

---

# **Title I, Comprehensive Support and Improvement Planning Grant Guidelines**

## **Cohort FY2019 (Year 1) Application**

Authorized by Elementary and Secondary  
Education Act (ESEA)



Carolyn Stanford Taylor  
State Superintendent  
Madison, WI

---

Please direct questions to:

Keith Stewart  
Education Consultant  
Title I and School Support Team  
Division for Student and School Success  
Wisconsin Department of Public Instruction  
125 South Webster Street, P.O. Box 7841  
Madison, WI 53707-7841  
(608) 264-9320  
[keith.stewart@dpi.wi.gov](mailto:keith.stewart@dpi.wi.gov)

or

Wendy Savaske  
Education Consultant  
Title I and School Support Team  
Division for Student and School Success  
Wisconsin Department of Public Instruction  
125 South Webster Street, P.O. Box 7841  
Madison, WI 53707-7841  
(608) 267-7461  
[wendy.savaske@dpi.wi.gov](mailto:wendy.savaske@dpi.wi.gov)

© 2019 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

# Table of Contents

- I. Overview ..... 4
- II. Eligibility ..... 4
- III. Available Funds ..... 4
- IV. Use of Funds ..... 4
  - A. Supplement, not Supplant ..... 5
- V. Application Information ..... 5
  - A. Timeline ..... 5
  - B. Application ..... 5
  - C. Review Process ..... 7
- VI. Monitoring for Planning Grant ..... 7
- VII. Financial Requirements ..... 7
  - A. General Requirements ..... 7
  - B. Budget Revisions ..... 7
  - C. Financial Claims ..... 8
- Appendix A – Reviewer Rubric ..... 9

These guidelines discuss general program requirements and restrictions related to the administration of the Title I, Part A, Section 1003(a) Comprehensive Support and Improvement Grants awarded by the State of Wisconsin under the Elementary and Secondary Education Act (ESEA).

## **I. Overview**

The purpose of the Comprehensive Support and Improvement (CSI) Planning Grant, authorized by the Elementary and Secondary Education Act (ESEA), is to provide public school districts with additional funds and resources to assist CSI identified schools in completing a needs assessment, engaging stakeholders, reviewing resource inequities and selecting an evidence-based improvement strategy in order to develop or refine an improvement plan.

## **II. Eligibility**

Eligible applicants are public school districts, henceforth referred to as local educational agencies (LEAs) with one or more schools that have been identified as a CSI school. The identification of CSI Schools is required by the approved Wisconsin Every Student Succeeds Act (ESSA) State Plan. CSI Schools are the lowest five percent of Title I schools based on the ESSA indicators (academic achievement, student growth, progress toward English language proficiency, graduation rate, and absenteeism) or any school with a graduation rate below 67 percent.

## **III. Available Funds**

The amount of available funds is based on the appropriation made available to Wisconsin from the United States Department of Education (USDE). The LEA allocation is generated by the number of schools identified as CSI. Each CSI school generates \$140,000.00.

## **IV. Use of Funds**

LEAs may use these funds to assist school stakeholders in completing a needs assessment that includes a root cause analysis, researching and identifying an evidence-based improvement strategy, identifying resource inequities within the school, and developing an improvement plan aligned to identified needs.

LEAs may use funds for salaries, fringe benefits, professional development, purchased services, supplies for planning and stakeholder meetings as outlined by LEA policy, and other expenses for school improvement planning. The budgeted activities will reflect effective use of resources, support, and technical assistance for identification of school needs, identification of an evidence-based improvement strategy, and school improvement planning.

Once needs are identified, the LEA may use planning grant funds to purchase materials to implement programs or practices aligned to the [research requirements \(Tiers 1-3\) of ESSA](#), and professional development for staff to support the improvement plan.

LEAs may submit claims starting from the approval date of their application. Any budget modification requests must be submitted to DPI by July 15, 2019. All funds must be encumbered by August 15, 2019.

**A. Supplement, not Supplant**

In general, an LEA shall use CSI Grant funds to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for identification of needs, identification of an evidence-based improvement strategy, and school improvement planning, and not to supplant such funds.

An LEA should have on file the methodology used to allocate State and local funds to each school receiving assistance under this part ensuring that such school receives all the State and local funds it would otherwise receive if it were not receiving a CSI Grant (20 USC §6321(b)).

