

Wisconsin Act 20 and Federal Funds

Laura Adams and Shelly Babler
WI Federal Funding Conference
February 2024



1

Session Objectives

During this session, the speakers will:

- Provide an overview of Wisconsin Act 20
- Provide an understanding of how federal fiscal rules apply to state statutes.
- Identify ways Act 20 and federal funds can support student needs.

2

Session Objectives

Federal Grants Referenced in this Session

- Elementary and Secondary Education Act (ESEA)
- Individuals with Disabilities Education Act (IDEA)
- Education Stabilization Funds (ESF) for COVID Relief

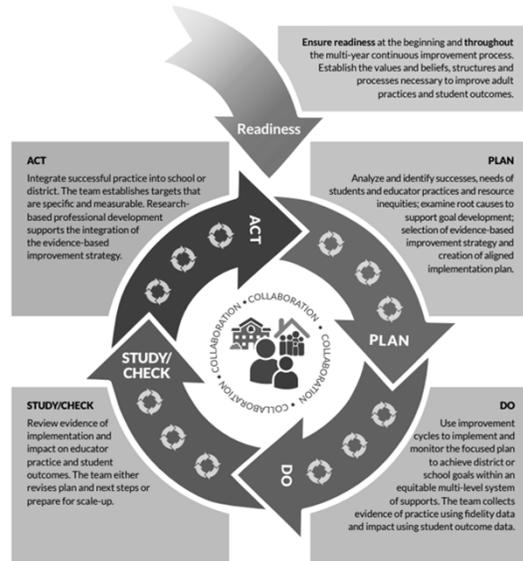
3

Considerations When using Federal Funds

4

Plans Based on the Needs of the Students

Fund the plan to meet students' needs.



5

Work together to Maximize Federal Funds to Meet Student Needs



6

Allowed Costs for Federal Funds

Follow your written procedures to determine allowed costs.

Allowable Cost Checklist for Federal Awards

- ✓ Reasonable and Necessary
- ✓ Conforming to Limitation or Exclusions (allowed under statute)
- ✓ Consistent with policies and procedures
- ✓ Accorded consistent treatment (direct vs indirect cost)
- ✓ Allocable
- ✓ Determined in accordance with GAAP
- ✓ Not used for cost sharing or matching requirements
- ✓ Adequately documented
- ✓ Supplemental

7

Supplement, not Supplant (SnS)

The philosophy that federal funds should be used for costs earmarked to provide 'above and beyond' services usually targeted towards specific student needs and not to replace local or state investments.

How this concept is tested varies among the Federal programs.



8

Wisconsin Act 20

9

Key Components

- Office of Literacy and statewide early literacy coaches
- Early Literacy Curriculum Council
- Definition of science-based early literacy instruction
- State grants for partial reimbursement for curriculum
- Required professional development
- Statewide reading readiness screener
- Local literacy remediation plan
- Personal reading plan
- Local promotion policy
- Revised requirements for educator preparation programs

10

Office of Literacy and Statewide Early Literacy Coaches

11

Office of Literacy & Statewide Literacy Coaches

DPI must:

- ✓ Create an Office of Literacy
- ✓ Establish and supervise a literacy coaching program to improve literacy outcomes in Wisconsin
- ✓ Contract for up to 64 full-time equivalent literacy coaches
- ✓ Submit an annual report to the Joint Committee on Finance about the coaching program by October 15th (starting in 2024)

DPI's Office of Literacy and the coaching program sunsets on July 1, 2028.

12

Early Literacy Curriculum Council

13

Early Literacy Curriculum Council

Nine-member council appointed jointly by state superintendent, senate majority leader, and senate assembly leader

- **Will serve 1-to-3-year terms**
- **Must make recommendations for a universal curriculum for 5K-grade 3 literacy or reading that is in alignment with the definition of "science-based reading instruction" for use in 2024-25.**
- **Will consult with the State Superintendent on the individual to serve as DPI Director of Office of Literacy**

14

State Grants for Curriculum

15

State Grants for Curriculum

DPI must award grants to adopt a recommended early literacy curriculum and instructional materials.

State funds will pay for up to 50% of the cost of a recommended early literacy curriculum and instructional materials and will be prorated.

- **LEAs and Choice Schools who adopt a recommended early literacy curriculum on or after January 1, 2024, will be eligible to apply.**
- **Grant application information: <https://dpi.wi.gov/wi-reads>**

16

State Grants for Curriculum

Act 20 *does not* require LEAs to adopt a recommended curriculum.

If an LEA chooses to adopt a recommended curriculum, they may apply for a state grant to cover up to 50% of the costs.



Definition of Science-Based Early Literacy Instruction

Science-Based Early Literacy Instruction

Instruction that is systematic and explicit and consists of all the following:

1. Phonological awareness
2. Phonemic awareness
3. Phonics
4. Building background knowledge
5. Oral language development
6. Vocabulary building
7. Instruction in writing
8. Instruction in comprehension
9. Reading fluency

Wisc. Stats. 118.015 (1c)(b)

19

Science-Based Early Literacy Instruction

Phonics is defined as:

The study of the relationships between sounds and words; this includes alphabetic principle, decoding, orthographic knowledge, encoding, and fluency.

Wisconsin standards for ELA 2020 defines fluency as being comprised of:

Accuracy, automaticity, and prosody.

