

**Wisconsin Department of Public Instruction**

**School Improvement Fund Application  
Section 1003(g)**

**May 26, 2010**

## SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

- A. ELIGIBLE SCHOOLS:** An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition.

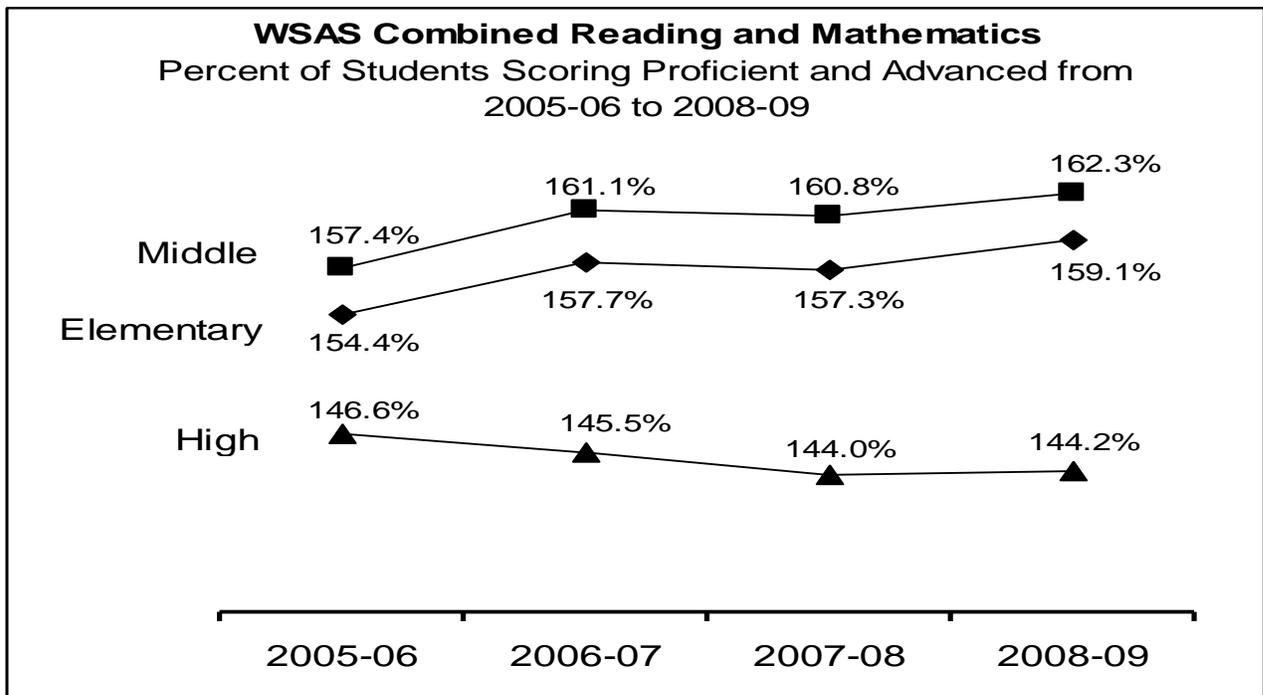
## **State of Wisconsin Definitions of Persistently Lowest-Achieving Schools**

### **Tier I**

In order to identify Tier I of the persistently lowest-achieving schools, the Wisconsin Department of Public Instruction (WDPI) started with the list of 58 Title I schools identified for improvement, corrective action, and restructuring. Based on that number and the requirements outlined in the School Improvement Grants guidance, Wisconsin's list of persistently lowest-achieving Tier I schools consists of five schools. A school was identified as "persistently low-achieving" if: it was currently identified for improvement in reading or mathematics, it had missed Adequate Yearly Progress (AYP) in reading and mathematics in any subgroup, it had made less than 5 percentage points worth of progress in reading and mathematics combined in the all-students group over a period up to three years, and had the lowest combined, reading and mathematics State test scores for the most recent year (2008-09). In order to determine the final rank order for identified schools, WDPI applied a weight to high schools. (see details below)

After careful consideration, schools that exclusively serve students who are over-age, under-credited, or incarcerated, were excluded from the Tier I list per the guidance provided by the U.S. Department of Education (USDE). These schools will be eligible to be served as Tier III schools. WDPI also examined the graduation rates in the Title I high schools in improvement, corrective action, or restructuring to identify those with a graduation rate below 60 percent over the last three years. Again, after careful consideration, schools exclusively serve students who are over-age, under-credited, or incarcerated, were excluded from the Tier I list per the guidance provided by the USDE. As a result, no schools were identified as Tier I schools based on graduation rate alone. All identified Tier I schools tested more than ten full academic year (FAY) students, so WDPI will not request a waiver of the definition for Tier I schools.

In order to determine the final rank order of Title I schools identified for improvement, corrective action, or restructuring, WDPI examined achievement data for categories of schools. The following chart shows combined reading and mathematics achievement data from the Wisconsin Student Assessment System for all schools over the past four years.



This chart shows a clear trend of improving achievement in elementary and middle schools, but declining achievement in high schools. Based on this data, WDPI determined that high schools (any school serving 10<sup>th</sup> grade) were more in need of intervention and that, per School Improvement Grants guidance, more weight would be given to high schools. The following weights were assigned by school type: High School 0.452, Junior High 0.333, Middle 0.336, Elementary 0.318, Combined Elementary/Secondary 0.345. This calculation resulted in an index score which was used rank all Title I schools in improvement, corrective action or restructuring. The five lowest ranking schools make up our Tier I schools.

### **Tier II**

WDPI will request a waiver of the regulatory definition of Tier II schools in section I.A.1(b) and paragraph (a)(2) in the definition of “persistently lowest-achieving schools” in section I.A.3 of the final requirements. WDPI will request this waiver because the proficiency of the schools identified through this waiver is significantly lower than the proficiency of the schools identified according to the regulatory definition and these schools are in much greater need of the interventions required by this grant.

In order to identify Tier II of the persistently lowest-achieving schools, first WDPI identified 84 secondary schools eligible for, but that do not receive Title I funding. Next, WDPI identified 54 Title I participating secondary schools that are in the lowest quintile of schools in the state in terms of combined, reading and mathematics proficiency and are not identified as persistently lowest-achieving schools in Tier I. Finally, WDPI identified one Title I participating secondary school that missed AYP for two consecutive years and was not otherwise identified as a persistently lowest-achieving school in Tier I. This results in a pool of 139 potential Tier II schools. Based on that number and the requirements outlined in the School Improvement Grants guidance, Wisconsin’s list of persistently lowest-achieving Tier II schools consists of seven schools. A school was identified as “persistently low-achieving” if: it had made less than 5 percentage points worth of progress in reading and mathematics combined in the all-students group over a period up to three years and had the lowest combined reading and mathematics State test scores for the most recent year (2008-09). After careful consideration, schools that exclusively serve students who are over-age, under-credited, or incarcerated were excluded from the Tier II list per the guidance provided by the USDE. WDPI also examined the graduation rates in secondary schools that are eligible for, but do not receive Title I funding, to identify those with a graduation rate below 60 percent over the last three years. Again, after careful

consideration, schools that exclusively serve students who are over-age, under-credited, or incarcerated, were excluded from the Tier II list per the guidance provided by the USDE. As a result, no schools were identified as Tier II schools based on graduation rate alone.

