

# **Academic Parent Teacher Team Cohort 2 School Grant**

**2016-17 Year Guidelines**

**Authorized by the  
No Child Left Behind Act of 2001**



**State of Wisconsin  
Department of Public Instruction**

**Tony Evers, PhD  
State Superintendent**

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## **I. Overview**

The purpose of this grant is to fund up to 9 elementary and/or middle Focus Schools to plan, develop, and implement Academic Parent Teacher Teams (APTTs), a research-based system of family engagement that strategically connects families and schools to advance student learning and achievement. The APTT model is a classroom-based, teacher-led, data-driven family engagement model focused on supporting children's academic goals by linking home and school learning. (*Link to YouTube video: [APTTs](#)*)

The APTT model replaces traditional parent-teacher meetings. Classroom teachers invite families to participate in three 75-minute group meetings and one 30-minute individual parent-child session annually. During APTT meetings, teachers share actionable data, review grade-level skills, and demonstrate concrete activities families can do at home to help students master skills. Families practice the learning activities, and each family reviews their child's progress data to set a 60-day academic goal individualized to their child's needs. View the [DPI APTT webpage](#).

Participating schools will build their capacity to engage families and improve student achievement by implementing the APTT model. Each school is required to:

- Select a team of four participants including the principal, an instructional coach, a lead teacher, and one other educator to attend and participate in five training days;
- Implement the APTT model in at least two grade levels in each school during the 2016-17 school year;
- Host APTT trainers and DPI staff to attend APTT meetings, and debrief with the school staff; and
- Serve as a contact for other Wisconsin schools interested in researching on-site implementation of the model.

## **II. Eligibility Criteria**

Elementary and middle schools which were identified as Focus Schools under Wisconsin's ESEA Flexibility Waiver and are still receiving funds under Title I Part A are eligible to apply. Up to two Focus Schools within a district may be funded with the APTT grant. Geographic distribution may be a factor during review and selection.

## **III. Available Funds**

This grant requires a commitment from July 1, 2016, through June 30, 2017, and award recipients will receive an initial grant of up to \$27,000 for July 1, 2016, through June 30, 2017, for initial training and other grant activity costs. Grant activities for the award must be completed and expenses encumbered by June 30, 2017. Carryover of unspent portions of these initial grant funds into the 2017-18 school year is not allowed.

## **IV. Use of Funds**

Grant funds are to be used for the following purposes:

- Costs associated with the training of a school team that includes the principal, an instructional coach, a lead teacher, and one other educator per funded school. The five days of required training include a two-day session, three one-day sessions, and three days of onsite technical assistance from WestEd, or equivalent research-based provider. Dates of training will be sent to funded districts.

Additional allowable costs include, but are not limited to:

- APTT leadership team expenses for travel, substitute teachers, and stipends;
- Training and expenses including travel, substitute costs, and stipends for staff to sustain and scale-up the initiative;
- Translation, child care, and transportation services and take-home materials for families attending APTT meetings;
- Other training materials; and
- Brochures, posters, flyers etc. promoting APTT meetings.

## V. Program Elements

### A. Timeline and Required Reports

<b>Event</b>	<b>Date</b>
Grant applications due	April 22, 2016
Districts notified of intent to fund	May 2016
Award documents sent to districts	June 2016
Two-day initial training	July 2016
Implementation Year	2016-17 School Year
End-of-Year Report due	June 15, 2017
All funds awarded in continuation grant encumbered	June 30, 2017
Final financial claims due	September 30, 2017

#### **Overview of Activities**

Summer 2016

- Two-day training for school leadership teams to plan for APTT implementation, activities, parent communications, and data collection.

Fall 2016

- Grantee schools conduct first round of APTT group meetings with parents. WestEd (or equivalent research-based provider) and DPI staff visit and debrief selected schools.
- One-day training for school leadership teams to debrief, and collect survey and student data.