**V. Application Information**

**A. Timeline**

February 2019	(Embargoed) identification of CSI Schools.
March 15, 2019	Grant applications due to DPI.
April 15, 2019	Grant award documentation sent to LEAs.
July 15, 2019	All budget modification requests received and approved by DPI.
August 15, 2019	All funds encumbered.
November 15, 2019	Final financial claims due.
October 31, 2019	Projected deadline for identified LEAs and schools to submit evidence of continuous improvement. Per ESSA requirements, each school must submit an improvement plan that is responsive to a needs assessment and outlines the implementation of an identified evidence-based improvement strategy (practices, policies, and professional development), included stakeholder involvement in planning, and addresses identified resource inequities.

**B. Application**

Use the following information to answer questions while completing the application.

**I. General Information**

Provide the requested information about the LEA and grant contacts.

**II. Certification/Signatures**

Review the assurances in Section III prior to signing. Both the District Administrator and the School Board Clerk or Charter School Authorizer must sign.

**III. Assurances**

Review prior to certification in Section II.

**IV. Certification Covering Debarment**

Read the instructions prior to signing. Provide the agency, name, and title of the authorized signatory.

**V. Stakeholders**

Certify that all required stakeholders will be included during the needs assessment and continuous improvement planning process outlined in ESSA. It is recommended a district or central office leader is a member of the school’s team to ensure alignment

and focus for the plan. Possible additional stakeholders should also be considered. Please refer to the “Accomplished” level on the [Continuous Improvement Process Criteria and Rubric](#) for guidance.

**VI. Resource Inequities**

In the space provided, describe the process the school(s) will use to identify and address resource inequities. A school may choose to use the Resource Inequity Data Tool provided by the Wisconsin Department of Public Instruction and available in SAFE within WISEsecure. Please refer to the “Accomplished” level on [Continuous Improvement Process Criteria and Rubric](#) for guidance.

**VII. Needs Assessment**

Select the method the school(s) will use to conduct the required needs assessment. If the school(s) selects a local model, provide a detailed narrative to describe the process to be used. Please refer to the “Accomplished” level on [Continuous Improvement Process Criteria and Rubric](#) for guidance.

**VIII. Evidenced-Based Improvement Strategy Selection**

Select the process the school(s) will use to identify an evidence-based improvement strategy that is aligned to the required tiers of research required by ESSA. Evidence-based improvement strategies are practices or programs that have **evidence** to show they are effective at producing results and improving outcomes when implemented. The evidence described in ESSA has generally been produced through formal studies and research. Interventions applied under Title I, Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence (Tiers 1–3) as support:

- **Tier 1 – Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 – Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias)

(The definition of “evidence-based” is given in §8101(21) of ESEA, as amended by ESSA (United States Congress, 2015).)

**IX. Improvement Plan Development**

Select the ongoing continuous improvement plan process. If the school(s) selects a local model, provide a template or outline of the model. Include a narrative describing the process to be used. See the “Accomplished” level in the Plan Section and footnotes of the [Continuous Improvement Process Criteria and Rubric](#) sections, as required under ESSA. A template or outline and narrative are not necessary if the school is using the Data Inquiry Journal.

**X. Budget Detail and Summary**

LEAs shall contact their business manager for assistance with the budget portion of the application. The Budget Detail and Summary sections require LEAs to specify how grant expenses are allocated by budget category (i.e., salary, fringe, non-capital objects, etc.)

within each school. The budget shall only contain expenses for the 2018-19 planning grant year.

LEAs must complete grant activities and encumber expenses by August 15, 2019.

### **C. Review Process**

A team of DPI staff will review each grant application. The team will use the rubric provided in Appendix A. If an application is not rated at the “Accomplished” level based upon the [Continuous Improvement Process Criteria and Rubric](#), DPI will provide feedback and will allow applicants an opportunity to revise the application.

## **VI. Monitoring for Planning Grant**

By October 31, 2019, schools will be required to submit evidence of the following to DPI: required stakeholder involvement in planning, a needs assessment, resource inequities, identification of an evidence-based improvement strategy, and an improvement plan that incorporates implementation of the evidence-based improvement strategy (practices, policies, and professional development) and addresses identified resource inequities from the planning process. DPI will not conduct on-site visits for the CSI planning grant.

## **VII. Financial Requirements**

### **A. General Requirements**

DPI encourages applicants to contact their business manager for assistance with the budget portion of the application. LEAs shall adhere to the guidelines set by the [Wisconsin Uniform Financial Accounting Requirements \(WUFAR\)](#).

LEAs shall also follow the guidelines set forth in the [Education Department General Administrative Regulations \(EDGAR\)](#) and the [Federal Uniform Grant Guidance](#). The Uniform Grant Guidance provides a reference to the fiscal requirements and procedures necessary for responsible financial management of DPI administered grant programs.