After ranking the final list of all Tier II schools based on combined, reading and mathematics proficiency rates, one of the schools in the lowest-achieving five percent tested less than ten FAY students. After careful consideration, WDPI will request a waiver of the definition in section I.A.3 of the final requirements in order to apply a “minimum n-size” of ten FAY students. WDPI does not believe that data is reliable or reflective of a school’s true achievement due to extreme volatility and unpredictability with such a small number of students tested. Therefore, WDPI plans to exclude this school from the Tier II list and instead make this school eligible to be served as a Tier III school.

The following Tier I, Tier II, and Tier III schools are listed in alphabetical order.

<b>Milwaukee Public Schools, NCES ID # 5509600</b>						
<b>SCHOOL NAME</b>	<b>NCES ID #</b>	<b>TIER I</b>	<b>TIER II</b>	<b>TIER III</b>	<b>GRAD RATE</b>	<b>NEWLY ELIGIBLE</b>
Custer High School	550960001147	X				
DuBois High School	550960002604	X				
Milwaukee African American Immersion High School	550960002730	X				
Vincent High School	550960002272	X				
WHS Law Education and Public Service	550960002609	X				
Bay View High School	550960001127		X			X
Bradley Tech High School	550960001218		X			X
Downtown Institute of Arts and Letters	550960002655		X			X
Foster & Williams	550960002718		X			X
Madison Academic Campus	550960002700		X			X
Marshall Montessori IB High School	550960002706		X			X
South Division High School	550960001247		X			X
Advanced Language & Academic Studies	550960003372			X		
Auer Avenue Elementary	550960001124			X		
Browning Elementary School	550960001132			X		

Burroughs Middle School	550960001137			X		
Career Youth Development	550960000762			X		
Carleton Elementary School	550960001138			X		
Carver Academy	550960002602			X		
El Puente High School	550960001314			X		
Fifty-Third Street Elementary School	550960001162			X		
Forest Home Elementary School	550960001163			X		
Fritsche Middle School	550960001167			X		
Genesis School of Business Technology/Trade, Health and Human Services	550960003369			X		
Grantosa Drive Elementary School	550960001176			X		
Hamilton High School	550960001180			X		
Hopkins Street Elementary School	550960001189			X		
Keefe Avenue Elementary School	550960001196			X		
Kilmer High School	550960000963			X		
King Jr. Elementary School	550960001129			X		
LaFollette Elementary School	550960001202			X		
Lancaster Elementary School	550960001204			X		
Lee Elementary School	550960001205			X		
Lincoln Avenue Elementary School	550960001206			X		
Lincoln Middle School	550960002302			X		
Lloyd Street Elementary School	550960001208			X		
Maple Tree Elementary School	550960001214			X		
Metcalfe Elementary School	550960002464			X		
Milwaukee Education Center	550960000217			X		

Milwaukee Learning Lab & Institute	550960002606			X		
Northern Star School	550960002557			X		
Pulaski High School	550960001235			X		
Riverside High School	550960001237			X		
Rogers Street Academy	550960002601			X		
Roosevelt Middle School	550960001238			X		
Sherman Elementary School	550960001240			X		
Starms Discovery Learning Center	550960002442			X		
Story Elementary School	550960001249			X		
Townsend Street Elementary School	550960001258			X		
Urban Waldorf Elementary School	550960002441			X		
WHS Expeditionary Learning	550960002607			X		
WHS Information Technology	550960002608			X		

**Academy of Learning & Leadership, NCES ID # 5500115**

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Academy of Learning & Leadership	550011503336			X		

**Adams-Friendship Area School District, NCES ID # 5500060**

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Adams-Friendship Middle School	550006001454			X		

School District of Beloit, NCES ID # 5501050

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Eclipse Center Charter School	550105002721			X		

Business and Economics Academy, NCES ID # 5500044

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Business and Economics Academy	550004402498			X		

Madison Metropolitan School District, NCES ID # 5508520

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Leopold Elementary School	550852000944			X		
Lincoln Elementary School	550852002263			X		

Menomonee Falls School District, NCES ID # 5509060

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Menomonee Falls High School	550906002338			X		

Milwaukee Academy of Science, NCES ID # 5500042

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Milwaukee Academy of Science	550004202234			X		

Racine School District, NCES ID # 5512360

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Knapp Elementary School	551236001628			X		

**B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.**

**Part 1**

*The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:*

*(1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.*

Prior to submitting its application, each local education agency (LEA) must conduct a thorough data analysis to identify specific areas in need of improvement. The LEA must use a variety of different data sources, and not rely on a single assessment, in order to develop a comprehensive plan for intervention. The LEA will be required to analyze both student achievement data and information on processes related to school improvement strategies, although ultimately improved student achievement is the goal of this grant. LEA data analysis will continue throughout the term of the grant in order to evaluate and modify the implementation of interventions as needed.

The Wisconsin Department of Public Instruction (WDPI) will evaluate an LEA’s analysis of the needs of each Tier I and Tier II school and the LEA’s selected intervention for those schools on the following criteria:

- The LEA has analyzed academic data from a variety of state and local sources over several years to identify priority areas for improvement;
- The LEA has analyzed academic data from a variety of sources over several years (to identify sub-groups of students who have not made sufficient progress);
- The LEA has provided rationales for why each selected intervention will address academic gaps determined through data analysis;
  - These rationales must include the following: initiatives and actions schools have already begun to implement, research supporting school and district level school improvement actions, local capacity for implementing the required interventions at each Tier I and Tier II school; and
- The LEA has analyzed the impact of past interventions in each Tier I and Tier II school to determine what has been successful in each school, and has included this analysis in its application.

The following framework will be used by WDPI to evaluate the LEA application with respect to the needs assessment and analysis as well as the selection of an intervention model:

<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li>• <b>Little to no</b> relevant data has been provided and/or the analysis of needs is lacking or minimal.</li> <li>• The fit between the needs of the school and the model chosen is <b>lacking or minimal</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A few</b> relevant data sources have been used to provide some analysis of needs.</li> <li>• A <b>general</b> fit between the needs of the school and the model chosen has been demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Multiple</b> relevant data sources have been combined into a thoughtful analysis.</li> <li>• The fit between the needs of the school and the model chosen is <b>specifically and conclusively</b> demonstrated.</li> </ul>

\* Note that a Proficient rating is needed for approval.