Winter 2017

- Schools hold second round of APTT group meetings with parents. WestEd (or equivalent research-based provider) and DPI staff visit and debrief selected schools.
- One-day training for school leadership teams to prepare summary reports, analyze data, and build infrastructure.

Spring 2017

- Schools hold third and final round of APTT group meetings with parents. WestEd (or equivalent research-based provider) and DPI staff visit and debrief selected schools.
- Schools conduct parent focus group meetings for feedback and evaluation of APTT programming.
- One-day training for school leadership teams to build action plans, and present summary reports and next steps.

## B. Application Elements

### Section I – General Information

Complete All Information.

### Section II – Grant Overview

### Section III-V – Certification/Signatures; Assurances; and Certification Covering Debarment

The agency administrator, district business manager, and charter school authorizer (*if applicable*) must sign the certification section.

### Section VI – APTT Leadership Team and Committed Educators

The school principal must sign Section VI and names must be provided for three other members of the initial APTT leadership team.

### Sections VII – XI

Provide detailed answers to the narrative questions. Please review all sections of the Reviewer Rubric in Appendix A to ensure that you submit the best possible responses.

### Sections XII and XIII – Budget Detail and Budget Summary

Schools should contact their business manager for assistance with the budget portion of the application. The Budget Detail and Budget Summary require districts to specify how the grant expenses are allocated by budget category (e.g., salary, fringe benefits, non-capital objects, etc.). The budget should coincide with the activities listed in the grant plan. The budget must contain expenses from June 1, 2016, through June 30, 2017.

The budget detail and budget summary must include at least \$17,500 in the purchased services category for APTT training through WestEd (or equivalent research-based provider). Please see example below. For further questions on budgets please see the [DPI APTT website](#).

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XII. BUDGET DETAIL (cont'd)			
Grant Period 7/1/2016 – 6/30/2017	LEA	Project No. <i>For revisions only</i>	
<b>p. Purchased Services Summary (300s)</b>			
a. Type of Service Purchased	b. Date(s) Service to be Provided	c. Specify Agency/Vendor or Supplier <i>If Known</i>	d. Total Costs
APTT Training Sessions	July 2016 — June 2017	WestEd or equivalent research-based provider	\$17,500

Grantees must complete grant activities and encumber expenses by June 30, 2017.  
**Carryover is not allowed.**

Your school staff must possess the commitment and capacity to implement, scale-up, sustain, and share the APTT model with other schools. The “Questions to Consider” below offer an opportunity to collaboratively reflect on staff commitment to the work of APTTs in your school.

**Implementation Considerations:**

<b>Important Initial Considerations</b>	<b>Questions to Consider</b>	<b>Responses</b> <i>(for planning purposes only)</i>
<b>Team Selection</b>	<ul style="list-style-type: none"> <li>• Who will be on your APTT leadership team and attend the APTT trainings?</li> <li>• Which staff members are interested in implementing APTTs?</li> </ul>	
<b>Training</b>	<ul style="list-style-type: none"> <li>• How will the APTT leadership team share what they have learned at trainings with school staff, families, and the community?</li> </ul>	
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• As teachers develop and implement APTTs, how will school leaders provide support and give feedback?</li> </ul>	
<b>Performance Assessment</b>	<ul style="list-style-type: none"> <li>• What data might inform reflections and decisions regarding APTT efforts?</li> <li>• How might it be collected?</li> </ul>	
<b>Data Collection, Storage, and Analysis</b>	<ul style="list-style-type: none"> <li>• Who might be responsible for collecting data?</li> <li>• How could this data be stored and analyzed?</li> </ul>	
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>• When might the APTT leadership team meet? How often?</li> </ul>	
<b>Scale-Up and Sustainability</b>	<ul style="list-style-type: none"> <li>• How might staff buy-in be developed?</li> <li>• How might ongoing training occur?</li> <li>• What might be the next-step expectations beyond 2016-17 for APTT participation?</li> </ul>	
<b>Promotion</b>	<ul style="list-style-type: none"> <li>• What activities might your school consider to share the APTT process with other schools in your district or region?</li> </ul>	

