DPI's New Competitive Grant Application and the Tools You can Use to Compete

Federal Funding Conference
March 2020

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent

Session Objectives

Participants will:

- **Understand why DPI developed a uniform competitive grant application;**

- **Become familiar with the uniform competitive grant application; and**

- **Understand how the Continuous Improvement Process Criteria Rubric and Data Inquiry Journal can assist in the grant writing process.**

Why a uniform grant application?

- **Feedback from stakeholders**
- **Create uniformity to reduce redundancy**
- **Align application and the language used in the application to other DPI materials and resources**
  - DPI's [Continuous Improvement Process Criteria & Rubric](#)
  - DPI's [Data Inquiry Journal At-A-Glance](#)

Template "Rules"

- **DPI staff will tailor the grant application to reflect the grant project.**
- **DPI staff may delete questions if the information is not needed to determine grant awards.**
- **DPI staff may only add questions if the information collected is required in statute or if the DPI has the authority to ask for additional content.**
- **Other changes to the template would have to be vetted by Cabinet.**

Uniform Grant Application Sections

- **Contact Information**
- **Abstract**
- **Assurances, etc.**
- **Consortium Information**
- **Plan**
- **Do**
- **Study/Check**
- **Act**
- **Readiness**
- **Budget**

Continuous Improvement Process Criteria and Rubric

IS	IS NOT
• Ongoing way of work	• An initiative
• Strategic	• Directive
• Informed by data	• Personally driven
• Used by teams	• Used in a silo
• Focused on the system and adult practices	• Focused solely on student outcomes

Continuous Improvement Process (CIP) Criteria & Rubric

"Readiness" Uniform Grant Application

- **Page 12**
- **First step for the CIP but last narrative section in the application**
- **Stakeholders**
- **Communication Structure and Protocols**

Identification Needs to be Addressed

1. **Student Outcome Priority Statement—student outcomes identified within a needs assessment**

   A student outcome priority statement identifies the need(s) of the target population for this grant project. It includes specific supporting data (e.g., interim and summative student data, including disaggregated data for relevant student subgroups; qualitative data, educator practice data, formative assessment data, etc.) used to determine need. It is possible for an applicant to identify more than one student outcome priority statement.

   Example f...
   through 2...
   14%—are...

   a. What is your...

   2. **Practice Priority Statement—adult practices identified with a needs assessment**

   A practice priority statement explains what the applicant hopes to accomplish (based on needs assessment). This may include adult practices and/or system changes. It is possible for an applicant to identify more than one student outcome priority statement. Practice priority statements use a format such as "we believe we can improve.....if we....." *Limit each response to 4,000 characters.*

   Example for multi-year grant project: We believe we can begin to close the gap between the proficiency rates of SwD and SwoD if we create a consistent literacy framework. This framework will be created with input from literacy expertise and leadership to use for universal and supportive instruction and teacher professional development.

   a. What is your practice priority statement(s) for this grant project?

   b. What is the l...

   b. How will the grant project supplement and align with existing or available resources (e.g., inexperienced teachers working in highest poverty schools; lack of resources available to students to meet identified needs, etc.) to address the needs identified in the student outcome and practice priority statements?

   c. What are the resource inequities contributing to the needs identified in the student o... inexperienced teachers working in highest poverty schools; lack of resources available to stu...

   What is a needs assessment?

Overview of Needs Assessment Process

- A **Needs Assessment** is a process in which a team of diverse stakeholders reviews multiple years of qualitative and quantitative data for all students and student groups to determine success and areas of improvement;

- The team creates a measurable **Student Outcome Priority Statement** which is based on the need identified - what would be the desired state;

- The team continues the process by identifying the **Root Cause in Practice** which has led to the current student outcomes;

Overview of Needs Assessment Process

- The team develops **Practice Priority Statement** to explain the relationship between the Student **Outcome Priority Statement** & **Highest Likely Root Cause in Practice;** and

- The team identifies an **Evidence-Based Improvement Practice** and studies educator and leadership practices to create an action plan.