*(2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.*

In order to be eligible for funding, an LEA must demonstrate that it has the capacity to implement fully and effectively the selected intervention in each Tier I and Tier II school that it will serve. In order to evaluate capacity, WDPI will consider past practice as well as the LEA's plans for implementation. Past practice will be taken into account because it is often a strong predictor of future results. If, for example, an LEA has struggled to meet the requirements of previous grants, such as Title I-A and 1003(a) and 1003(g), then the LEA may have difficulty meeting the more challenging requirements of this grant. However, WDPI does understand that past practice is not always an accurate predictor. Therefore, WDPI will also evaluate the implementation plan to see if the LEA has addressed the issues that prevented successful implementation in the past and has a strong plan for success with this grant.

WDPI will evaluate the LEA's capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school on the following criteria:

- The LEA has demonstrated effective use of resources, support, and technical assistance for school improvement in recent years (i.e., through examples of plans, implementation, and student progress as a result of past 1003(a) or 1003(g) grant funds). In order to measure effective use, the SEA will review past Title I-A, 1003(a), and 1003(g) grants and monitoring reports for the LEA over the past two years to ensure the LEA is in compliance;
- The LEA has described the infrastructure for how the district will align the following resources (central office support, financial support, professional development) to ensure that the school has the capacity to successfully implement the selected intervention model during the entire implementation of the grant;
- The LEA has aligned and coordinated district plans (i.e., professional development, curriculum, assessment, technical support) to key strategies identified in the description of the specified intervention model to support individual schools; and
- The LEA has systems in place to monitor effective use of resources at the district and school level.

The following guideline will be used by WDPI to evaluate the LEA application with respect to demonstrating the capacity to fully and effectively implement the selected intervention model:

<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li>• <b>A few or none</b> of the above capacity criteria relevant to the school's selected intervention model have been adequately addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Most</b> of the above capacity criteria relevant to the school's selected intervention model have been adequately addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All</b> of the above capacity criteria relevant to the school's selected intervention model have been adequately addressed.</li> </ul>

\* Note that a Proficient rating is needed for approval.

*(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).*

The interventions described for Tier I and Tier II schools are intensive and will require significant funding for successful implementation. WDPI will evaluate budgets for each Tier I and Tier II school being served to ensure that the LEA will be able to enact all of the required strategies. Additionally, WDPI will evaluate the LEA's budget and plan for serving Tier III schools to ensure that funding is sufficient at the district and/or

school level for all of the planned interventions. If WDPI determines that funding is not sufficient to implement the required interventions, then WDPI will work with the LEA to modify its budget prior to the LEA's application being approved. The budget will reflect a consensus from WDPI and the LEA as to what funding will be required to fully and effectively implement the interventions. Finally, WDPI will ensure that the LEA's budget does not exceed \$2 million dollars multiplied by the number of Tier I, II, and III schools served. If the budget does exceed this amount, WDPI will not approve the grant until the budget has been modified.

WDPI will evaluate an LEA's budget based on the following criteria for Tier I and Tier II schools:

- The budget reflects a comprehensive approach to school improvement and appropriately addresses each required component of selected intervention model;
- The budget considers the following factors: school size, staff professional needs based on data, student needs based on data, enhancing capacity of school and (if applicable) district to implement reforms; and
- The budget is differentiated to reflect the implementation of the selected model throughout the life of the grant (year one through year three).

WDPI will evaluate an LEA's budget based on the following criteria for Tier III schools:

- The budget reflects strategic support based on analysis of individual school needs; and
- The budget reflects appropriate expenditures to support district-level support for Tier III schools.

The following guideline will be used by WDPI to evaluate the LEA application with respect to demonstrating sufficiency of funds:

<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li>• <b>A few or none</b> of the intervention components and other grant requirements have been sufficiently funded, considering the LEA's demonstrated needs and ability to align other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Most</b> of the intervention components and other grant requirements have been sufficiently funded, considering the LEA's demonstrated needs and ability to align other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All</b> of the intervention components and other grant requirements have been sufficiently funded, considering the LEA's demonstrated needs and ability to align other resources.</li> </ul>

\* Note that a Proficient rating is needed for approval.

**Part 2**

*The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA's commitment to do the following:*

*(1) Design and implement interventions consistent with the final requirements.*

In each Tier I and Tier II school that an LEA is planning to serve, the school intervention models require specific elements. In order to evaluate an LEA's commitment to adhere to these required elements, WDPI will review both past actions of the LEA and the current plan for implementation. WDPI will review past practice as it is often a strong predictor of future results. However, it is unlikely that past practice will be sufficient as this grant requires much more of LEAs than any previous state or federal grants. In order to assess the LEA's commitment, WDPI will also evaluate the application based on the plan for the future and look to ensure that

the LEA does meet all of the required strategies.

In order to assess the LEA’s commitment and ability to design and implement interventions consistent with the final requirements, WDPI will evaluate the LEA’s proposal for each Tier I and Tier II school using the following criteria:

- The connection between the LEA’s plan for specific interventions and current research;
- If the LEA’s intervention plan includes all necessary components of the selected intervention model;
- The LEA’s rationale for why a specific intervention strategy was selected for each Tier I or Tier II school;
- Evidence of agreements with key stakeholders (if applicable);
- An LEA’s past successful practice (including Title I-A, 1003(a), and 1003(g) grants) in evaluating, designing, and implementing plans consistent with requirements of those grants; and
- If applicable, the success of past interventions based on evidence such as improved student achievement or other indicators of improved student success.

The following guideline will be used by WDPI to evaluate the LEA application with respect to commitment to design and implement interventions consistent with the final requirements:

<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li>• <b>Few or none</b> of the factors have been <b>adequately</b> addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Most</b> of the factors have been <b>adequately</b> addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All</b> of the factors have been <b>adequately</b> addressed.</li> </ul>

\* Note that a Proficient rating is needed for approval.

*(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.*

In order to implement the required interventions, it is expected that some LEAs will work with external providers. WDPI will evaluate the LEA’s plan for working with external providers to ensure that those providers selected will be of the highest quality. WDPI will examine an LEA’s history of working with external providers, as well as their processes and procedures for selecting external providers. Where possible, WDPI will also examine the history of the external providers, both to determine if they are capable of doing the planned work, and to ensure that it will be of the highest quality. In addition, the LEA should have some plan for monitoring the external provider over the course of the grant to ensure that it is providing promised results.

