **Cooperation with Evaluation:** The Applicant shall cooperate with the performance of any evaluation of the program by the WDPI or USDE or by their contractors [2 CFR §200.328(1)].
10. **Copyright, Acknowledgement, and Publications:** The Applicant/Recipient will comply with all copyright and materials acknowledgement requirements as addressed in the projects' grant guidelines. The U.S. Department of Education and the WDPI reserve royalty-free, nonexclusive, and irrevocable licenses to reproduce, publish or otherwise use, and to authorize others to use, for their purposes. The copyright in any work developed under this subgrant or contract under this subgrant; and any rights of copyright to which the Applicant or a contractor purchases ownership with grant support. The content of any grant-funded publication or product may be reprinted in whole or in part, with credit to the USDE and WDPI acknowledged. However, reproduction of this product in whole or in part for resale must be authorized by the WDPI. When issuing statements, press releases, and other documents describing projects or programs funded in whole or in part with federal grant funds, the grant award recipient shall clearly acknowledge the receipt of federal funds in a statement.
11. **Fiscal Control:** The Applicant will use fiscal control and fund accounting procedures and will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program [2 CFR §328(1)].
12. **Indirect Costs:** If the fiscal agent intends to claim indirect costs, the total amount budgeted for indirect costs is limited to and cannot exceed the negotiated indirect rate established with the WDPI. Indirect costs cannot be charged against contracts or capital objects.
13. **Legal and Regulatory Compliance:** Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations and the approved application [34 CFR §76.700].
14. **Lobbying:** By accepting this award, the Applicant assures it will comply with the requirements of 31 U.S.C.1352, as well as the common rule, "New Restrictions on Lobbying" published at 55 FR 6736 (February 26, 1990), including definitions, and the Office of Management and Budget "Governmentwide Guidance for New Restrictions on Lobbying" and notices published at 54 FR 52306 (December 20, 1989), 55 FR 24540 (June 15, 1990), 57 FR 1772 (January 15, 1992), and 61 FR 1412 (January 19, 1996).
15. **OMB Standard Form 424B:** The Applicant will comply with all applicable assurances in OMB standard Form 424B (Assurances for Non-Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all applicable federal laws, executive orders and regulations.  
<http://www.grants.gov/web/grants/forms/sf-424-family.html#sortBy=1>

## III. ASSURANCES (cont'd)

16. **Programmatic Changes:** The Applicant will obtain the prior approval of the WDPI whenever any of the following actions is anticipated:
- Any revision of the scope or objectives of the project;
  - Changes in key persons where specified in the application or grant award;
  - A disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director;
  - Contracting out or otherwise obtaining services of a third party to perform activities central to the purpose of the award;
  - Changes in the amount of approved cost-sharing or matching provided by the subrecipient [2 CFR §200.308(e)(1,2,3,6,7)].
17. **Record Retention:** In accordance with 2 CFR §200.333(b), this is written notification to the subrecipient that WDPI requires an extension to the record retention period for grants addressed in the *Wisconsin Records Retention Schedule for School Districts*.  
<http://publicrecordsboard.wi.gov/docview.asp?docid=15892&locid=165>  
<http://publicrecordsboard.wi.gov/docview.asp?docid=15892&locid=165>. For all other grants, the Applicant will ensure records are maintained for a period of at least three years after the end of the project year (2 CFR §200.333). If any litigation, claim, negotiation, audit, or other action involving the records starts before the end of the period, the records will be retained until completion of the action and resolution of all issues.
18. **Reporting:** The Applicant will ensure all required financial and program data is reported to the WDPI timely on a schedule established by the WDPI. The Applicant will report to WDPI using the accounts in the Wisconsin Uniform Financial Accounting Requirements (WUFAR) [2 CFR §200.302(b)(2)].
19. **Grant Evaluation:** The Applicant shall ensure that all grant evaluation reporting will be timely on a schedule established by the WDPI. Grant evaluation information provided to the WDPI staff shall accurately assess the completeness of grant goals, activities, benchmarks and target dates [2 CFR §300.328(b)(1)].
20. **Single Audit:** Any entity that expends in total (all sources) \$750,000 or more in federal funds during a fiscal year (July 1–June 30) is required to conduct a single audit. If a single audit is required, a copy of the audit is to be submitted to DPI School Financial Services auditor [2 CFR §200.501].
21. **Text Messaging and E-Mailing While Driving:** The Applicant/Recipient and their grant personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or e-mail when driving [Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving October 1, 2009].  
<http://edocket.access.gpo.gov/2009/pdf/E9-24203.pdf>
22. **Time and Effort Supporting Documentation:** For costs to be allowable, compensation for personal services must adhere to the Standards for Documentation of Personnel Expenses as identified in 2 CFR §200.430(i)(1). The subrecipient must retain records that accurately reflect the work performed and be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated.
23. **Trafficking in Persons:** The grant condition specified in 2 CFR §175.10 includes the following language: "i. Trafficking in persons. 1. You as the recipient, your employees, subrecipients under this award, and subrecipients' employees may not i. Engage in severe forms of trafficking in persons during the period of time that the award is in effect; ii. Procure a commercial sex act during the period of time that the award is in effect; or iii. Use forced labor in the performance of the award or subawards under the award." A subrecipient is required to inform the federal agency immediately of any information received from any source alleging a violation of this condition. The federal agency may unilaterally terminate this award, without penalty, if a subrecipient is determined to have violated this condition.