Wisc. Stats. 118.015 (1c)(a)

20

Three-cueing

"Three-cueing" is defined as:

Any model, including the model referred to as meaning, structure, and visual cues, or MSV, of teaching a pupil to read based on meaning, structure and syntax, and visual cues or memory.

Wisc. Stats. 118.015 (1c)(C)

21

Three-cueing Prohibition

Beginning in the 2024-25 school year, no public school, including a charter school or those participating in a private school choice program may provide instruction that incorporates **Three-cueing in the core reading curriculum for grades **5K through 3** or in supplemental materials, including materials used for reading intervention.**

Wisc. Stats. 118.015 (5)

22

Three-cueing Prohibition

Can an LEA use federal funds (Title funds, IDEA funds, or other federal funds) to provide instruction OR purchase curriculum, resources, or materials that meets the definition of Three-cueing in Act 20?

No, the federal Uniform Grant Guidance prohibits the use of federal funds for costs that are prohibited by state statute.

2 CFR 200.404(b)

23

Three-cueing Prohibition

An LEA may not provide instruction in grades 5K – 3 that includes Three-cueing.

- Three-cueing is prohibited when the goal for instruction is for the learner to solve the word on the page.
- Three-cueing is **NOT** prohibited when the goal for instruction is comprehension.

An LEA may not use federal funds to pay a teacher to be trained in Three-cueing.

24

Science-Based Early Literacy Curriculum and Resources/Materials

Can an LEA use federal funds to purchase, in whole or in part, a reading curriculum, intervention, or supplementary instructional resource/materials that meets the requirements of Act 20 and does not incorporate three-cueing?

It depends

25

Science-Based Early Literacy Curriculum and Resources/Materials

First, LEAs must be able to answer, “Yes” to the following questions:

1. Does the curriculum, intervention, or supplementary instructional resource follow a specific scope and sequence?
2. Does the curriculum, intervention, or supplementary instructional resource require the learner to apply their knowledge of phonics to solve an unknown word?

26

Science-Based Early Literacy Curriculum and Resources/Materials

Then, LEAs must consider the following:

- ✓ Is it allowed under the grant? Does it meet students needs?
- ✓ How much of the cost is allocable to the grant?
- ✓ Is the cost reasonable and necessary?
- ✓ Does the cost meet the supplement, not supplant provisions of the grant program?
- ✓ Does the cost adhere to the LEA's policies and procedures?
- ✓ Did the LEA follow the written procedures to determine allowed costs?

Allowable Cost Checklist for Federal Awards

27

**Here comes
the fun!**



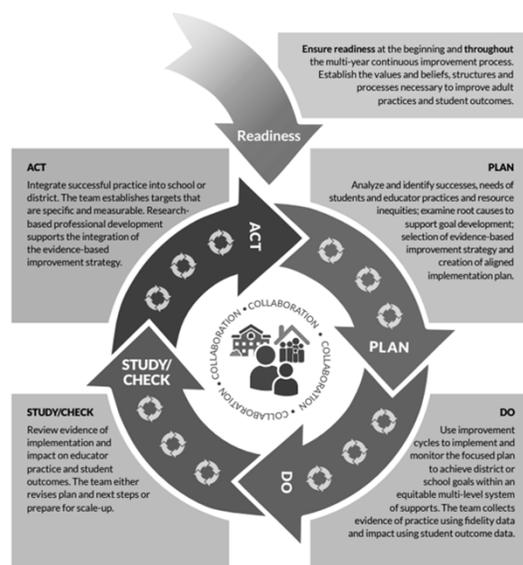
28

Using Federal Funds for Curriculum

29

Will the curriculum meet students' needs?

Fund the plan to meet students' needs.



30

Science-Based Early Literacy Curriculum

Title I, Part A – If an LEA is exempt or meets the Title I supplement, not supplant requirement, then.....

Title I	Curriculum
Title I Schoolwide School	Allowed if the purchase meets the needs addressed in the schoolwide plan.
Title I Targeted Assistance School	Allowed, but must be prorated - <ul style="list-style-type: none"> based on the number of identified Title I students who have identified literacy needs and the curriculum must address the identified needs of the identified Title I students.

20 U.S.C. 6314 and 6315

31

Proration Example for Title I Targeted Assistance Schools (TI TAS)

Grade	Classroom	Total Students	Number of Title I Students	Title I students with reading needs that align to the purchase
Kindergarten	Mr. Swan	21	5	4
1 st Grade	Ms. Neagley	20	2	2
2 nd Grade	Mr. Sanchez	18	7	5
3 rd Grade	Ms. O'Donnell	21	4	1
4 th Grade	Ms. Dixon	25	5	5
5K - 4 Curriculum (package deal)		105	23	17

Total Students
105



Number of TI Students with Reading Needs
17



Percent to Charge to Title I TAS
16%

32

Science-Based Early Literacy Curriculum

Title I (Continued)	Curriculum
Title I Centralized Service Reservation	Allowed if all the schools in the LEA are served Title I Schoolwide programs; AND curricula is purchased for all the elementary schools; AND it addresses the needs addressed in the schoolwide plans.
Title I Neglected Reservation	Allowed if the purchase addresses the identified needs of students living in neglected facilities.
Title I Homeless Reservation	Not allowed.
CSI/ATSI Grants	Allowed for CSI or ATSI identified elementary schools if the cost ties to an evidence-based improvement strategy in the school's approved school improvement plan that addresses the school's results of their root cause analysis tied to ESSA identification.
Title I, Part D Grants	Not allowed.