In order to assess the LEA’s commitment and ability to recruit, screen, and select external providers, WDPI will evaluate the LEA’s proposal using the following criteria:

- The LEA’s official policies and procedures on external providers;
- The LEA’s past practice of selecting external providers;
- The LEA’s past practice (if applicable) in working with external providers;
- The LEA’s evaluation of the history of achieving desired results from external providers;
- The LEA’s plan to solicit highly qualified external providers that have expertise in the content area; and
- The LEA’s plan to analyze results of external providers, and, if necessary, revise or terminate partnerships that are not advancing the goals of the grant and selected interventions.

The following guideline will be used by WDPI to evaluate the LEA application with respect to commitment to recruit, screen, and select external providers to ensure their quality, if applicable:

<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li>• The responsibilities of the external provider and the LEA are <b>minimally or not defined</b> and aligned.</li> <li>• Available providers have <b>not been researched</b>.</li> <li>• The track record of the provider identified has <b>not been addressed</b>, or it does <b>not have a proven track record</b> of success.</li> <li>• The LEA has <b>not indicated</b> that it will hold the external provider accountable to high performance standards.</li> <li>• The capacity of the external provider to serve the identified school has <b>not been addressed</b>, or has been <b>minimally addressed</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and community members will have <b>some</b> involvement in the selection process.</li> <li>• The responsibilities of the external provider and the LEA are <b>broadly</b> defined and aligned.</li> <li>• Available providers have been <b>researched</b>.</li> <li>• The provider identified <b>generally</b> has a proven track record of success.</li> <li>• The LEA has <b>indicated</b> that it will hold the external provider accountable to high performance standards.</li> <li>• The capacity of the external provider to serve the identified school has been <b>explored</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and community members will be <b>meaningfully</b> involved from the beginning of the selection process.</li> <li>• The responsibilities of the external provider and the LEA are <b>clearly defined</b> and aligned.</li> <li>• Available providers have been <b>thoroughly</b> researched.</li> <li>• The provider identified has a proven track record of success in working with <b>similar schools and/or student populations</b>.</li> <li>• The LEA has <b>specifically</b> planned how it will hold the external provider accountable to high performance standards.</li> <li>• The capacity of the external provider to serve the identified school has been <b>clearly demonstrated</b>.</li> </ul>

\* Note that a Proficient rating is needed for approval.

*(3) Align other resources with the interventions.*

The models specified in this application require an LEA to implement intensive intervention in the selected schools. It is expected that an LEA will also align these models with other resources available to the selected schools. Because every LEA has different resources, WDPI cannot always specify which resources will be aligned with the interventions. However, the list below reflects significant resources available to most LEAs, and may be adjusted for each specific circumstance.

In order to assess the LEA’s commitment and ability to align other resources with the interventions, WDPI will evaluate the relationship between the grant application and the following:

- State funding;
- Local funding; and
- Other federal funds.

The following guideline will be used by WDPI to evaluate the LEA application with respect to commitment to alignment of other resources with the interventions:

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> <li>• <b>Inappropriate or a few</b> other resources have been identified for alignment.</li> <li>• Ways in which to align with the interventions have <b>not</b> been provided, or proposed areas for alignment are <b>not relevant</b> to the interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Limited</b> other resources have been identified for alignment.</li> <li>• <b>General ways</b> in which to align with the interventions have been provided for <b>some of</b> the other resources available.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Multiple</b> other resources have been identified for alignment.</li> <li>• <b>Specific ways</b> in which to align with the interventions have been provided for <b>each</b> other resource available.</li> </ul>

\* Note that a Proficient rating is needed for approval.

*(4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.*

The intervention models described in this application will require more of LEAs and schools than has been done in the past. As a result, LEAs may need to modify their practices or policies in order to fully and effectively implement the interventions. In order to assess an LEA's commitment to make these modifications, WDPI will examine past practice of the LEA. If the LEA has a history of modifying its practices or policies related to increasing student achievement and school improvement in similar circumstances, it may be a strong predictor of how the LEA will act during this grant period. However, some LEAs may not have had any need to modify practices or policies in the past. Therefore, WDPI will also evaluate an LEA's commitment based on written assurances that the LEA will modify its practices or policies if necessary.

In order to assess the LEA's commitment and ability to modify its practices or policies, if necessary, to implement the interventions fully and effectively, WDPI will evaluate the LEA's proposal using the following criteria:

- The LEA's description of its history (including examples) of effectively modifying practices or policies related to increasing student achievement and school improvement (if applicable);
- The LEA's description of its plan to modify current practice and policy based on selected interventions for Tier I and Tier II schools; and
- Evidence that the LEA is willing to modify practices or policies if necessary for full implementation of intervention.

The following guideline will be used by WDPI to evaluate the LEA application with respect to commitment to modify practices or policies when necessary:

Not Adequately Demonstrated	Basic	Proficient*
<ul style="list-style-type: none"> <li>• <b>Very limited or no</b> flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model.</li> <li>• <b>Very limited or no</b> additional instructional time and/or alternative or extended school-year calendars that add instruction time per day have been provided.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Limited</b> flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model.</li> <li>• Additional instructional time and/or alternative or extended school-year calendars that add <b>less than an additional hour</b> of instruction time per day have been provided.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Flexibility</b> has been provided for hiring, retaining and transferring staff to facilitate the selected model.</li> <li>• Additional instructional time and/or alternative or extended school-year calendars that <b>add an additional hour of instruction time per day</b> have been provided.</li> </ul>

\* Note that a Proficient rating is needed for approval.

*(5) Sustain the reforms after the funding period ends.*

This grant may, if a waiver is approved, be extended until 2013. However, the intervention models described in the grant may require an LEA to continue implementing measures after the funding period has concluded. In order to evaluate an LEA’s commitment to sustain these reforms, first the WDPI will examine any evidence of these specific interventions starting prior to the grants being awarded. If an LEA was committed to funding these interventions prior to the 1003(g) funding becoming available, it may be evidence that the LEA is committed to sustaining the reforms after the funding period ends. WDPI will also evaluate an LEA’s plan for sustaining these reforms after the funding period has ended to ensure that the LEA is fully committed to these significant reforms.

In order to assess the LEA’s commitment and ability to sustain the reforms after the funding period ends, WDPI will evaluate the LEA’s proposal using the following criteria:

- The LEA’s history (including examples) of starting reforms before this funding period began; and
- A written plan of how to sustain reforms after the funding period ends, including, but not limited to state, local, or other federal funding sources.

The following guideline will be used by WDPI to evaluate the LEA application with respect to commitment to sustaining reforms after the funding period ends:

<b>Not Adequately Demonstrated</b>	<b>Basic</b>	<b>Proficient*</b>
<ul style="list-style-type: none"> <li>• <b>A few or none</b> of the above sustainability criteria relevant to the school’s selected intervention model have been <b>adequately</b> addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Most</b> of the above sustainability criteria relevant to the school’s selected intervention model have been <b>adequately</b> addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All</b> of the above sustainability criteria relevant to the school’s selected intervention model have been <b>adequately</b> addressed.</li> </ul>

\* Note that a Proficient rating is needed for approval.