**IV. CERTIFICATION COVERING DEBARMENT**

Must be submitted for discretionary projects only. However, agencies receiving funds under any of the other grant programs must collect this certificate whenever they enter into a covered transaction with a grantee. (Refer to Instructions for more information.)

**Certification Regarding  
Debarment, Suspension, Ineligibility, and Voluntary Exclusion  
Lower Tier Covered Transactions**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 2 C.F.R. §180, Participants' responsibilities. Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name

Darrell Lynn Hines Academy

Name and Title of Authorized Representative

Executive Director

Signature

*Theris Washburn*

Date Signed Mo./Day/Yr.

8/11/17

**INSTRUCTIONS FOR CERTIFICATION**

1. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment. 2 C.F.R. §180.360.
2. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances. 2 C.F.R. §180.265
3. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated. 2 C.F.R. §180.305
4. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions. 2 C.F.R. §180.300.
5. A participant in a covered transaction is responsible for determining whether a prospective participant in a lower tier covered transaction is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (202-786-0688). 2 C.F.R. §180.320.

The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. These definitions can be found in Subparts B and I of §180. 2 C.F.R. §180.110.

**V. SCHOOLS TO BE SERVED**

Identify each school the LEA commits to serve and the reform model the LEA will use. Provide a proposed budget for each school for the 2017-18 school year that does not exceed the number of schools it commits to serve multiplied by \$500,000.

School Name	NCES School / District ID No.	Model	2017-18 Funds Requested
Darrell Lynn Hines Academy	8109	Turnaround	\$500,000

**VI. SCHOOL PLAN**

For each Priority School served, enter reading and mathematics goals, and, if applicable, other goals the LEA will implement with grant funds. This section is duplicated for LEAs with multiple schools applying for funding.

Copy the goals from the previous application for school year 2013-14, 2014-15, 2015-16, and 2016-17 and enter progress data. Create new goals for 2017-18.

School Name	Reform Model
Darrell Lynn Hines Academy	Turnaround

School Year	WSAS Reading Goal	End-of-Year Progress
2013-14	Prof/adv 4th-8th graders must maintain. Basic/minimal 4th-8th graders will improve one level or move at least 1 quartile within their level.	From Fall 2012 to Fall 2013, 75% of prof/adv 4th-8th graders maintained (6 of 8 students). 14% of basic/minimal 4th through 8th graders improved one level (9 of 65).
2014-15	At least 20% of 3rd through 8th graders will score prof/adv on the Badger Exam as baseline data measured by the WSAS.	23% of 3rd through 8th graders scored prof/adv.
2015-16	At least 25% of students 3rd through 8th will score prof/adv on the Forward Exam as baseline data measured by WSAS.	10% of 3 <sup>rd</sup> through 8 <sup>th</sup> graders scored prof/adv.
2016-17	Of the 89 students below proficient in reading in 2016 30% will improve at least one level in 2017	37% improved
2017-18	Students below proficient in reading in 2017 35% will improve at least one level in 2018	

School Year	WSAS Mathematics Goal	End-of-Year Progress
2013-14	Prof/adv 4th and 8th graders must maintain. Basic/minimal 4th-8th graders will improve one level or move at least 1 quartile within their level.	44% of prof/adv 4th through 8th graders maintained (7 of 16 students). 15% of minimum/basic improved one level (12 of 80 students)
2014-15	At least 20% of 3rd through 8th graders will score prof/adv on the badger exam as baseline data measured by the WSAS.	6.3% of 3rd through 8th graders scored prov/adv.
2015-16	At least 20% of students 3rd through 8th will score prof/adv on the forward exam as baseline data measured by WSAS.	5.6% of 3 <sup>rd</sup> through 8 <sup>th</sup> graders scored prof/adv
2016-17	91 students below proficient in math in 2016 30% will improve at least one level in 2017	37.4% improved
2017-18	Students below proficient in math in 2017 35% will improve at least one level in 2018	