33

Science-Based Early Literacy Curriculum

Other ESSA Grants	Curriculum
Title II, Part A	Not Allowed. Does not meet the purpose of the grant.
Title III, Part A	Not Allowed. Does not meet the purpose of the grant.
Title IV, Part A	Not Allowed. It is supplanting.
Title IV, Part B - 21 st Century Community Learning Center Grants (21 st CCLC)	Not Allowed. Does not meet the purpose of the grant.
Title V-Rural Low-Income Schools (RLIS)	Waiting for guidance from USDE.
Education for Homeless Children and Youth (EHCY) Grants	Not Allowed. Does not meet the purposes of the grants.

34

Science-Based Early Literacy Curriculum

IDEA	Curriculum
IDEA Flow-Through	Not allowed. This is not an excess cost of special education instruction or related services.
IDEA Preschool	Not allowed. This is not an excess cost of special education instruction or related services.
IDEA Title I Schoolwide Set Aside	Only the portion of the purchase at the Title I Schoolwide School would be allowed if the curriculum meets the needs addressed in the schoolwide plan.
IDEA Voluntary CEIS	Not allowed. Does not meet the purpose of the grant.
IDEA Comprehensive CEIS**	Allowed, but the curriculum must address the results of the racial disproportionately root cause analysis.

*** This funding is available to LEAs identified as Racially Disproportionate in Special Education.

35

Science-Based Early Literacy Curriculum

Stimulus Funds – If the purchase is obligated by **September 30, 2024**, AND addresses learning loss caused by the COVID-19 pandemic, then.....

ARPA Grant	Curriculum
ESSER III	Allowed.
Evidence Based Improvement Strategy (EBIS) Grants	Allowed if the curriculum is connected to the identified EBIS in the application.
Summer School Grants	Not allowed. Does not meet the purpose of the grant.
Out-of-School Time Grants	Not allowed. Does not meet the purpose of the grant.
Evidence-Based After School Grants	Not allowed. Does not meet the purpose of the grant.
ARP-Homeless Children and Youth Grants	Not allowed. Does not meet the purposes of the grants.

36

Brain Break



37

Required Professional Development

38

Required Professional Development

By July 1, 2025, each District and Charter School must ensure that

- ✓ 5K - 3 grade teachers;
- ✓ Reading specialists; and
- ✓ Principals of schools with grades 5K - 3

Has received (or will receive within six month of hire) professional development on the following.

39

Required Professional Development - Administrators

By July 1, 2025, all principals and district level administrators must participate in a reading training that meets these criteria:

- ✓ Trainers have at least 5 years' experience providing structured literacy training specifically for principals, administrators, and school literacy teams
- ✓ Content is aligned with the National Reading Panel Report and subsequent updates of the research by the Institute of Education Sciences
- ✓ Includes a substantial focus and understanding on direct instruction
- ✓ Takes place over at least 6 days
- ✓ Includes activities to implement evidence-aligned systems and structures to effectuate change
- ✓ Allows for at least 30 participants

40

Required Professional Development

For the purpose of Act 20 and this presentation, the term “Administrators” include:

- District level staff
- District Reading Specialist (the person responsibility for meeting State Statute 118.015(3)
 - This does not necessarily include all reading specialists in the district or school.
- School principals

41

Required Professional Development - Educators

Center for Effective Reading Instruction's list of accredited independent teacher trainings:

<https://effectivereading.org/knowledge-and-practice-standards/accredited-independent-teacher-training-programs/>

These are the trainings that are eligible for the ARPA LETRS Reimbursement program: <https://dpi.wi.gov/arp/esser-iii-reading-initiatives>.

42

Required Professional Development

LEAs should:

- ✓ Develop a system for keeping track of who has begun or completed a relevant reading training along with the name of the training
- ✓ Identify which educators and administrators have already completed a reading training that meets statutory requirements
- ✓ Make local decisions about how LEA will support educators and administrators in meeting this requirement
- ✓ Implement local plan to meet training requirements and track information

43

Required Professional Development

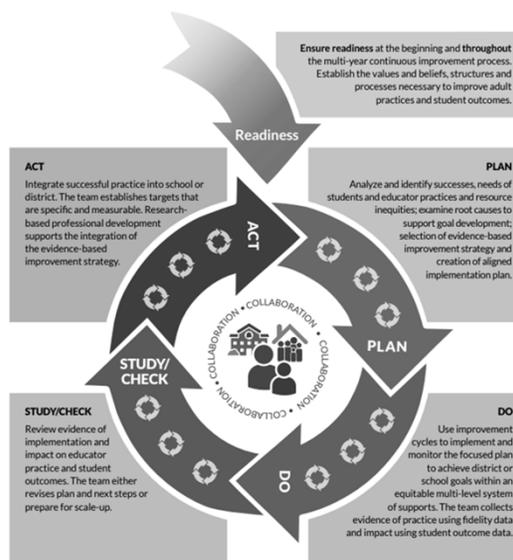
Can an LEA use federal funds to meet the professional development requirements of Act 20 (training for K5-3 teachers, principals, and district reading specialists)?

It depends

44

Will the professional development meet students' needs?

Fund the plan to meet students' needs.