**C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.**

*An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA’s claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.*

*The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school. The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.*

*How will the LEA demonstrate lack of capacity?*

It is expected that any local education agency (LEA) that applies for a School Improvement Grant will serve each of its Tier I schools using one of the four intervention models. If an LEA cannot serve each of its Tier I schools, it must demonstrate that it lacks the capacity to do so. The Wisconsin Department of Public Instruction (WDPI) understands that there will not be one standard claim for “lack of capacity.” WDPI will need to evaluate each LEA’s “lack of capacity” claim individually. For

example, if an LEA has five Tier I schools, it may not have the available resources or institutional capability to serve those schools. Geographic factors may be significant if there are no external providers that can support the intervention located near the LEA. Even the specific Tier I schools may be a factor in a “lack of capacity” claim, depending on the school’s size and/or the expected difficulty in implementing the interventions.

In order to assess the LEA’s “lack of capacity” to implement a school intervention model in each Tier I school, WDPI will consider the following factors:

- Number of Tier I and Tier II schools to serve;
- Size of Tier I and Tier II schools to serve;
- Types of models the LEA has selected at Tier I and Tier II schools it is serving (i.e., no Tier I or Tier II schools utilizing the closure model with multiple schools implementing the turnaround or restart models);
- How the LEA plans to serve Tier III schools;
- Specific challenges in the Tier I and Tier II schools it is serving; and
- How aggressive the LEA’s student achievement targets are in schools it has chosen to serve.

*What will the SEA do if it determines that an LEA has more capacity than the LEA demonstrates?*

It is expected that any “lack of capacity” claims made by an LEA will be done so in consultation with WDPI.

WDPI has been working closely with staff from Milwaukee Public Schools (MPS) to discuss preliminary plans for Tier I schools, and plans to continue these conversations with the district to discuss ongoing plans for Tier I schools. Currently, MPS plans on serving each of its Tier I schools.

In the rare event that an LEA does not adequately demonstrate that it truly lacks capacity to serve all Tier I schools, WDPI will require the LEA to revise its application to serve all Tier I schools. WDPI will provide technical assistance to ensure that Tier I schools are served to the LEA’s full capacity.

**D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.**

*(1) Describe the SEA’s process and timeline for approving LEA applications.*

Funds for local education agencies (LEAs) with Tier I and Tier II schools will be disseminated as entitlement funds beginning school year 2010-11. Those LEAs with only Tier III schools will participate in a competitive grant process. The Wisconsin Department of Public Instruction (WDPI) anticipates awarding these funds beginning in school year 2010-11.

Process	Dates
Letters of eligibility and information mailed to LEAs with Tier I and Tier II Schools.	December 2009
LEA Application distributed; Draft application and review metric available to eligible LEAs.	February 2010
LEA Application period opens; technical assistance by WDPI offered to eligible LEAs.	April – May 2010
LEA Application due date.	May 7, 2010
Application review:	June 2010

<ul style="list-style-type: none"> <li>• Internal WDPI reviewers assigned to each application;</li> <li>• Applications ranked and scored based on WDPI approval guidelines.</li> </ul>	
LEA Application review deadline.	June 30, 2010
Request clarifications; provide technical assistance as needed to LEA applications.	June 2010
WDPI announces final funding decisions.	July 2010

*(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements.*

Each LEA will be required to establish student achievement targets and define yearly progress towards annual goals and leading indicators for each Tier I and Tier II school as a part of the LEA application. As a part of the application review process, WDPI will evaluate these targets, goals, and indicators to ensure that the LEA has high expectations and aggressive targets for the students in these schools. After approval, funded LEAs will be required to submit interim and end-of-year reports indicating progress on annual goals and leading indicators; LEAs will also be asked to describe any barriers or challenges in implementing plans and achieving success. These interim and end-of-year reports will be reviewed by a team of WDPI Title I and School Support staff to ensure that the schools are on track. If there are any questions or concerns regarding progress toward targets, goals, and indicators, WDPI will engage the LEA in discussion around why progress is not being made. Any adjustments to the targets, goals, and indicators will be made by the LEA in collaboration with WDPI. If the LEA is not making progress and is not willing to review/revise its plan or consider alternative measures, then WDPI will evaluate whether funding should be continued.

*(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals.*

At this time, WDPI is planning to administer a portion of 2009-10 funds through a competitive process. LEAs with only Tier III schools will participate in a competitive grant process, with funds to be awarded beginning in the 2010-11 school year. (LEAs with Tier I and Tier II schools will receive funds as an entitlement beginning in spring 2010.) Each LEA receiving funds for Tier III schools will be required to define yearly progress towards annual goals for student achievement progress. LEA plans must also detail what services each Tier III school will receive. WDPI will evaluate the LEA's plans for Tier III schools based on the following criteria:

- Analysis of state and local data that defines each Tier III school's needs for improved student achievement, as well as any subgroup achievement areas that need to be improved; and
- Analysis of district and school level improvement plans, including strengths and areas for improvement to be addressed by this grant.

WDPI will determine whether to renew an LEA's grant based on the following criteria:

- Submission of interim and end-of-year reports indicating progress on annual goals and leading indicators; and
- LEA's discussion of ways to address barriers and challenges in implementing plans/achieving success.

*(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.*

WDPI has created guidance documents for the turnaround, restart, and transformation models to assist each LEA in designing an effective model. These guidance documents reflect current research and include various strategies for each of the required elements. These guidance documents will be made available to each LEA with Tier I and Tier II schools, and it is expected that these documents will assist each LEA in planning an intervention for Tier I and Tier II schools. These documents will proactively assist LEAs to ensure that the school intervention model is implemented fully and effectively.

WDPI has also developed frameworks of high-leverage strategies that must be included in LEA plans which include the essential elements in the turnaround, restart, and transformation models. These frameworks will be used as monitoring documents by WDPI to ensure that each LEA is implementing a school intervention model fully and effectively. WDPI will conduct regular site visits as part of the monitoring process, as well as review written reports twice annually generated by the LEA. Monitoring will be rigorous and consistent to ensure that each LEA is implementing school intervention models fully and effectively in Tier I and Tier II schools.

In addition to these practices, WDPI has already established an extensive monitoring and technical assistance system within Milwaukee Public Schools (MPS) to ensure that district corrective action requirements are being implemented effectively. WDPI will utilize aspects of this existing model to monitor the progress of the lowest-achieving schools. The MPS monitoring and technical assistance system includes the creation of a WDPI Director of School and District Improvement. With Title I School Improvement funds, WDPI will meet regularly with school and district representatives in MPS to assess the degree to which each school is on target with implementation of the selected intervention and to examine achievement data.