*Adapted from Ian Guidera, WestEd*

## 1. Plan for Use of Funds

### Possible Budget Plan:

Eligible Expenses	WUFAR	Estimated Cost <i>(for planning purposes only)</i>
APTT training costs, WestEd (or equivalent research-based provider)	221300	\$17,500
Substitute teacher costs	221300	
Travel costs for training	221300	
Parent involvement leader stipends	219000	
Parent involvement supplies	219000	
Parent involvement publications	219000	
Parent involvement childcare	299000	
Parent involvement transportation	219000	
In-school staff training	221300	
Other:		
		<b>Maximum: \$27,000</b>

Note: It is possible that not all budget detail sections will have line items or expenses.

#### (a) Eligible Expenses

Wisconsin APTT school funds must be used for the cost of professional development from WestEd (or equivalent research-based provider) to support implementation of Academic Parent Teacher Teams. Additional funds may be used to cover substitute teacher and travel costs connected to training, supplies for parent involvement activities connected to APTT implementation, and stipends to support teacher training and parent involvement leaders engaged in the work of initial implementation.

#### (b) Ineligible Expenses

These grant funds are intended to support implementation of APTTs. They are not to be used for activities that do not relate to the approved grant.

#### (c) Supplement, not Supplant

Funds must be used to supplement, not supplant, efforts funded by local dollars.

## C. Review Process

At least one Wisconsin Department of Public Instruction (DPI) Title I staff member, along with an external panel, will review each grant application to confirm that the proposed goals, objectives, activities, and budget items meet the standards of this grant program. Reviewers will use the rubric found in Appendix A to make determinations.

## **VI. Required Program Reports**

Schools must submit an End-of-Year report including reflection and evaluation of APTT implementation.

## **VII. Financial Requirements**

### **A. General Requirements**

DPI encourages applicants to contact their business manager for assistance with the budget portion of the application. Districts shall adhere to the guidelines set by the Wisconsin Uniform Financial Accounting Requirements (WUFAR). Information about WUFAR is available on DPI's website at <http://dpi.wi.gov/sfs/finances/wufar/overview>.

Districts shall also follow the guidelines set forth in the federal Education Department General Administrative Regulations (EDGAR) and the federal Uniform Grant Guidance 2CFR Part 200.

### **B. Budget Revisions**

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

**The district shall not expend funds until DPI approves the budget revision.**

To request a budget revision, grant recipients shall submit the budget detail and budget summary from the approved application reflecting the proposed modification along with a narrative explaining the reasoning for the modification. Submit budget modifications to Clara Pfeiffer, office operations associate, at (608) 261-6324 or [clara.pfeiffer@dpi.wi.gov](mailto:clara.pfeiffer@dpi.wi.gov). DPI will notify recipients of the approval or denial in writing.

### **C. Financial Claims**

DPI recommends that recipients submit program fiscal reports (PI-1086) at least quarterly during the grant period. A final program fiscal report is due September 30, 2017. Questions regarding financial claims should be directed to Ryan Egan, grant accountant, at (608) 266-1723 or [ryan.egan@dpi.wi.gov](mailto:ryan.egan@dpi.wi.gov).

Districts must complete grant activities and encumber expenses for the 2016-17 school year by June 30, 2017.