VI. SCHOOL PLAN (cont'd)

School Year	Other School Goals	End-of-Year Progress
2013-14	60% of returning students will meet their target RIT. 50% of returning students who did not meet target RIT in 2012-13 will meet target RIT. 70% of new students will meet target RIT.	67% of returning students met reading target RIT (72 of 107 students). 21% of returning students who did not meet 2012-13 reading target RIT met their target RIT. 62% of new students met reading target RIT (23 of 37). 53% of returning students met math target RIT (57 of 107). 20% of returning students who did not meet their 2012-13 math target RIT met their 2013-14 target RIT. 50% of new students met math target RIT (18 of 36).
2014-15	70% of returning students will meet their target RIT. 60% of returning students who did not meet target RIT in 2013-14 will meet target RIT. 50% of new students will meet target RIT.	72% of students performing at or above grade level in reading met their target RIT. 72% of students performing below grade level met their target RIT. 70% of students performing at or above grade level in math met their target RIT. 64% of students performing below grade level in math met their target RIT.
2015-16	75% of students at or above reading grade level will meet target RIT. 70% of students below reading grade level will meet target RIT. 65% below grade level in math will meet target RIT.	69% (55 of 80) of students performing at or above grade level in reading met their target RIT in the spring. 66% (67 of 102) of students who perform below grade level in reading met their target RIT in the spring. 64% (30 of 47) of students who perform at or above grade level met their target RIT in the spring. 50% (67 of 135) of students who perform below grade level in math met their target RIT in the spring.
2016-17	75% in low, low-average, average groups will reach target RIT in spring. 75% in high-average group will earn 50% of target RIT growth points in spring (goal updated after priority grant submitted).	Of the 146 second- through eighth-grade students in the low, low-average, or average groups, 85 (58.2%) met their target RIT score in the spring Nearly two thirds (24 of 38, or 63.2%) of the students in the high-average and high performance groups had earned at least 50.0% of their target RIT points at the time of the spring test (corrected data was gathered after priority grant was submitted)
2017-18	75% in low, low-average, average groups will reach target RIT in spring. 75% in high-average, high groups will earn at least 50% of their target RIT growth points by end of year.	

1. Respond to the following questions related to the Area of School Improvement (ASI).

School Name	Area of School Improvement for 2017-18	New (N) or Continuing (C)
Darrell Lynn Hines Academy	Differentiation	<input type="checkbox"/> N <input checked="" type="checkbox"/> C

a. If the school is selecting a new ASI, summarize the decision-making process for the change, including stakeholder input and data.

N/A

b. Provide an outline of the professional development in 2017-18 that will support the ASI.

We continually prioritize and select areas of focus to further improve our skill sets in the area of differentiation. The following is a description and rationale of the PD outline for the 2017-2018 school year. Our PD selections are designed to build knowledge in content specific areas as well as in the area of classroom management and school culture and climate. While continually working to improve data based practices and increase content knowledge, our staff will work to better understand culturally responsive practices and developmentally appropriate practices. These added focal points will help improve the culture and climate of the school by enabling teachers to work on building and sustaining healthy relationships with students and their families. Our previous initiative and drive to set and achieve academic goals and improve the knowledge base of our students and staff has at times caused our interactions to be less personable, which has caused some

## VI. SCHOOL PLAN (cont'd)

students/families and even some of our staff, to feel that the bottom line has more to do with numbers than their personal development and success.

- c. Describe the expected impact the ASI will have on student achievement.

In addition to supporting student academic growth, it is expected that adding professional development and activities on relevant positive social and collaborative interactions, will help improve school climate, decrease behavior referrals, improve attendance, and improve student and teacher retention.

Currently, PD for the 2017-2018 is designed to address: Culturally Responsive Practices, developmentally appropriate practices, and behavior management, to include improving PBIS practices and formally activating our PBIS team. We will also continue to work on improving content knowledge and teaching application of Math, and developing teacher leaders.

2. For each Priority school, describe the actions the LEA has taken, or will take to:

- a. Allgn other resources with the school improvement model requirements.