"Plan" Uniform Grant Application

- **Page 7**

Applicant identifies the needs to be addressed with grant funds

- **Student Outcome Priority Statement**
  - Root cause/contributing factors
- **Practice Priority Statement**
  - Alignment to existing resources and resource inequities

Needs Assessment Tools & Resources

CIP Criteria and Rubric

P1	1,3,10 C D N
Criterion	Team conducts a needs assessment, including root cause analysis.
Beginning	Team does not conduct a needs assessment.
Developing	Team engages in a needs assessment through data and practice inquiry process, reviewing some but not all of the following: • Quantitative interim and summative student data, including disaggregated data for relevant student groups • Qualitative data • Educator practice data • Root cause analysis • All relevant plans (district strategic plan, English Learner Plan, building improvement plan, technology plan, etc.) Team focuses on gaps and deficits, with minimal attention to assets and successes.
Accomplished	Team engages in a needs assessment through data and practice inquiry process, reviewing all of the following: • Quantitative interim and summative student data, including disaggregated data for relevant student groups • Qualitative data • Educator practice data • Root cause analysis • All relevant plans (district strategic plan, English Learner Plan, building improvement plan, technology plan, etc.) Team focuses on assets, funds of knowledge and successes in addition to gaps and deficits. Team identifies and prioritizes needs based on needs assessment. Team summarizes the data collected and the results of the needs assessment, including root cause analysis, in an easy-to-understand and accessible (including native languages of stakeholders) format.

Needs Assessment Tools & Resources

Data Inquiry Journal within WISEDash for Districts

Needs Assessment Tools & Resources

Needs Assessment Tools & Resources
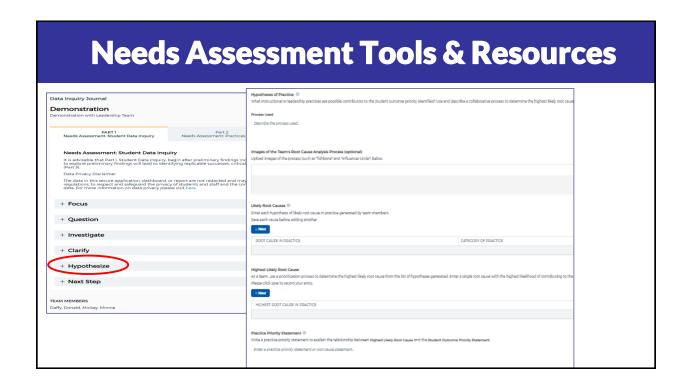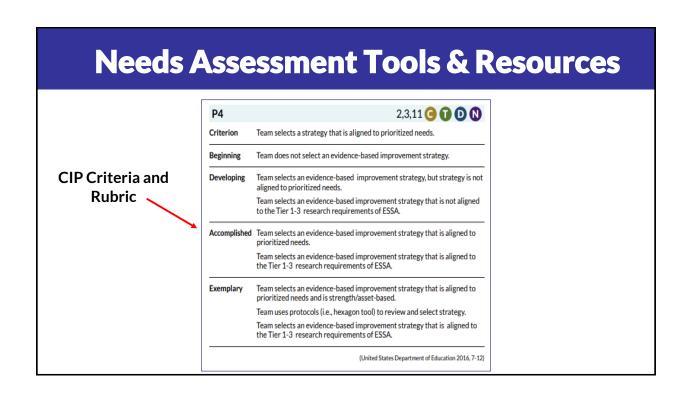
CIP Criteria and Rubric

P4	2,3,11 C T D N
Criterion	Team selects a strategy that is aligned to prioritized needs.
Beginning	Team does not select an evidence-based improvement strategy.
Developing	Team selects an evidence-based improvement strategy, but strategy is not aligned to prioritized needs.
	Team selects an evidence-based improvement strategy that is not aligned to the Tier 1-3 research requirements of ESSA.
Accomplished	Team selects an evidence-based improvement strategy that is aligned to prioritized needs.
	Team selects an evidence-based improvement strategy that is aligned to the Tier 1-3 research requirements of ESSA.
Exemplary	Team selects an evidence-based improvement strategy that is aligned to prioritized needs and is strength/asset-based.
	Team uses protocols (i.e., hexagon tool) to review and select strategy.
	Team selects an evidence-based improvement strategy that is aligned to the Tier 1-3 research requirements of ESSA.