With Title I School Improvement funds, WDPI will assign each of the lowest-achieving schools to a WDPI intervention implementation consultant. These implementation consultants will meet regularly with school and district representatives in MPS to assess the degree to which each school is on target with implementation of the selected intervention. Implementation consultants will also examine achievement data. The progress of each school will be shared monthly with the Assistant State Superintendent for Reading and Student Achievement and WDPI Director of District and School Improvement who report directly to the State Superintendent.

*(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.*

Wisconsin has sufficient school improvement funds to serve all eligible schools.

*(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.*

Wisconsin has several methods for prioritizing among Tier III schools. First, all Tier III schools in LEAs that also contain Tier I schools will be eligible for funding. This decision was made in order to concentrate these funds in LEAs with the lowest achievement in the state. All other Tier III schools will be eligible for a competitive grant process that will be used to prioritize among these schools. The DPI will develop an application which will allow LEAs to address the low achievement in these Tier III schools. The DPI will use established competitive grant procedures to evaluate these applications and award grants.

*(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.*

WDPI does not intend to take over any Tier I or Tier II schools. WDPI's role will be to provide monitoring and technical assistance to LEAs with Tier I, Tier II, and Tier III schools.

*(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.*

WDPI does not intend to provide services directly to any schools. If WDPI later decides to provide such services, WDPI will amend the application to provide the required information.

**E. ASSURANCES: The SEA must provide the assurances set forth below.**

By submitting this application, the SEA assures that it will do the following:

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with

FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).

- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

**F. SEA RESERVATION: An SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.**

*The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with the State-level funds it has received from its School Improvement Grant.*

The Wisconsin Department of Public Instruction (WDPI) will assign each of the lowest-achieving schools to a WDPI intervention implementation consultant. These consultants will meet monthly with school and district representatives to assess the degree to which each school is on target with implementation of the selected intervention model. Implementation consultants will also examine achievement data. The progress of each school will be shared monthly with the Assistant State Superintendent for Reading and Student Achievement and WDPI Director of District and School Improvement who report directly to the State Superintendent.

WDPI will also provide assistance to local education agencies (LEAs) so they are able to effectively use these funds. This support will cover a wide range of activities related to administration, evaluation, and technical assistance. This support will be provided by WDPI staff and, if necessary, external providers, particularly those with expertise in working with low-achieving schools.

In order to assist LEAs in effectively using these funds, WDPI will support LEAs in the following ways:

- Technical assistance related to:
  - Current research on best practices related to the intervention models;
  - Selection of the most appropriate intervention model;
  - Implementation of the models;
  - Evaluation of the models; and
  - Required data reporting.
- Site visits; and
- Evaluation of the following:
  - Student achievement targets;
  - Annual goals; and
  - Leading indicators.

In the event that Wisconsin receives Race to the Top funds, Wisconsin plans to utilize these funds to enhance the technical assistance resources available to Tier I and Tier II schools. State Race to the Top funds will be used to create a cadre of technical assistance providers that will work exclusively with the persistently low-achieving schools. Wisconsin will allocate 2.7 million dollars to hire these personnel. Wisconsin will be hiring experts in areas such as:

- Charter school start up and operations;
- Teacher evaluation and development;
- Response to Intervention at the secondary level including universal screening, progress monitoring, and tiered interventions;
- Adolescent Literacy; and
- Principal Leadership.

**G. CONSULTATION WITH STAKEHOLDERS: An SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.**

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

- The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

- The SEA has consulted with other relevant stakeholders: Milwaukee Public Schools.

**H. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.**

Wisconsin requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

## LOCAL EDUCATION AGENCY (LEA) APPLICATION

### NOTES FOR REVIEWERS

Please find the LEA application for School Improvement Grants, Section 1003(g) of the Elementary and Secondary Education Act attached.

For this LEA application, the Wisconsin Department of Public Instruction has merged questions regarding the LEA requirements together. Please note that the following requirements of LEAs will be met through the review of the responses in the following sections.

Requirement...	Will be evaluated in conjunction with...
Section B(1), "The LEA has the capacity to use school improvement funds..."	The LEA's response to VIII of the LEA application: "The LEA must describe actions it has taken...to design and implement interventions..."
Section B(4) "The LEA must include a timeline..."	The LEA's response to sections X of the LEA application: plans for implementation of required models.
Section B(5) "The LEA must describe the annual goals...to monitor its Tier I and Tier II school..."	
Section B(7) "The LEA must describe the annual goals... to hold accountable its Tier III schools..."	The LEA's response to section XI of the LEA application: district plans to support Tier II schools.

Additionally, a section on the state education agencies (SEAs) requested waiver will be added to the LEA application. This section will allow LEAs to select waivers to apply for.



Wisconsin Department of Public Instruction  
**TITLE I, 1003(g), SCHOOL IMPROVEMENT GRANT**  
**APPLICATION 2010-11**  
 PI-9550-SSIF-C (Rev. 04-10)

Collection of this information is a requirement of NCLB.

For questions regarding this grant, contact:  
 Jonas Zuckerman, Education Consultant  
 Title I and School Support  
 (608) 267-9136 [jonas.zuckerman@dpi.wi.gov](mailto:jonas.zuckerman@dpi.wi.gov)

Jill Underly, Education Consultant  
 Title I and School Support  
 (608) 266-3892 [jill.underly@dpi.wi.gov](mailto:jill.underly@dpi.wi.gov)

**INSTRUCTIONS:** Return completed application and two copies by  
**May 7, 2010**, to:

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**  
**MACKENZIE DUNN**  
**TITLE I AND SCHOOL SUPPORT**  
**P.O. BOX 7841**  
**MADISON, WI 53707-7841**

**I. GENERAL INFORMATION**

Local Educational Agency (LEA)	Mailing Address <i>Street, City, State, Zip</i>
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Contact Person	Title
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E-Mail Address	Fax <i>Area/No.</i>	Telephone <i>Area/No.</i>
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Grant Coordinator <i>If other than contact person.</i>	Title
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E-Mail Address	Telephone <i>Area/No.</i>
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Grant Coordinator's Mailing Address *Street, City, State, Zip*

Grant Period Beginning Date <i>Mo./Day/Yr.</i> : Ending Date <i>Mo./Day/Yr.</i>	Total Funds Requested	Total Number of School Served
<b>7/1/2010</b> <b>6/30/2011</b>		

**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 district 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.

Signature of District Administrator ➤	Date Signed <i>Mo./Day/Yr.</i>
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Signature of School Board Clerk ➤	Date Signed <i>Mo./Day/Yr.</i>
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**III. WAIVERS**

The Department of Public Instruction has requested waivers of the requirements set forth below. Check each box for which the LEA wishes to apply.