## Appendix A

### A. Reviewer Rubric



### Title I Wisconsin APTT Grant Scoring Rubric

Applicant School: \_\_\_\_\_

Reviewer Number: \_\_\_\_\_

#### Overall Rating

Strongly recommended for APTT Program

Should be considered for APTT Program

Not recommended for APTT Program

Does not currently qualify for APTT Program

*For rubric for **School Assets**, see page 8.*

*For rubric for **Distributed Leadership**, see page 9.*

*For rubric for **Collaboration and Data Analysis**, see page 10.*

*For rubric for **Professional Development**, see page 11.*

*For rubric for **Family Engagement**, see page 12.*

*For rubric for **Budget Plan**, see page 13.*

## Appendix A: Reviewer Rubric

### School Assets

- VII. Provide background data and related information to justify your selection as an APTT School. Share your school vision for family engagement and how this vision promotes a culture of high expectations and achievement for all students. The narrative will provide the grant reader with sufficient evidence that your school has discussed the “Questions to Consider” for implementation from the grant guidelines and is ready to effectively implement Academic Parent Teacher Teams.

#### Indicators of a school demonstrating high performance in this area:

- The school’s vision and practices support family involvement that increase student achievement.
- Diverse stakeholders (teachers, parents/families, and students) are knowledgeable and supportive of the school’s vision and mission.
- The school ensures a high degree of accountability for team work and student achievement through analysis of disaggregated data.
- Performance assessment and feedback for learning are an integral part of the reflection process for educators and students at the school.
- Staff work to promote a culture of innovation and risk-taking that creates opportunities for diverse student groups to be successful.
- School staff intentionally connect with students and families to build understandings and relationships.
- The school climate is warm, supportive, orderly, respectful, and supports student learning through clearly defined systems of support.
- Current systems and practices that are barriers to all students achieving at high levels are examined openly and modifications are made.
- Strategic planning guides sustainable implementation of initiatives.

#### **Overall Reviewer Rating for this Question (consider narrative responses and submitted evidence):**

Excellent

Response addresses all indicators and demonstrates an overall high level of performance. Where applicable, multiple sources of high-quality, relevant evidence are included.

Good

Response addresses most indicators and demonstrates an overall high or improving level of performance. Where applicable, some sources of relevant evidence are included.

Fair

Response addresses few indicators and demonstrates an overall minimal level of performance. Submitted evidence does not align with the response.

Poor

Response and evidence do not address indicators.

#### **Reviewer Comments:**

#### **Possible Evidence of School Assets:** *(It is not expected that schools will have examples of each)*

- examples of organizational structures that distribute leadership, and impact the learning of students and staff;
- processes used by staff to analyze student work and data throughout the year and make on-going changes as needed;
- documents showing families are encouraged to support students who need interventions;
- examples of how the school community has taken responsibility for the learning of all students;
- examples of innovative practices that have been supported by the principal and teacher leaders;
- examples of decision-making processes and planning documents involving multiple stakeholders over a sustained time; and
- surveys examining the role and impact of teacher leaders and other stakeholders on school improvement efforts.

## Distributed Leadership

VIII. Describe how the principal and teacher leaders in your school work collaboratively to impact school culture, effectiveness, and student achievement. Describe the systems that are in place to support this work.

### Indicators of a school demonstrating high performance in this area:

- Strong principal leadership that promotes excellence and equity.
- School leadership monitors, supervises, and provides feedback for instructional improvement as their top priority.
- A school leadership team with parent and community representation is integrally involved in the school improvement process.
- School leadership garners and allocates resources to achieve school improvement goals for students who are low-performing and/or underrepresented.
- School leadership teams support people, programs, services, and activities, that build partnerships within the community to achieve the school's vision.
- The principal and leadership team demonstrate flexibility in dealing with change and encourage innovation to achieve goals.
- Many teachers play important roles in guiding and leading school-based initiatives.
- School structures demonstrate value for dispersed leadership and collaborative problem-solving within the school.

### **Overall Reviewer Rating for this Question (consider narrative responses and submitted evidence):**

Excellent

Response addresses all indicators and demonstrates an overall high level of performance. Where applicable, multiple sources of high-quality, relevant evidence are included.

Good

Response addresses most indicators and demonstrates an overall high or improving level of performance. Where applicable, some sources of relevant evidence are included.

Fair

Response addresses few indicators and demonstrates an overall minimal level of performance. Submitted evidence does not align with the response.

Poor

Response and evidence do not address indicators.