(United States Department of Education 2016, 7-12)

Needs Assessment Tools & Resources

PART 1 Needs Assessment: Student Data Inquiry	Part 2 Needs Assessment: Practices Inquiry	PART 3 Summary and Improvement Plan

Needs Assessment: Practices Inquiry

The purpose for practices inquiry is to design a plan to investigate and analyze evidence of likely root causes in practices contributing to student data o...

+ Part 1 Needs Assessment: Student Data Inquiry Highlights

+ Focus

+ Question

+ Investigate & Clarify

+ Propose

Data Inquiry Journal within WISEDash for Districts

Plan-Action Planning

CIP Criteria and Rubric

P3		3,11
Criterion	Team develops a (1) SMART goal(s) and (2) theory of action or logic model.	
Beginning	Team develops a goal(s) that meets some but not all SMART goal requirements.	
	Team does not develop theory of action or logic model.	
Developing	Team develops a goal(s) that meets some but not all SMART goal requirements.	
	Team develops a theory of action or logic model that is incomplete or not aligned to prioritized needs and SMART goal or does not include educator practices.	
Accomplished	Team develops a goal(s) that meets all SMART goal requirements.	
	Team develops a theory of action or logic model that is strength-based, focused on educators and universal/core instruction, and complete, but is only partially aligned to the prioritized needs and SMART goal or does not include educator practices.	
Exemplary	Team develops a goal(s) that meets all SMART goal requirements, and aligns school and district goals.	
	Team develops a theory of action or logic model that is complete, tightly aligned to the prioritized needs and SMART goal, and includes educator practices.	

Plan-Action Planning

PART 1	Part 2	PART 3
Needs Assessment: Student Data Inquiry	Needs Assessment: Practices Inquiry	Summary and Improvement Plan

Summary and Improvement Plan

It is advisable that Part 1-Needs Assessment: Student Data Inquiry and Part 2-Needs Assessment: Practices Inquiry be completed prior to developing the document the actions that will be taken to improve priority outcomes through rapid cycles of improvement (plan, do, study, act).

+ **Part 1 and Part 2 Needs Assessments: Summary**

+ **Plan Foundation**

+ **Improvement Plan Strategy**

+ **Action Plan**

+ **Sustainability Plan**

Plan-Action Planning

CIP Criteria and Rubric

P5	2,3,7,9 **C T D N**
Criterion	Team develops a plan to implement the selected strategy.
Beginning	Team develops a plan with 25% or less of the action steps* supporting implementation of instructional and leadership practices aligned to the evidence-based improvement strategy.
Developing	Team develops a plan with 26 to 50% of the action steps supporting implementation of instructional and leadership practices aligned to the evidence-based improvement strategy.
Accomplished	Team develops a plan with 51 to 89% of the action steps supporting implementation of instructional and leadership practices aligned to the evidence-based improvement strategy.
	Within the action steps, ongoing professional learning (training and coaching) is reflected during the implementation of the evidence-based improvement strategy.
	Team establishes system for monitoring implementation of plan (on track with plan implementation, student outcome data and educator practice data) during implementation.
Exemplary	Team develops a plan with 89 to 100% of the action steps supporting implementation of instructional and leadership practices aligned to the evidence-based improvement strategy.
	Within the action steps, ongoing professional learning (training and coaching) is reflected during the implementation of the evidence-based improvement strategy.
	Team establishes system for monitoring implementation of plan (on track with plan implementation, student outcome data and educator practice data) during implementation.