45

Required Professional Development

Title I, Part A – If an LEA is exempt or meets the Title I supplement, not supplant requirement, then

ESEA Title I	District Level Administrators	School Level Administrators and Teachers
Title I Schoolwide School	Not allowed	Allowed for school staff (including principals, etc.) if the training meets the needs addressed in the schoolwide plan.
Title I Targeted Assistance School	Not allowed	Allowed in some circumstances, but costs must be prorated and properly documented. Examples are on the next slides.
Title I Professional Development Reservation	Allowed in rare circumstances and with adequate documentation – Please call your Title I Consultant at DPI to discuss.	
Title I Neglected Reservation	Not allowed	Allowed but only for the teachers in the institutions and only if the training meets students' needs.
Title I Homeless Reservation	Not allowed	Not allowed.
CSI/ATI Grants	Call your CSI Consultant	Allowed for CSI or ATSI identified elementary schools if the cost ties to an evidence-based improvement strategy in the school's approved school improvement plan that addresses the school's results of their root cause analysis tied to ESSA identification.

46

Required Professional Development Title I Targeted Assistance Schools (TI TAS)

To meet the needs of the Title I students in TI TAS that had

- ✓ Identified literacy needs and
- ✓ Training on science-based literacy instruction is necessary for a classroom teacher to best support the TI students in their classroom

It's based on the teacher's experience and literacy needs of the TI students in their classroom.

If a teacher needed training on science-based literacy instruction to meet the needs of their TI students in their classroom, then

- 100% of training costs would be allowed, but the LEA would need to specifically document this circumstance (the students needs, the teacher's experience) in the Title I application and budget.

Required Professional Development

ESEA Grants	Required Professional Development
Title II, Part A	Not allowed. It is supplanting because it's required in state statute.
Title III, Part A	Not allowed. It is supplanting because it's required in state statute.
Title IV, Part A	Not allowed. It is supplanting because it's required in state statute.
Title V - RLIS	Waiting for guidance from USDE.
EHCY Grants	Not allowed. Does not meet the purposes of the grants.

Required Professional Development

IDEA Grants	Required Professional Development
IDEA Flow-Through	Not allowed for general education staff as it is not an excess cost of special education. Allowed for special education staff.
IDEA Preschool	Not allowed for general education staff as it is not an excess cost of special education. Allowed for special education staff.
IDEA Title I Schoolwide Set Aside	Allowed for school staff (principals, etc.) if the training meets the needs addressed in the schoolwide plan.
IDEA Voluntary CEIS	Allowed if the training meets the needs of the students who have been screened and identified for not meeting academic benchmarks AND The LEA did not use any other federal funds (including Title I) for the same cost in the current or prior year.
IDEA Comprehensive CEIS**	Allowed if the cost qualifies as an evidence-based improvement strategy addressing the LEA's results of their root cause analysis tied to the identified student group.

49

Required Professional Development

Stimulus Funds – If the **obligation** occurs before September 30, 2024, and addresses learning loss caused by the COVID-19 pandemic, then.....

ARPA Grant	Required Professional Development
ESSER III	Allowed.
EBIS Grants	Allowed if science-based literacy instruction is the EBIS identified in the application.
Summer School Grants	Allowed if the science-based literacy instruction meets an identified need/goal/plan in the application and the summer school teachers need the training to support this instruction.
Evidence-Based After School Grants	Allowed if the science-based literacy instruction meets an identified need/goal/plan in the application and the teachers supporting the program need the training to support this instruction.
ARP-HCY	Not allowed. Does not meet the purpose of the grant.

50

Professional Development & Private School Equitable Participation

Act 20 does not require professional development on Science-Based Literacy Instruction for private schools, including Choice schools.

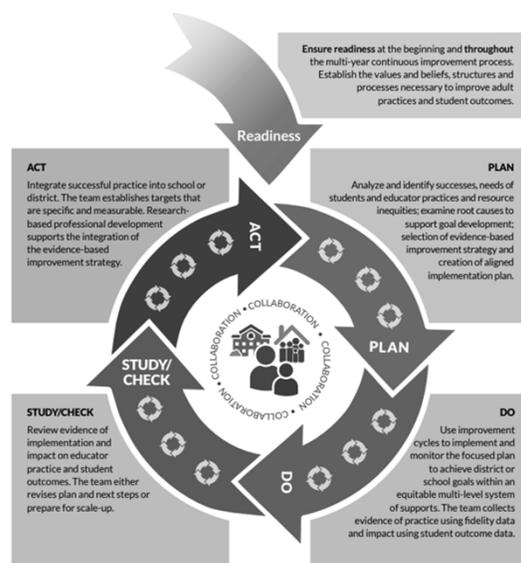
Can an LEA use the equitable share for professional development on Science-Based Literacy Instruction for private school staff?

It depends

51

Will the professional development meet needs of the private school students?

Fund the plan to meet students' needs determined during consultation.