- Waive section 421(b) of the General Education Provisions Act (20 USC §1225(b)) to extend the period of availability of school improvement funds for the State Education Agency (SEA) and all of its LEAs to September 30, 2012.
- Waive section 1116(b)(12) of the Elementary and Secondary Education Act (ESEA) to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. **List participating schools:** \_\_\_\_\_
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

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**IV. ASSURANCES**


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**Assurance is hereby provided that:**

1. The programs and services provided under this grant will be used to address the needs set forth in the application and fiscal related information will be provided within the fiscal year timelines established for new, reapplying, and/or continuing programs.
  2. The programs and services provided with federal funds under this grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities.
  3. 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.
  4. The district will require the entity and its principals involved in any subtier covered transaction paid through federal funds, that requires such certification, to ensure it/they are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by a federal department or agency. (EDGAR-Part 85)
  5. The Local Educational Agency (LEA) will evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.
  6. The LEA will submit to the department such information, and at such intervals, that the department requires to complete state and/or federal reports.
  7. This program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
  8. The LEA will cooperate in carrying out any evaluation of this program conducted by or for the state education agency, the secretary, or other federal officials.
  9. The LEA will comply with civil rights and nondiscrimination requirement provisions and equal opportunities to participate for all eligible students, teachers, and other program beneficiaries.
  10. The LEA will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program.
  11. The LEA will (a) make reports to the Department of Public Instruction and the U.S. Secretary of Education as may be necessary to enable the state and federal departments to perform their duties under this program; and (b) maintain records, provide information, and afford access to the records, as the department or the U.S. Secretary of Education may find necessary to carry out their duties.
  12. Each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant, state and local funds that, in the absence of such funds, would otherwise be spent for activities under this section
  13. The applicant will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Department of Public Instruction.
  14. No board or staff member of a LEA will participate in, or make recommendations with respect to, an administrative decision regarding a program or project if such decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or her or any member of his/her immediate family.
  15. Before the plan was submitted, the school district afforded a reasonable opportunity for public comment on the plan and has considered such comment.
  16. Any printed (or other media) description of programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the federally funded programs.
  17. The LEA will adopt and use proper methods of administering such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; or (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
  18. The LEA will administer such funds and property to the extent required by the authorizing statutes.
  19. Each agency receiving funds under this grant shall not use these funds to provide non-educational incentives.
  20. The LEA assures it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
  21. The LEA assures it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
  22. The LEA assures it will, if implementing a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
  23. The LEA assures it will report to the SEA the school-level data required under section III of the final requirements.
  24. The LEA has consulted, as appropriate, with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.
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**V. 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, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988, *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

The prospective lower tier participant(s) 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.

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

Name and Title of Authorized Representative

Signature



Date Signed *Mo./Day/Yr.*

**INSTRUCTIONS FOR CERTIFICATION**

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. 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.
3. 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.
4. 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. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. 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.
6. 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.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. 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).
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, 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.



VI. SCHOOLS TO BE SERVED (cont'd.)

School Name	NCES School/ District ID No.	Intervention (Tier I and II Only)							Budget
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/> </						



**VII. DATA ANALYSIS**

For each Tier I and Tier II school that the LEA commits to serve, provide the data analysis the LEA has conducted to determine the needs of each school and select an intervention for each school.

**VIII. CAPACITY**

If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

**IX. LEA PLANS FOR IMPLEMENTATION**

For each Tier I and Tier II school, describe the actions the LEA has taken, or will take, to—

- i. Design and implement interventions consistent with the final requirements;
  - ii. Recruit, screen, and select external providers, if applicable, to ensure their quality;
  - iii. Align other resources with the interventions;
  - iv. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
  - v. Sustain the reforms after the funding period ends.
- 
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**X. PLAN FOR USE OF FUNDS**  
**A. Plan for Implementation of Turnaround Model**

**Instructions:** Use this template to describe goals, rationale, evaluation, and activities to implement the Turnaround Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name \_\_\_\_\_

**Annual Goals for Student Achievement**

Reading Goal	Rationale	Evaluation Methods
2010-11		
2011-12		
2012-13		
Mathematics Goal	Rationale	Evaluation Methods
2010-11		
2011-12		
2012-13		

**Requirement:** Replace the principal and grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach.

**Funds Requested for 2010-11:**

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

**Requirement:** Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students.

**Funds Requested for 2010-11:**

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

**Requirement:** Recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

**Funds Requested for 2010-11:**

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

**Requirement:** Provide ongoing, high-quality, job-embedded professional development.

**Funds Requested for 2010-11:**

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

**X. PLAN FOR USE OF FUNDS (cont'd.)**  
**A. Plan for Implementation of Turnaround Model**


**Requirement:** Adopt a new governance structure.

<b>Funds Requested for 2010-11:</b>	
<b>Activities for 2010-11</b>	<i>Tab from last cell below to add additional rows.</i> <b>Timelines</b>

**Requirement:** Use data to identify and implement an instructional program.

<b>Funds Requested for 2010-11:</b>	
<b>Activities for 2010-11</b>	<i>Tab from last cell below to add additional rows.</i> <b>Timelines</b>

**Requirement:** Promote the continuous use of student data to inform and differentiate instruction.

<b>Funds Requested for 2010-11:</b>	
<b>Activities for 2010-11</b>	<i>Tab from last cell below to add additional rows.</i> <b>Timelines</b>

**Requirement:** Establish schedules and implement strategies that provide increased learning time.

<b>Funds Requested for 2010-11:</b>	
<b>Activities for 2010-11</b>	<i>Tab from last cell below to add additional rows.</i> <b>Timelines</b>

**Requirement:** Provide appropriate social-emotional and community-oriented services and supports for students.

<b>Funds Requested for 2010-11:</b>	
<b>Activities for 2010-11</b>	<i>Tab from last cell below to add additional rows.</i> <b>Timelines</b>

**Other LEA Activities**

<b>Funds Requested for 2010-11:</b>	
<b>Activities for 2010-11</b>	<i>Tab from last cell below to add additional rows.</i> <b>Timelines</b>

**X. PLAN FOR USE OF FUNDS**  
**B. Plan for Implementation of Restart Model**

**Instructions:** Use this template to describe goals, rationale, evaluation, and activities to implement the Restart Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name \_\_\_\_\_

**Annual Goals for Student Achievement**

Reading Goal	Rationale	Evaluation Methods
2010-11		
2011-12		
2012-13		
Mathematics Goal	Rationale	Evaluation Methods
2010-11		
2011-12		
2012-13		

Describe the LEA's rigorous review process for selecting a charter school operator, a charter management organization (CMO), or an education management organization (EMO).