Plan-Action Planning

PART 1 Needs Assessment: Student Data Inquiry	Part 2 Needs Assessment: Practices Inquiry	PART 3 Summary and Improvement Plan

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+ Improvement Plan Strategy

+ Action Plan

+ Sustainability Plan

Plan-Action Planning

Action Plan

Action Steps

ACTION STEP	STATUS	TYPE OF ACTION	RESOURCES AND MATERIALS	TEAM MEMBER LEAD	EVIDENCE OF COMPLETION	PLANNED COMPLETION DATE
Professional Learning -School's ELA EBIS Classroom Environment	In progress	Professional Learning	Room Reserved, Technology, Chart Paper & markers, feedback survey, handouts	Sally Jo	Survey of Effectiveness & Future PD Needs	10/01/2020
Coaching-Literacy Coaches will work with teachers on classroom environement	In progress	Professional Learning	Coaching Journal	Stacy	General Notes related to common bright spots and barriers and	10/31/2020
Creation of a classroom walk-through tool related classroom environment	In progress	Equitable Practices or Program	Technology and Paper	Sally Jo	Draft walk-through tool	10/15/2020
Feedback on classroom walk-through tool from staff	In progress	Equitable Practices or Program	Draft Walk-through tool & chart paper for feedback	Sally Jo	Feedback related to walk-through tool	10/20/2020
CIP Team will revise walk-through tool based on feedback	In progress	Team Meeting	Draft walk-through tools and feedback	Sally Jo	Final Walk-through tool	10/25/2020
Communication of final walk-through tool, process and schedule	In progress	Communication	Email and posted in meeting space	Steve	Posting and communication	10/27/2020
Colleague and administrative walk-throughs related classroom environment	In progress	Equitable Practices or Program	Walk-through tool	Steve	Collection of classroom environment data	11/15/2020
CIP Team will review walk-through data and professional learning data to determine next steps for PD and coaching	In progress	Team Meeting	Walk-through data & PD survey	Stacy	Communication of data and future PD Plans	11/30/2020

"Do" Uniform Grant Application

- **Page 8**

Applicant provides an "Action Plan" to address the needs described in the "Plan" section of the application.

- **Page 10**
- **SMART Goals**
- **Detailed steps, timeline, evidence of completion, personnel responsible**

"Do" Uniform Grant Application

Data Inquiry Journal

Action Plan

Action Steps

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Uniform Grant Application

Action Plan—Example

Student Outcome Priority Statement

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

SMART Goal to Address Student Outcome Priority Statement

Increase the ELA achievement of all 6-8 grade students from 48% proficiency to 60% proficiency, while accelerating the achievement of SwD so that at least 40% reach proficiency on the Forward ELA exam in 2020.

Action Step	Timeline/Planned Completion Date	Evidence of Completion	Personnel Responsible
Develop a literacy framework	November 2019	Documented and approved by school board	Literacy Specialist
Align resources to framework	December 2019	Resources approved by school board	Literacy Specialist
Plan and carryout professional development on the literacy framework, standards and materials to occur monthly.	June 2020	Staff feedback on the effectiveness of professional learning and learning needs, and walk-through data aligned to professional learning objectives to determine additional professional learning need.	Literacy Specialist
Hold coaching sessions with all general and special education staff responsible for literacy instruction to ensure literacy framework is implemented with fidelity and individualized needs are being met.	December 2019	Topics of coaching sessions; number of coaching on each of the topics; walk-through data aligned to professional learning and coaching objectives to measure fidelity and next steps for professional learning.	Principal and SPED Director

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"Study/Check" Uniform Grant Application

- Page 10
- Evaluation planning
- Reference specific data points
- Process to share information with the public

Do, Study and Act Cycles

Do, Study and Act ⓘ
Do, study and act processes are conducted in cycles.