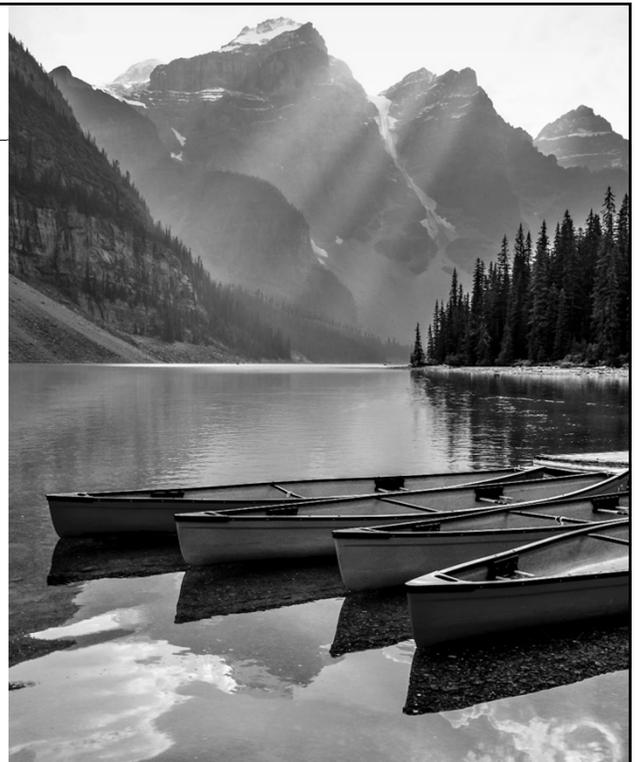
52

Professional Development & Private School Equitable Participation

Grant	Professional Development for Equitable Participation in Private Schools
Title I, Part A	Title I services in private schools are student specific (not school specific). Follow the guidelines for Title I TAS in public schools.
Title II, Part A	Allowed if science-based literacy instruction will meet the academic needs of the students AND teachers need professional development for this purpose, then the LEA may use the equitable share from Title II to cover those costs.
Title III, Part A	Not allowed. Does not meet the purpose of the grant.
Title IV, Part A	Allowed if science-based literacy instruction will meet the academic needs of the students AND teachers need professional development for this purpose, then the LEA may use the equitable share from Title IV to cover those costs.
IDEA	Not allowed. Does not meet the purpose of IDEA.

53

Brain Break



54

Statewide Reading Readiness Screener

55

Statewide Reading Readiness Screener Assessments for the 2024-2025 School Year

4K Students	5K-3 Students
<ul style="list-style-type: none">● Fundamental skills screener● Refers to “assessments that evaluate whether a pupil possesses phonemic awareness & letter sound knowledge.”● Must occur 2 x per year	<ul style="list-style-type: none">● Universal screener● Refers to “assessments that evaluate a pupil’s skills in all of the following areas: phonemic awareness, decoding skills, alphabetic knowledge, letter sound knowledge, & oral vocabulary”● Must occur 3 x per year

Act 20 does not require Choice Schools to implement the reading readiness screener.

56

Diagnostic Reading Assessments

- Learners scoring below the 25th percentile of the reading readiness screener must be administered a diagnostic reading assessment
- Must be administered no more than 10 days after the reading readiness screener
- An educator or parent may request a diagnostic reading assessment if they suspect characteristics of dyslexia
 - Must be administered no more than 20 days after such a request

57

Family/Parent Notifications for Assessments

Act 20	ESEA ESEA Monitoring Guidance Sections A-C
<ul style="list-style-type: none"> • Results of the reading readiness screener within 10 days. • If a diagnostic assessment is necessary, notify results within 15 days <ul style="list-style-type: none"> ○ Information about characteristics of dyslexia ○ Information about Special Education referrals ○ The opportunity to complete a family history survey. 	<ul style="list-style-type: none"> • LEA and School Performance <ul style="list-style-type: none"> ○ Results of federal and state assessments (WISEdash ESSA Dashboard) • Student Performance <ul style="list-style-type: none"> ○ Provide individual student information on level of achievement and academic growth on assessments (individual students reports) • Provide information on state and federal assessment tools <ul style="list-style-type: none"> ○ Include the Act 20 reading readiness assessment tool • English learner programs

58

Local Literacy Remediation Plan

59

Local Literacy Remediation Plan

LEAs must establish and publish early literacy (5K – 3rd grade) remediation plans that include all of the following:

- ✓ A description of the early reading interventions they provide, including interventions used to support students with characteristics of dyslexia
- ✓ A description of how a learner's progress will be monitored, including frequency and tools
- ✓ The name(s) of the diagnostic reading assessment they use
- ✓ A description of how reading assessment results are used
- ✓ A description of the parent notification policy

60

Personal Reading Plan

61

Personal Reading Plan

LEAs must create and implement a personal reading plan for a child who scores below the 25th percentile on the reading readiness screener or the diagnostic assessment that includes:

- ✓ **Specific areas of reading need**
- ✓ **Goals and benchmarks for progress**
- ✓ **How progress will be monitored**
- ✓ **A description of interventions and any additional instructional services**
- ✓ **Programming using science-based early reading instruction that the teacher will use**
- ✓ **Strategies that parents are encouraged to use at home**
- ✓ **Any additional services available and appropriate to support reading development**

Act 20 does not require Choice Schools to implement personal reading plans.

62

Personal Reading Plan - Timelines

Must be developed no later than the 3rd Friday in November OR within 10 days of the diagnostic reading assessment

Parent must sign and return the personal reading plan



63

Personal Reading Plan

The plan is considered complete when both school and parent agree that goals have been met and child shows "adequate rate of progress"

- For 5K, adequate rate of progress is based on these skills: nonword or nonsense word fluency and phoneme segmentation fluency
- For grades 1, 2, and 3, adequate rate of progress is based on oral reading fluency
- For grade 3, access to continued support is based on the summative state assessment
- Learners who are promoted to 4th grade while still on a personal reading plan must be provided with "an intensive summer reading program each summer until scoring at grade-level on the summative assessment"

64

Personal Reading Plan

Can an LEA use federal funds to support the costs to implement personal reading plans for 5K-3 Students?