### **Reviewer Comments:**

#### **Possible Evidence of Distributed Leadership:** *(It is not expected that schools will have examples of each)*

- examples of organizational structures that distribute leadership and impact the learning of students and staff;
- processes used by staff to analyze data throughout the year and make on-going changes as needed;
- documents showing how resources have been allocated to students who need additional support and interventions;
- examples of how the school community has taken responsibility for the learning of the students;
- examples of innovative practices that have been supported by the principal and teacher leaders;
- examples of decision-making processes involving multiple stakeholders; and
- surveys examining the role and impact of teacher leaders and other stakeholders on school improvement efforts.

## Collaboration and Data Analysis

### IX. Describe and provide evidence that educators collaboratively gather, analyze, and evaluate student data to inform instruction and problem-solve on a regular basis.

#### **Indicators of a school demonstrating high performance in this area:**

- Disaggregated student progress and achievement results are owned by all staff and there are clearly defined systems in place to analyze a wide variety of types of data to plan, support, monitor, and verify learning throughout the year and make necessary adjustments.
- The school has a culture of continuous improvement where professional collaboration and problem-solving are valued.
- The staff work collaboratively to make decisions based on attaining the most positive results for students, rather than on adhering to or maintaining an established system.
- School organizational practices provide teachers with weekly opportunities to meet within established grade-level or content-specific teams to focus on instructional practices based on student performance data.
- The school promotes the continuous use of student data to inform and differentiate instruction to meet the needs of individual students.
- Staff are committed to schoolwide use of performance-based assignments, assessments, and data analysis practices that inform teachers, students, parents, and community members about student progress throughout the year.

#### ***Overall Reviewer Rating for this Question (consider narrative responses and submitted evidence):***

Excellent

Response addresses all indicators and demonstrates an overall high level of performance. Where applicable, multiple sources of high-quality, relevant evidence are included.

Good

Response addresses most indicators and demonstrates an overall high or improving level of performance. Where applicable, some sources of relevant evidence are included.

Fair

Response addresses few indicators and demonstrates an overall minimal level of performance. Submitted evidence does not align with the response.

Poor

Response and evidence do not address indicators.

#### ***Reviewer Comments:***

#### **Possible Evidence of Collaboration and Data Analysis: *(It is not expected that schools will have examples of each)***

- processes used by staff to analyze data throughout the year and make on-going changes as needed;
- evidence of a schedule that provides high-quality collaboration time during the school day;
- examples of protocols used by educators to analyze student work;
- examples of decisions that have been made based on data collection and analysis, including decisions that have been revised based on ongoing data review;
- district and/or school assessment plan(s) and instructional pathways;
- statements, surveys, or focus group results from staff connecting professional development on data use with changes in their practice;
- examples of how data are communicated to stakeholders in the learning community; and
- interventions being implemented and adjusted based on student data analysis and monitoring.

## Professional Development

- X. Describe recent and ongoing professional development provided to school staff. Explain how these learning opportunities raise awareness and understanding of the perspectives, values, and belief systems of underrepresented families in your community.

### Indicators of a school demonstrating high performance in this area:

- The school has a comprehensive professional development plan focused on improved student learning and achievement that is systematic, research-based, culturally-relevant, standards-driven, and provides high-quality learning opportunities for all school staff.
- Professional development is aligned with rigorous state student academic achievement standards and addresses specific concerns in the teaching and learning process to close achievement gaps.
- The school has designated adequate resources for on-going professional development, support for change, and accountability for results.
- Professional development is designed to support teachers using disaggregated data to plan, support, monitor, and verify learning for each child.
- On-going professional development is linked to its impact on student achievement, and is adjusted based on results.
- Staff take collective responsibility for the performance of all students.
- Staff receive professional learning specifically addressing cultural competency.

### **Overall Reviewer Rating for this Question (consider narrative responses and submitted evidence):**

Excellent

Response addresses all indicators and demonstrates an overall high level of performance. Where applicable, multiple sources of high-quality, relevant evidence are included.