> Do, Study and Act 1

> Do, Study and Act 2

> Do, Study and Act 3

> Do, Study and Act 4

PART 1
Needs Assessment: Student Data Inquiry   Needs Assess

Summary and Improvement Plan
It is advisable that Part 1-Needs Assessment: Student Data Inquiry a
document the actions that will be taken to improve priority outcom

+ Part 1 and Part 2 Needs Assessments: Summ

+ Plan Foundation

+ Improvement Plan Strategy

+ Action Plan

+ Sustainability Plan

Implementation or "Do"

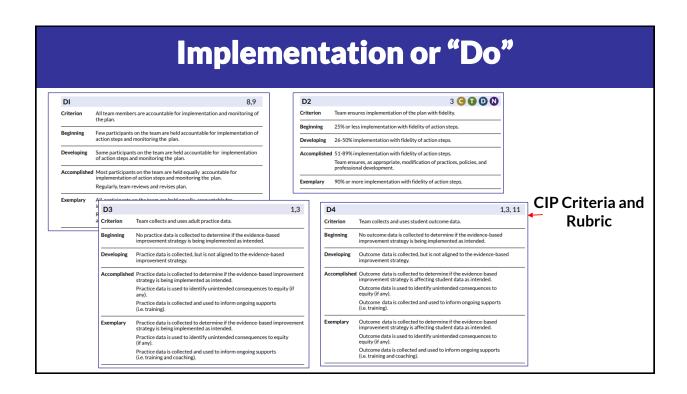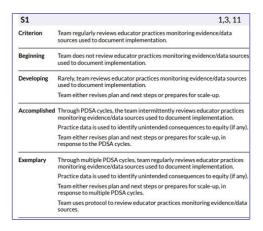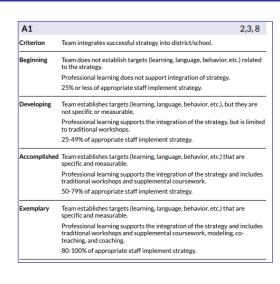| D1		8,9
Criterion	All team members are accountable for implementation and monitoring of the plan.	
Beginning	Few participants on the team are held accountable for implementation of action steps and monitoring the plan.	
Developing	Some participants on the team are held accountable for implementation of action steps and monitoring the plan.	
Accomplished	Most participants on the team are held equally accountable for implementation of action steps and monitoring the plan. Regularly, team reviews and revises plan.	
Exemplary	All participants on the team are held equally accountable for...	

D2		3 C T D N
Criterion	Team ensures implementation of the plan with fidelity.	
Beginning	25% or less implementation with fidelity of action steps.	
Developing	26-50% implementation with fidelity of action steps.	
Accomplished	51-89% implementation with fidelity of action steps. Team ensures, as appropriate, modification of practices, policies, and professional development.	
Exemplary	90% or more implementation with fidelity of action steps.	

D3		1,3
Criterion	Team collects and uses adult practice data.	
Beginning	No practice data is collected to determine if the evidence-based improvement strategy is being implemented as intended.	
Developing	Practice data is collected, but is not aligned to the evidence-based improvement strategy.	
Accomplished	Practice data is collected to determine if the evidence-based improvement strategy is being implemented as intended. Practice data is used to identify unintended consequences to equity (if any). Practice data is collected and used to inform ongoing supports (i.e. training).	
Exemplary	Practice data is collected to determine if the evidence-based improvement strategy is being implemented as intended. Practice data is used to identify unintended consequences to equity (if any). Practice data is collected and used to inform ongoing supports (i.e. training and coaching).	

D4		1,3, 11
Criterion	Team collects and uses student outcome data.	
Beginning	No outcome data is collected to determine if the evidence-based improvement strategy is being implemented as intended.	
Developing	Outcome data is collected, but is not aligned to the evidence-based improvement strategy.	
Accomplished	Outcome data is collected to determine if the evidence-based improvement strategy is affecting student data as intended. Outcome data is used to identify unintended consequences to equity (if any). Outcome data is collected and used to inform ongoing supports (i.e. training).	
Exemplary	Outcome data is collected to determine if the evidence-based improvement strategy is affecting student data as intended. Outcome data is used to identify unintended consequences to equity (if any). Outcome data is collected and used to inform ongoing supports (i.e. training and coaching).	