It depends

Personal Reading Plan

Personal Reading Plan for (for 5K-3 Students)	Individualized Education Plan (IEP)	Individualized Language Plan (for ELs)
<p>Developed to ensure a child with a specific reading need receives interventions and additional instructional services.</p> <ul style="list-style-type: none"> • Focuses exclusively on reading. • May use Title I funds in Title I schools where reading interventions is part of the plan to improve academic achievement. • May use IDEA Title I Schoolwide or IDEA CEIS funds. • May use IDEA funds for excess costs if the reading supports are part of the IEP. 	<p>Developed to ensure a child with an identified disability receives specialized instruction and related services.</p> <ul style="list-style-type: none"> • May or may not include strategies specific to reading. • May use IDEA funds for excess costs to provide supports identified in the IEP. • Title I and other SBOE EA federal funding sources may not be used to support strategies in an IEP. 	<p>Developed to ensure language development for students who are English learners.</p> <ul style="list-style-type: none"> • Focuses on the four domains of language development. • May or may not include strategies specific to reading. • DPI is still reviewing possible funding sources.

Slide 66

SB0

Confirm TV

Babler, Shelly A. DPI, 2024-02-19T17:50:02.976

Funding for Personal Reading Plans (For 5K – 3 students)

Title I, Part A – If an LEA is exempt or meets the Title I supplement, not supplant requirement, then.....

Title I	Interventions or Supplemental Instructional Resources/Materials
Title I Schoolwide School	Allowed if the costs meet the needs addressed in the schoolwide plan.
Title I Targeted Assistance School	Allowed if the costs address the identified needs of identified Title I students who have reading needs and costs must be prorated. <ul style="list-style-type: none"> • Do all students with a personal reading plan meet the schools entrance criteria for Title I supports?



67

Funding for Personal Reading Plans (For 5K – 3 students)

Title I (Continued)	Interventions or Supplemental Instructional Resources/Materials
Title I Centralized Service Reservation	Allowed if all the schools in the LEA are served Title I Schoolwide programs; AND The cost(s) are for all the elementary schools; AND The cost(s) address the needs addressed in the schoolwide plans.
Title I Neglected Reservation	Allowed if the cost(s) addresses the identified needs of students living in neglected facilities.
Title I Homeless Reservation	The LEA must exhaust all other funding sources first and document that no other funding available. Allowed if the cost(s) addresses the identified needs of students experiencing homelessness including those students attending non-Title I schools.
CSI/ATSI Grants	Allowed for CSI or ATSI identified elementary schools if the cost(s) ties to an evidence-based improvement strategy in the school's approved school improvement plan that addresses the school's results of their root cause analysis tied to ESSA identification.

68

Personal Reading Plan (For 5K – 3 students)

ESSA Grants	Interventions or Supplemental Instructional Resources/Materials defined in personal reading plans
Title II	Not allowed. Does not meet the purpose of the grant.
Title III	Not allowed. It is supplanting. If a student is an English learner and has a personal reading plan, local funds must be utilized to support the personal reading plan.
Title IV, Part A	Not allowed. It is supplanting.
Title IV, Part B (21 st CCLC)	Not allowed. It is supplanting.
Title V - RLIS	Waiting for guidance from USDE.

69

Personal Reading Plan (For 5K – 3 students)

IDEA Grants	Interventions or Supplemental Instructional Resources/Materials
IDEA Flow-Through	Allowed if the costs are used to provide specialized reading instruction to students with disabilities per the students' IEPs.
IDEA Preschool	Allowed if the costs are used to provide specialized reading instruction to students with disabilities (who are age 5) per the students' IEPs.
IDEA Title I Schoolwide Set Aside	Allowed if the costs addresses the needs addressed in the schoolwide plan.
IDEA Voluntary CEIS	Allowed if the LEA did not use any other federal funds (including Title I) for the same costs in the current or prior year.
IDEA Comprehensive CEIS**	Allowed if the costs qualify as an evidence-based improvement strategy addressing the LEA's results of their root cause analysis tied to the identified student group.

** This funding is available to LEAs identified as Racially Disproportionate in Special Education.

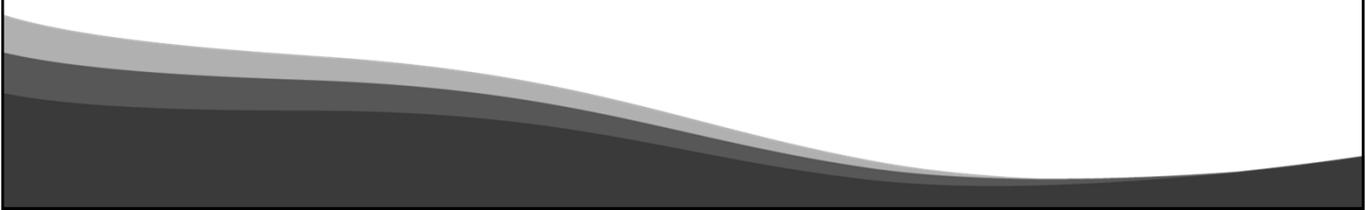
70

Personal Reading Plan (For 5K – 3 students)

Stimulus Funds – If the purchase is obligated by **September 30, 2024**, AND addresses learning loss caused by the COVID-19 pandemic, then.....