Good

Response addresses most indicators and demonstrates an overall high or improving level of performance. Where applicable, some sources of relevant evidence are included.

Fair

Response addresses few indicators and demonstrates an overall minimal level of performance. Submitted evidence does not align with the response.

Poor

Response and evidence do not address indicators.

### **Reviewer Comments:**

#### **Possible Evidence of Exemplary Professional Development:** *(It is not expected that schools will have examples of each)*

- evidence of modifications to professional learning opportunities based on disaggregated data analysis;
- examples of protocols used by educators to collaboratively analyze student work;
- coaching model that reinforces and extends the learning of staff;
- assessments by staff on impact of professional learning on their instructional practice; forms of feedback to staff as they implement new strategies/practices;
- resources (human, financial, time, etc.) allocated for professional development specific to addressing achievement gaps; and
- examples of opportunities provided that allow staff to interact with community representatives regarding cultural or economic differences/needs.

## Family Engagement

- XI. Describe the collaborative relationship that currently exists between parents/families and the school. Include two-way communication strategies employed and how parents/families are involved in planning and decision-making at the school. What percentage of your staff is involved in promoting and supporting these efforts?

### Indicators of a school demonstrating high performance in this area:

- The school continually looks for strategies to build on the strengths of parents and families, and to meaningfully involve parents in all aspects of school life.
- The school has implemented programs and support to families that provide resources and learning opportunities beyond the school day and/or school building.
- The school offers culturally-responsive activities and learning opportunities geared toward the diverse needs of families and their children.
- The school offers opportunities for family members to improve literacy and math skills, develop their understanding of how schools work, and build the capacity of all families to support their child's school success.
- The staff cultivate support for the school among all segments of the community.
- A large percentage of staff are involved in multiple partnerships that promote student achievement.

### **Overall Reviewer Rating for this Question (consider narrative responses and submitted evidence):**

Excellent

Response addresses all indicators and demonstrates an overall high level of performance. Where applicable, multiple sources of high-quality, relevant evidence are included.

Good

Response addresses most indicators and demonstrates an overall high or improving level of performance. Where applicable, some sources of relevant evidence are included.

Fair

Response addresses few indicators and demonstrates an overall minimal level of performance. Submitted evidence does not align with the response.

Poor

Response and evidence do not address indicators.

### **Reviewer Comments:**

#### **Possible Evidence of Exemplary Practices of Family Engagement: (It is not expected that schools will have examples of each)**

- impact of programs that offer support and resources to parents and families and that build on the school as a center for the community;
- examples of ways that parents and families have been involved in leadership roles or decisions at the school;
- programs inclusive of all cultures and groups comprising the school population;
- examples of evaluation strategies of current communication practices and adjustments that have been made to better meet the needs of students and families; and
- online and print publications, agendas, flyers, or other documents that describe family, school, and community partnerships.

## Budget Plan

Through the implementation of Academic Parent Teacher Teams the school will:

- **GOAL 1: Increase involvement of underserved families**
- **GOAL 2: Increase achievement of identified student subgroups**

The applicant aligns the budget to these goals:

Budget items are clearly connected to APTT implementation.

Yes  No

Budget is reasonable and aligned to goals.

Yes  No

Budget includes funds to support APTT leadership team planning time.

Yes  No

**Reviewer Comments:**

## REVIEWER OVERVIEW

For the section below, compile the results from the rest of the application to make a final determination about the quality of this application.

Section	Rating			
	Excellent	Good	Fair	Poor
School Assets				
Distributed Leadership				
Collaboration and Data Analysis				
Professional Development				
Family Engagement				
Budget Plan				

**Overall Rating (You must justify your response.)**

Strongly recommended as an APTT School

Should be considered for an APTT School

Not recommended as an APTT School

Does not currently qualify as an APTT School

**Reviewer Comments:**