### **B. Budget Revisions**

Requests for budget revisions are required when significant changes need to be made to the original approved budget. An increase or decrease of 10 percent or more in any budget summary line requires approval by DPI.

**The LEA shall not expend funds until DPI provides written approval of the budget revision.**

To request a budget revision, grant recipients shall submit the budget details and summary reflecting the proposed modification for each school served by the grant along with a narrative explaining the reasoning for the modification. Submit budget modifications to Brielle Harwick, grants specialist, at [brielle.harwick@dpi.wi.gov](mailto:brielle.harwick@dpi.wi.gov). DPI will notify recipients of the approval or denial in writing.

All budget modification requests must be received and approved by DPI before July 15, 2019 before all obligations for revised budget items are made.

### **C. Financial Claims**

DPI recommends recipients submit program fiscal reports (PI-1086) at least quarterly during the grant period. Grant recipients must have an approved budget with LEA and school level expenditures before a program fiscal report is approved. A final program fiscal report is due November 15, 2019. Direct all questions regarding financial claims to Ryan Egan, senior accountant, at (608) 266-1723 or [ryan.egan@dpi.wi.gov](mailto:ryan.egan@dpi.wi.gov).

LEAs must complete grant activities and encumber expenses by August 15, 2019.

**Comprehensive Support & Improvement (CSI) Planning Grant  
 Evaluation Rubric**

Grants are reviewed to determine alignment to federal requirements and elements of best practice for continuous improvement that are found in the [Continuous Improvement Process Criteria and Rubric](#):

The rubric contains a key to find criteria required under Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) for schools and districts identified for improvement. Schools and districts, whether just beginning continuous improvement or already engaged in continuous improvement using localized tools and resources, can use the key to ensure that their continuous improvement efforts include the minimum compliance requirements of the applicable areas of federal law. By engaging in best practice related to continuous improvement, schools and districts will fulfill legal requirements under ESSA and IDEA – no additional, stand-alone plans required.

In this document, “team” refers to either a district-level or building-level team responsible for continuous improvement. It may be a leadership team or an RtI Implementation team – or a team pulled together for the specific purpose of improving outcomes for targeted subgroups. It could be, but usually isn’t, a PLC. Teams that reflect the full diversity – racial, socio-economic, language, disability status, family structure, etc. – of the students served by the district or school are strong teams. Suggested members of a district team include the district administrator, program directors and supervisors, building administrators, educators, and family and community members. Suggested members of a school team include the building administrator(s), educators, teacher leaders, non-certified staff, family and community stakeholders, and central office/district team liaison.

-Wisconsin Department of Public Instruction. 2018. “Continuous Improvement Process Criteria and Rubric” November, 20, 2018.

Criteria	Yes	Partial	No
Team represents diverse stakeholders. Specific groups to be included for all schools identified under ESSA for comprehensive supports must, at a minimum, include: <ul style="list-style-type: none"> <li>• teachers, including those for general and special education, and English learners;</li> <li>• school administrators;</li> <li>• other school staff;</li> <li>• students (if age-appropriate); and</li> <li>• families (must include representatives of specific subgroups present in the school).</li> </ul>			

<p>Team engages in a needs assessment through the data and practice inquiry process, which includes reviewing all the following:</p> <ul style="list-style-type: none"> <li>• quantitative interim and summative student data, including disaggregated data for relevant student groups</li> <li>• qualitative data</li> <li>• educator practice data</li> <li>• root cause analysis</li> <li>• all relevant plans (LEA strategic plan, English Learner Plan, building Improvement plan, technology plan etc.)</li> </ul> <p>Team focuses on assets and successes in addition to gaps and deficits.</p> <p>Team identifies and prioritizes needs based on the completed needs assessment.</p> <p>Team summarizes the data collected and the results of the needs assessment, including root cause analysis, in an easy to understand and accessible format (including native language of stakeholders).</p>			
<p>Team reviews funding and resources at both the LEA and school level that minimally includes: academic opportunities, staffing, and funding family engagement with the plan to repurpose funds or address inequities.</p>			
<p>Team selects an evidence-based improvement strategy aligned to prioritized needs and Tier 1-3 research requirements of ESSA.</p>			
<p>Team develops a plan with action steps supporting implementation of instructional and leadership practices aligned to the evidence-based improvement strategy.</p> <p>Within the action steps, ongoing professional learning (training and coaching) is reflected during the implementation of the evidence-based improvement strategy.</p> <p>Team establishes a system to monitor progress on plan implementation, student outcome, and educator practice data.</p>			
<b>Comments:</b>			