Much of what we have worked on as a school has involved improving or creating systems and structures that enable us to make desired improvements. Examples of these systems include but are not limited to: adjusting monthly schedules to allow teacher collaboration time and monthly data review during the school day, assigning teacher mentors for lower elementary as well as up upper elementary grades, extending the school day an additional half hour, updating our school grading system to include standards based reports and parent access to gradebooks, providing teacher leaders with professional development on coaching peer strategies, updated our family handbook in order to better inform families of procedures and practices, re-established Family Involvement Team (FIT) meetings, monthly administrative data review and reflection, etc. In light of the fact that we have experienced success in using the systems put in place, we want to continue to work on and refine these systems and teaching applications for new and returning teachers. We also intend to continue to be intentional with supporting our teachers in getting to know and develop a better understanding of the families that we serve. We will continue to use and refine systems that help our families to become more accustomed to the learning environment and culture and climate of our school, and the learning needs of their children.

- b. Modify its practices or policies (such as schedules, structures, teacher contracts, etc.), if necessary, to enable its schools to implement the school improvement model requirements fully and effectively.

N/A

- c. Sustain the reforms and improvement efforts after the funding period ends.

Student performance has improved as we have successfully devised systems to help teachers to improve their knowledge on content, standards and teaching and assessment strategies. However, improvement can be difficult to maintain when teachers resign or relocate. We will continue to build capacity for leadership within our teaching staff, and maintain efforts that support a positive progressive culture and climate. A continued focus on academic rigor to include building and sustaining positive relationships will help us to continually improve our ability to meet the needs of diverse learners in our community. Further, we intend to work with community organizations, collaborate with neighboring schools, and continually research local and state programs in order to attain funds for activities that require financial support, such as maintaining technology equipment and access to learning opportunities that support 21st century learning styles. We will also increase efforts to locate funding to support for our families who are homeless or experiencing financial hardships, etc.

VII. SCHOOL PLAN (cont'd)  
This chart has been intentionally disabled.  
Enter your plan into Indistar.

Current Year Activities	Timeline for Activities	Person(s) Responsible	Grant Funds Requested	Progress Complete for Interim and End-of-Year Reports

**Enter Plan in Tracker**



**IX. BUDGET DETAIL**

<b>Grant Period</b> 7/1/2017 – 6/30/2018	<b>LEA</b> Darrell Lynn Hines Academy	<b>Project No. For revisions only</b>
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**1. Personnel Summary (100s-200s)**

List all employees to be paid from this project. Do not include contracted personnel employed by other agencies in this section. If a vacancy exists which will be filled, indicate "vacant."

a. Name	b. Position/Title	c. Project FTE Indicate Percent	d. Date(s) Service to be Provided	e. Total Costs	
				Salary	Fringe
Summer Instructional Staff (instruction-a,b)	Teachers and Educational Assts	1.0	7/1/2017 — 8/31/2017	\$101,403	\$2,000
Professional Development Stipend (admin-a,b)	Teachers, Admin, Educational Assts	1.0	7/1/2017 — 6/30/2018	\$25,000	\$1,925
Instructional Staff Incentive (admin-a,b)	Teachers and Educational Assts	1.0	7/1/2017 — 6/30/2018	\$15,000	\$1,200
Support Staff Incentive (admin-a,b)	Staff, Admin	1.0	7/1/2017 — 6/30/2018	\$5,500	\$420
Signing Bonus (admin-a,b)	All Staff	1.0	7/1/2017 — 6/30/2017	\$35,500	\$3,070
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<b>Totals</b>				<b>\$182,403</b>	<b>\$8,615</b>
<b>Total Salary &amp; Fringe</b>				<b>\$191,018</b>	
<b>All project totals must equal salary and fringe totals on budget summary page.</b>				<b>\$191,018</b>	

**IX. BUDGET DETAIL (cont'd)**

<b>Grant Period</b> 7/1/2017 – 6/30/2018	<b>LEA</b> Darrell Lynn Hines Academy	<b>Project No. For revisions only</b>
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**2. Purchased Services Summary (300s)**