ARPA Grant	Supplemental Instructional Resources/ Materials
ESSER III	Allowed if the obligation for resources/materials is made before September 30, 2024.
Evidence Based Improvement Strategy (EBIS) Grants	Allowed if the resources/materials are connected to the identified EBIS in the application and the obligation is made before September 30, 2024.
Summer School Grants	Not Allowed. The performance period ends on September 30, 2024, and the personal reading plans will be developed after that date.
Evidence-Based After School Grants	Not Allowed. The performance period ends on September 30, 2024, and the personal reading plans will be developed after that date.
ARP-HCY	Not Allowed. The performance period ends on September 30, 2024, and the personal reading plans will be developed after that date.

Local Promotion Policy



Local Promotion Policy

By January 1, 2025, DPI must develop and publish a model policy for promoting students from 3rd grade to 4th grade. This policy must include reading criteria.

By July 1, 2025, LEAs and private school “Choice Schools” must adopt a policy for promoting students from 3rd grade to 4th grade that includes reading criteria.

Beginning on September 1, 2027, LEAs and Choice Schools may not promote students from 3rd grade to 4th grade if they do not meet the criteria in the local promotion policy.

73

Local Promotion Policy

Can an LEA use federal funds to support the Local Promotion Policy?

Information Coming Soon

74

Braiding Funding to Meet Student Needs

75

Braiding Funds to Meet Students' Needs

River's Edge Elementary School (Grades K-5) Title I Schoolwide Plan

GOAL: By June 30, 2025, increase the overall English Language Arts (ELA) achievement of all students in the school from 48% proficiency to 60% proficiency, while accelerating the achievement of students with IEPs so that at least 40% reach proficiency as measured by the Forward ELA exam.

For the purpose of this example, assume:

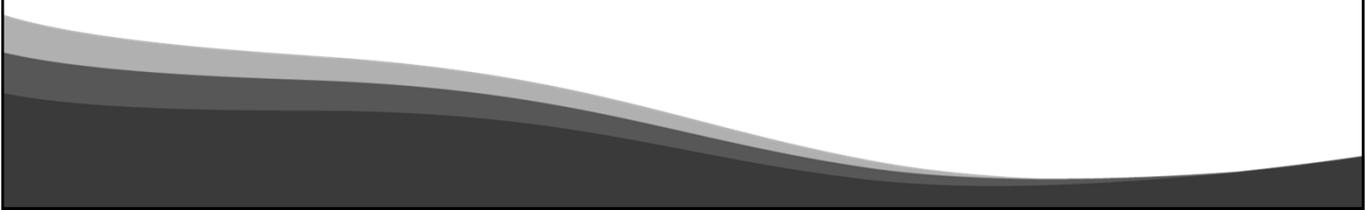
- This goal is listed in the Title I Schoolwide Plan
- The school has a methodology that meets the Title I supplement, not supplant requirements.

76

Braiding Funds to Meet Students' Needs

Activities to meet the goal for River's Edge Elementary School	Funding Source
Provide professional development for 5K – 3 teachers and the principal on Science- Based Literacy Instruction per Act 20	ESSER III (Obligated by 9/30/2024) IDEA Title I Schoolwide Set Aside
Provide professional development for 4 th and 5 th grade classroom teachers on Science-Based Literacy Instruction	Title II – A
Provide professional development for special education teachers on Science-Based Literacy Instruction	IDEA – Flow Through
Provide professional development to enhance the instructional skills of general education teachers and the principal to improve oral language proficiency for English learners.	Title III-A
Purchase a new curriculum	50% State Grant 50% Title I Schoolwide
Provide educators training and time for PLCs on new curriculum	Local funds
Implement personal reading plans for 5K-3 students that fall below the 25 th percentile on the reading assessment	Title I Schoolwide
Provide supplemental reading interventions, resources and materials for students that that fall between the 26 th and 60 th percentile on reading assessment screener	Title IV – A
Implement strategies in IEPs to support students reading achievement	IDEA – Flow Through

Educator Preparation Programs



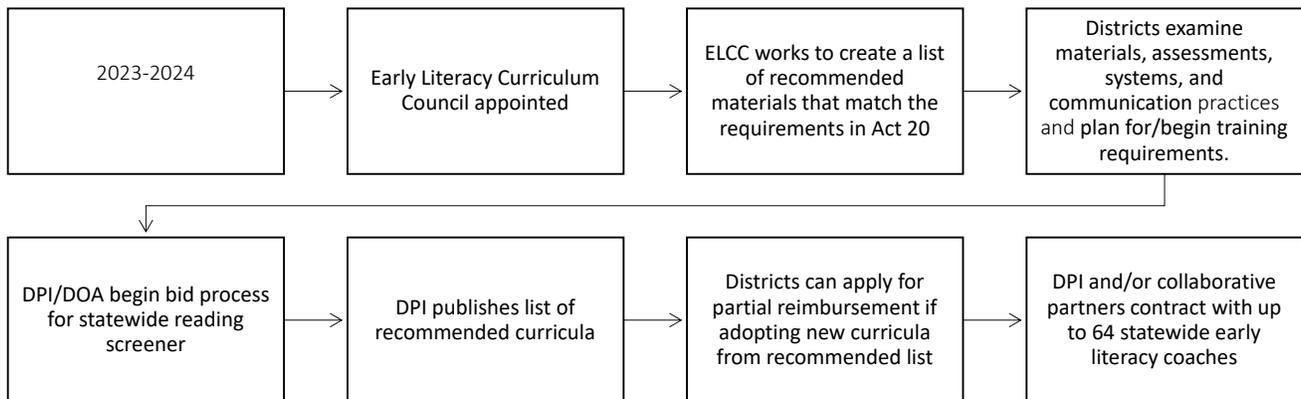
Educator Preparation Programs

Wisconsin educator preparation programs must provide instruction in "science-based early literacy instruction" as defined in Act 20 to pre-service teachers who will be licensed to teach 4K through grade 3 students, reading, and to be district reading specialists.