CIP Criteria and Rubric

Study

CIP Criteria and Rubric

S1	1,3, 11
Criterion	Team regularly reviews educator practices monitoring evidence/data sources used to document implementation.
Beginning	Team does not review educator practices monitoring evidence/data sources used to document implementation.
Developing	Rarely, team reviews educator practices monitoring evidence/data sources used to document implementation.
	Team either revises plan and next steps or prepares for scale-up.
Accomplished	Through PDSA cycles, the team intermittently reviews educator practices monitoring evidence/data sources used to document implementation.
	Practice data is used to identify unintended consequences to equity (if any).
	Team either revises plan and next steps or prepares for scale-up, in response to the PDSA cycles.
Exemplary	Through multiple PDSA cycles, team regularly reviews educator practices monitoring evidence/data sources used to document implementation.
	Practice data is used to identify unintended consequences to equity (if any).
	Team either revises plan and next steps or prepares for scale-up, in response to multiple PDSA cycles.
	Team uses protocol to review educator practices monitoring evidence/data sources.

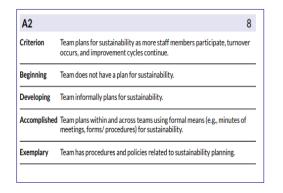| S2	1,3, 11
Criterion	Team regularly reviews student outcome monitoring evidence/ data sources used to document implementation.
Beginning	Team does not review student outcome monitoring evidence/data sources used to document implementation.
Developing	Rarely, team reviews student outcome monitoring evidence/data sources used to document implementation.
	Team either revises plan and next steps or prepares for scale-up.
Accomplished	Intermittently, team reviews student outcome monitoring evidence/data sources used to document implementation.
	Outcome data is used to identify unintended consequences to equity (if any).
	Team either revises plan and next steps or prepares for scale-up.
Exemplary	Regularly, team reviews student outcome monitoring evidence/data sources used to document implementation.
	Outcome data is used to identify unintended consequences to equity (if any).
	Team either revises plan and next steps or prepares for scale-up.
	Team uses protocol (i.e., resources from Wisconsin's Strategic Assessment) to review student outcome monitoring evidence/ data sources.

"Act" Uniform Grant Application

- **Page 11**
- **Coordination with other funding sources**
- **Sustainability planning**

Act

A1		2,3, 8
Criterion	Team integrates successful strategy into district/school.	
Beginning	Team does not establish targets (learning, language, behavior, etc.) related to the strategy.	
	Professional learning does not support integration of strategy.	
	25% or less of appropriate staff implement strategy.	
Developing	Team establishes targets (learning, language, behavior, etc.), but they are not specific or measurable.	
	Professional learning supports the integration of the strategy, but is limited to traditional workshops.	
	25-49% of appropriate staff implement strategy.	
Accomplished	Team establishes targets (learning, language, behavior, etc.) that are specific and measurable.	
	Professional learning supports the integration of the strategy and includes traditional workshops and supplemental coursework.	
	50-79% of appropriate staff implement strategy.	
Exemplary	Team establishes targets (learning, language, behavior, etc.) that are specific and measurable.	
	Professional learning supports the integration of the strategy and includes traditional workshops and supplemental coursework, modeling, co-teaching, and coaching.	
	80-100% of appropriate staff implement strategy.	

CIP Criteria and Rubric

A2		8
Criterion	Team plans for sustainability as more staff members participate, turnover occurs, and improvement cycles continue.	
Beginning	Team does not have a plan for sustainability.	
Developing	Team informally plans for sustainability.	
Accomplished	Team plans within and across teams using formal means (e.g., minutes of meetings, forms/ procedures) for sustainability.	
Exemplary	Team has procedures and policies related to sustainability planning.	

Additional Tools and Resources

DPI Competitive Grant Inventory Webpage

https://dpi.wi.gov/sms/competitive-grant-inventory

Applicant Feedback Survey

https://forms.gle/EX5hpbrQbo5XCQbH9

Additional Tools and Resources

Continuous Improvement Process Criteria and Rubric

https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/CIP_rubric_draft.pdf

WISELearn Continuous Improvement Group

https://wlresources.dpi.wi.gov/groups/wisconsin-continuous-improvement/4/

Questions