a. Type of Service Purchased	b. Date(s) Service to be Provided	c. Specify Agency/Vendor or Supplier <i>If Known</i>	d. Total Costs
Staff Dev. & Parent Food (admin-c)	7/1/17 — 6/30/18	Wigley Enterprises, Sam's Club, Panera Bread, Jimmy John's, Starbucks	\$5,854
Spanish Instruction (instruction-c)	7/1/17 — 6/30/18	Berlitz	\$23,241
Music Instruction (instruction-c)	7/1/17 — 6/30/18	Wisconsin Conservatory of Music	\$37,800
Turnaround partner fee (support-c)	7/1/17 — 6/30/18	Voyager	\$5,000
Support & Admin Prof. Dev. (admin-c)	7/1/17 — 6/30/18	CESA, DPI, NCSC, ASCD, WASDA, Voyager, Math in Focus, Leters	\$61,000
Summer Sch Transportation (admin-c)	7/1/17 — 6/30/18	Riteway	\$32,410
Prof. Dev. Travel (admin-c)	7/1/17 — 6/30/18	Magic Carpet Travel	\$10,000
Recruitment & Advertising (admin-c)	7/1/17 — 6/30/18	WeCan, Positive Promotions, Wil's Enterprises	\$1,500
Print Literature (admin-c)	7/1/17 — 6/30/18	James Imaging, Wil's Enterprises	\$10,404
Online Instruction (instruction-c)	7/1/17 — 6/30/18	Achieve, CBM, Aleks, Goalbook, Title Peek, Learning A-Z, NWEA	\$32,000
Online Parent Outreach (admin-c)	7/1/17 — 6/30/18	Bright Arrow, AccelaSchool, Brenner & Associates	\$7,000
Information Technology Svcs (admin-c)	7/1/17 — 6/30/18	Computer 911	\$25,000
Dir. Technology Svcs (admin-c)	7/1/17 — 6/30/18	Pringle	\$5,000
Network Services	7/1/17 — 6/30/18	StarMax, Spectrum	\$660
Substitute Teachers PD (instruction-c)	7/1/17 — 6/30/18	Parallel	\$15,000
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	—		
<b>Total</b>			<b>\$271,869</b>
<b>Must agree with Purchase Services Total on Budget Summary.</b>			

<b>IX. BUDGET DETAIL (cont'd)</b>		
Grant Period <b>7/1/2017 – 6/30/2018</b>	LEA <b>Darrell Lynn Hines Academy</b>	Project No. <i>For revisions only</i>

**3. Non-Capital Objects Summary (400s)**

a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
	Classroom supplies (instruction-d)	\$6,613
	Student incentives (admin-d)	\$2,000
	Grant management (admin-d)	\$5,100
	Staff incentives (admin-d)	\$2,000
	Library resources (support-d)	\$2,400
	Classroom furnishings (support-d)	\$1,100
	Curriculum materials (instruction-d)	\$17,900
<b>Total</b>		<b>\$37,113</b>
<b>Must agree with Non-Capital Objects total on Budget Summary.</b>		

	<b>IX. BUDGET DETAIL (cont'd)</b>	
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Grant Period <b>7/1/2017 – 6/30/2018</b>	LEA Darrell Lynn Hines Academy	Project No. <i>For revisions only</i>
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**4. Capital Objects Summary (500s)**

a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
<b>Total</b>		<b>\$0</b>
<b>Must agree with Capital Objects total on Budget Summary.</b>		

**5. Other Objects Summary (900s)**

a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
<b>Total</b>		<b>\$0</b>
<b>Must agree with Other Objects total on Budget Summary.</b>		

**X. BUDGET SUMMARY**

<b>LEA</b> Darrell Lynn Hines Academy	<b>Grant Period</b> Begin Date 7/1/2017	<b>Initial Request</b>	<b>Date Submitted</b>	
<b>Project Number For DPI Use Only</b>	<b>End Date</b> 6/30/2018		<b>First Revision</b>	<b>Second Revision</b>

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

<b>WUFAR Function</b>	<b>WUFAR Object</b>	<b>Amount Requested</b>	<b>First Revision</b>	<b>Second Revision</b>
<b>Instructions (100 000 Series)</b> Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)	\$101,403		
	b. Fringe Benefits (200s)	\$2,000		
	c. Purchased Services (300s)	\$108,041		
	d. Non-Capital Objects (400s)	\$24,513		
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Instruction</b>		\$235,957	\$0
<b>Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series)</b> Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)	\$5,000		
	d. Non-Capital Objects (400s)	\$3,500		
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Support Services—Pupil/Instructional Staff Services</b>		\$8,500	\$0
<b>Support Services—Administration</b> (Associated with functions in 230 000 series and above.) Includes general; building; business; central service administration, and insurances.	a. Salaries (100s)	\$81,000		
	b. Fringe Benefits (200s)	\$6,615		
	c. Purchased Services (300s)	\$158,828		
	d. Non-Capital Objects (400s)	\$9,100		
	e. Capital Objects (500s)			
	f. Insurance (700s)			
	g. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Support Services—Admin.</b>		\$255,543	\$0
<b>Indirect Cost</b>	Approved Rate %	\$0.00	\$0.00	\$0.00
<b>TOTAL BUDGET</b>		\$500,000.00	\$0.00	\$0.00

<b>DPI Approval</b>	Signature of DPI Reviewer <i>[Signature]</i>	Date Signed: Mo/Day/Yr 7/1/2018
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