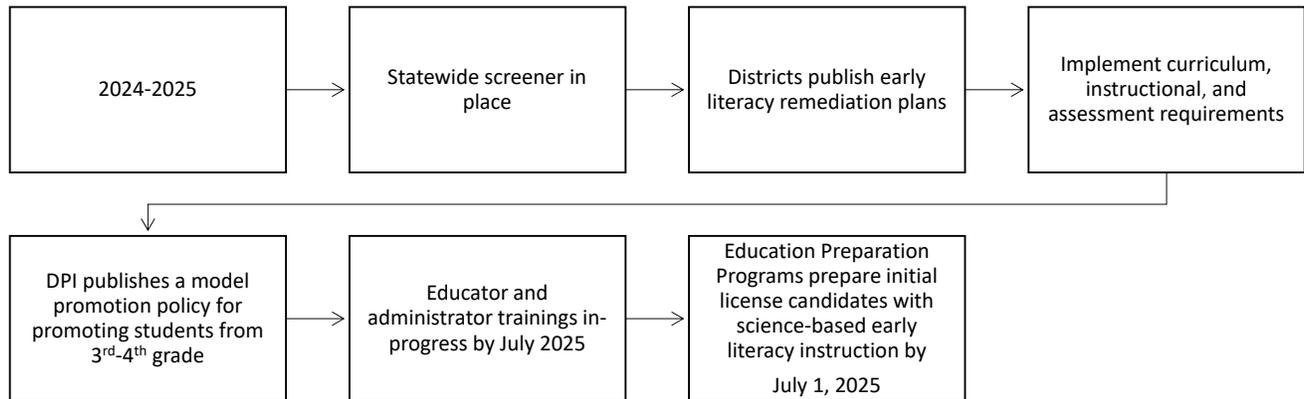
This will apply to those seeking an initial license July 1, 2025.

Wisconsin educator preparation programs will continue to provide DPI with a list of program completers who have met all requirements for licensure.

General Act 20 Timeline



General Act 20 Timeline



81

Where to find more information

Web site:

<https://dpi.wi.gov/wi-reads>

Contact us:

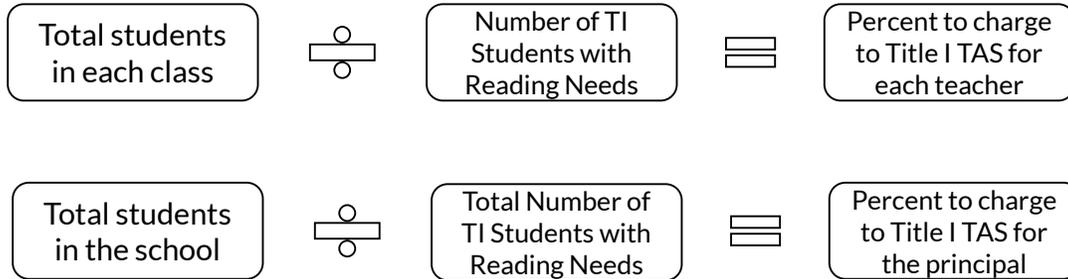
Early.reading@dpi.wi.gov



82

Required Professional Development Title I Targeted Assistance Schools (TI TAS)

Pine Meadows Elementary School is a K-4 Title I Targeted Assistance School and the district wants to use school Title I funds to meet the Act 20 Training requirement.



83

Proration Example for Title I Targeted Assistance Schools (TI TAS)

Pine Meadows Elementary School is a K-4 Title I Targeted Assistance School and the district wants to use school Title I funds to meet the Act 20 Training requirement.

Grade	Classroom	Total Students	Number of Title I Students	Title I students with reading needs that align to the training	Percent of costs to charge to Title I TAS
Kindergarten	Mr. Swan	21	5	4	19%
1 st Grade	Ms. Neagley	20	2	2	10%
2 nd Grade	Mr. Sanchez	18	7	5	28%
3 rd Grade	Ms. O'Donnell	21	4	1	4%
4 th Grade	Ms. Dixon	25	5	5	20%
Principal	Mr. Reacher	105	23	17	16%

Is it worth the administrative burden to charge the cost to Title I TAS?

84

Personal Reading Plan

Title I Targeted Assistance Schools (TI TAS)

Pine Meadows Elementary School is a K-4 Title I TAS and the district wants to use school Title I funds to purchase science-based literacy curriculum and/or resources/materials to meet the needs of the Title I students.

1. The curriculum and/or resource/materials must meet the needs of the identified Title I students.
2. The cost must be prorated for the TI TAS.

$$\begin{array}{c} \text{Total students} \\ \text{in each class} \end{array} \div \begin{array}{c} \text{Number of TI} \\ \text{Students with} \\ \text{Reading Needs} \end{array} = \begin{array}{c} \text{Percent to charge} \\ \text{to Title I TAS} \end{array}$$