**Funds Requested for 2010-11:**

Activities for 2010-11	Timelines
<i>Tab from last cell below to add additional rows.</i>	

**Other LEA Activities**

**Funds Requested for 2010-11:**

Activities for 2010-11	Timelines
<i>Tab from last cell below to add additional rows.</i>	

**X. PLAN FOR USE OF FUNDS**  
**C. Plan for Implementation of Closure Model**

**Instructions:** Use this template to describe activities and timelines to implement the Closure Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name \_\_\_\_\_

**Requirement:** LEA's plans to ensure students are enrolled in schools in the LEA that are higher achieving.

**Funds Requested for 2010-11:**

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

**Other LEA Activities**

**Funds Requested for 2010-11:**

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

**X. PLAN FOR USE OF FUNDS**  
**D. Plan for Implementation of Transformation Model**

**Instructions:** Use this template to describe goals, rationale, evaluation, and activities to implement the Transformation Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name \_\_\_\_\_

**Annual Goals for Student Achievement**

Reading Goal	Rationale	Evaluation Methods
2010-11		
2011-12		
2012-13		
Mathematics Goal	Rationale	Evaluation Methods
2010-11		
2011-12		
2012-13		

**Requirement:** Replace the principal who led the school prior to the commencement of the transformation model.

**Funds Requested for 2010-11:**

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

**Requirement:** Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

**Funds Requested for 2010-11:**

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

**Requirement:** Identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.

**Funds Requested for 2010-11:**

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

**Requirement:** Provide ongoing, high-quality, job-embedded professional development.

**Funds Requested for 2010-11:**

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

**X. PLAN FOR USE OF FUNDS (cont'd.)**  
**D. Plan for Implementation of Transformation Model**


**Requirement:** Recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation model.

**Funds Requested for 2010-11:**

<b>Activities for 2010-11</b>	<i>Tab from last cell below to add additional rows.</i>	<b>Timelines</b>

**Requirement:** Use data to identify and implement an instructional program.

**Funds Requested for 2010-11:**

<b>Activities for 2010-11</b>	<i>Tab from last cell below to add additional rows.</i>	<b>Timelines</b>

**Requirement:** Promote the continuous use of student data to inform and differentiate instruction.

**Funds Requested for 2010-11:**

<b>Activities for 2010-11</b>	<i>Tab from last cell below to add additional rows.</i>	<b>Timelines</b>

**Requirement:** Establish schedules and strategies that provide increased learning time.

**Funds Requested for 2010-11:**

<b>Activities for 2010-11</b>	<i>Tab from last cell below to add additional rows.</i>	<b>Timelines</b>

**Requirement:** Provide ongoing mechanisms for family and community engagement.

**Funds Requested for 2010-11:**

<b>Activities for 2010-11</b>	<i>Tab from last cell below to add additional rows.</i>	<b>Timelines</b>

**Requirement:** Provide sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach.

**Funds Requested for 2010-11:**

<b>Activities for 2010-11</b>	<i>Tab from last cell below to add additional rows.</i>	<b>Timelines</b>

**Requirement:** Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.

**Funds Requested for 2010-11:**

<b>Activities for 2010-11</b>	<i>Tab from last cell below to add additional rows.</i>	<b>Timelines</b>

**X. PLAN FOR USE OF FUNDS (cont'd.)**  
**D. Plan for Implementation of Transformation Model**

**Other LEA Activities**

**Funds Requested for 2010-11:**

<b>Activities for 2010-11</b>	<i>Tab from last cell below to add additional rows.</i>	<b>Timelines</b>



**XII. BUDGET DETAIL—Regular 1003(g)**

Date of Request <i>Mo./Day/Yr.</i>	LEA	Project No. <i>For revisions only</i>
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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 <i>Indicate Percent</i>	d. Date(s) Service to be Provided	e. Total Cost	
				Salary	Fringe
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
Totals				\$0	\$0
<b>Total Salary &amp; Fringe**</b>				<b>\$0</b>	

\*\* All project totals must equal salary and fringe totals on budget summary page.



**XII. BUDGET DETAIL—Regular 1003(g) (cont'd.)**

Date of Request <i>Mo./Day/Yr.</i>	LEA	Project No. <i>For revisions only</i>
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**3. Non-Capital Objects Summary (400s)**

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

**4. Capital Objects Summary (500s)**

<b>Total</b> <b>(Must agree with Capital Objects total on Budget Summary)</b>		\$0



**XIII. BUDGET SUMMARY—Regular 1003(g)**

LEA	<b>Grant Period</b>		<b>Date Submitted</b>	
	Begin Date	Initial Request	First Revision	Second Revision
	<b>7/1/2010</b>			
Project Number <i>For DPI Use Only</i>	End Date			
	<b>6/30/2011</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.

*The monetary fields may not be left blank. It is necessary to enter a zero.*

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
<b>Instruction (100 000 Series)</b>  Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Instruction</b>		\$0	\$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)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Support Services—Pupil/Instructional Staff Services</b>		\$0	\$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)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Insurance (700s)			
	g. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Support Services—Admin.</b>		\$0	\$0
Indirect Cost	Approved Rate      %			
<b>TOTAL BUDGET</b>		\$0	\$0	\$0
<b>DPI Approval</b> DPI Reviewer Signature/Date      ➤				

**XII. BUDGET DETAIL—ARRA 1003(g)**

Date of Request <i>Mo./Day/Yr.</i>	LEA	Project No. <i>For revisions only</i>
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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 <i>Indicate Percent</i>	d. Date(s) Service to be Provided	e. Total Cost	
				Salary	Fringe
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
			—		
Totals				\$0	\$0
<b>Total Salary &amp; Fringe**</b>				<b>\$0</b>	

\*\* All project totals must equal salary and fringe totals on budget summary page.



**XII. BUDGET DETAIL—ARRA 1003(g) (cont'd.)**

Date of Request <i>Mo./Day/Yr.</i>	LEA	Project No. <i>For revisions only</i>
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**3. Non-Capital Objects Summary (400s)**

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

**4. Capital Objects Summary (500s)**

<b>Total</b> <b>(Must agree with Capital Objects total on Budget Summary)</b>		\$0



**XIII. BUDGET SUMMARY—ARRA 1003(g)**

LEA	Grant Period	Initial Request	Date Submitted	
	Begin Date <b>7/1/2010</b>		First Revision	Second Revision
Project Number <i>For DPI Use Only</i>	End Date <b>6/30/2011</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.

*The monetary fields may not be left blank. It is necessary to enter a zero.*

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
<b>Instruction (100 000 Series)</b> Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Instruction</b>		\$0	\$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)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Support Services—Pupil/Instructional Staff Services</b>		\$0	\$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)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Insurance (700s)			
	g. Other Objects (e.g., fees) (900s)			
	<b>TOTAL Support Services—Admin.</b>		\$0	\$0
Indirect Cost	Approved Rate %			
<b>TOTAL BUDGET</b>		\$0	\$0	\$0
<b>DPI Approval</b>	DPI Reviewer Signature/Date			