WISCONSIN
IMPROVING TEACHER QUALITY
PROGRAM

(Authorized under the No Child Left Behind Act of 2001,
Title IIA: Preparing, Training, and Recruiting High Quality Teachers and Principals)

REQUEST FOR PROPOSALS AND
APPLICATION GUIDELINES

Grant Competition for Institutions of Higher Education in Wisconsin

REQUIRED Intent to Submit Due Friday July 8, 2016
Proposal Deadline 4:30 PM Friday September 9, 2016
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Introduction:

Under Part A of Title II, funds are made available for state agencies for higher education (University of Wisconsin System) to support partnerships intended to increase the academic achievement of students in core subjects by enhancing the content knowledge and teaching skills of classroom teachers. Project participants may consist of teachers, principals, and paraprofessionals. The University of Wisconsin System, working in conjunction with the Wisconsin DPI, shall use the funds to make sub-grants, on a competitive basis to eligible partnerships.

The amount available for higher education projects in Wisconsin is expected to be approximately $900,000. It is anticipated that about $600,000 will be available for new project awards. The proposal must be submitted by the Higher Education partner. The higher education Grant Administrator must be involved in the preparation of the proposal.

Funds are awarded to partnerships between higher education faculty in teacher education, higher education faculty in arts and sciences, and one or more local school districts. One of the school districts in an eligible partnership must be a High-need LEA. A list of 2015 High-need LEAs is in the Appendix. UW System will work with the applicant to make any appropriate proposal or budget adjustments (such as tuition costs and travel for participants or staff). Other partners may include additional LEAs, charter schools, businesses, and nonprofit organizations.

In Wisconsin, the subjects of English language arts, mathematics, science, foreign languages, social studies, art and design, dance, music, and theatre are treated as ESEA core subjects. Any partnership receiving both a WITQ sub-grant and a Section 203 of Title II of the Higher Education Act award under the Partnership Program for improving teacher preparation must coordinate activities of the two awards.

This document, along with the application document, can be found on the Wisconsin ESEA Improving Teacher Quality web site: https://www.wisconsin.edu/grants-awards/teacher-quality-program/.

Wisconsin Priorities

Priority 1: All students will reach proficiency or better in reading/language arts mathematics, and science.
Priority 2: All limited English proficient students will become proficient in English and reach proficiency or better in reading/language, mathematics, and science.
Priority 3: All students will graduate from high school.
Priority 4: All teacher licensure programs will have a collaborative relationship between core content area faculty and teacher education faculty.
Wisconsin ESEA Improving Teacher Quality 2017-18 Priorities

Priorities for the competition are:

(1.) Improvement in student’s achievement in common core reading/language arts, common core mathematics, Next Generation Science Standards, and increasing the quality of teaching in all core subjects for ALL students;

(2.) Helping high school teachers prepare students for college particularly in the areas of mathematics and writing;

(3) Improvement of collaboration between school districts, higher education content faculty, and teacher education faculty; and

(4) Creating K-12 content area teacher leaders.

APPLICATION INFORMATION

Key Program Elements

I. Partnerships

Projects are designed and implemented by partnerships that include K-12 administrators, faculty, teachers, and guidance counselors in participating K-12 schools, higher education faculty and administrators from teacher education and the arts and sciences. Other partners are encouraged and may include businesses, nonprofit organizations, other K-12 schools, and other institutions of higher education. The program must demonstrate substantial collaboration between arts and sciences and teacher preparation departments in Wisconsin’s public and private IHEs, LEAs, and other education entities. Every proposal submitted must verify this collaboration on the required forms.

Every funded project must include a qualified High-need LEA. Submitted proposals only need to show true collaboration with at least one LEA in their planning of the proposed project, and indicate a willingness to work with additional High-need district(s). A list of Wisconsin High-need LEAs may be found in the Appendix.

II. Needs Assessment

The project must address the results of a comprehensive assessment of the teacher quality and professional development needs with respect to the teaching and learning of core subjects at any schools and LEAs that comprise the partnership. Possible sources include WINSS and local student achievement data, local teacher needs assessments, and WASDII Math and Science Teachers needs assessments. Student achievement data and teacher quality data must be used in preparing a proposal.
III. Activities

Grant activities must be clearly focused on the Common Core State Standards for Reading/Language Arts, Mathematics, and Next Generation Science Standards. Other core subject areas must focus on the Wisconsin Model Academic Standards. All activities must relate to the Wisconsin Teacher Standards. Activities must be related to the needs of teachers, principals, and paraprofessionals. The project should have attainable goals that will be accomplished, and will demonstrate an improvement in student achievement and/or increase the number of highly qualified teachers. Proposals must include evidence that the project will provide professional development activities in the specific discipline(s) as well as in the related pedagogy. See the Appendix for the definition of Professional Development Activities that may be supported by this program.

IV. Duration

Formats for projects include, but are not limited to, institutes, seminars, intense summer and year-long courses, or combinations thereof. The most effective projects have been summer programs of at least two weeks with 80 or more contact hours, using a hands-on, inquiry based, problem-solving approach, and incorporating follow-up activities during the school year. One, two, and three-year projects are supported. Please note that funding may only be available for one year.

V. Scientifically Based Research

The activities to be carried out by the partnership must be based on a review of scientifically based research. An explanation of how the activities will lead to improvement in student academic achievement and quality of instruction must be included.

VI. Evaluation

Measurable objectives for improved student academic achievement are required. Proposals must include reliable and valid measurable objectives. All funded projects will be evaluated by Campbell Grants and Research. Proposed projects are expected to include professional development that is sustained over a period of time.

VI. Project Period

Proposed projects may last 17 to 41 months. Multi-year projects are expected to provide a coordinated plan of activities for participants over two or three years rather than repeating an annual project two or three times. Funding for second and third year activities of multi-year projects will be
dependent on successful completion of the project's initial activities as well as on the continued availability of grant money to UW System for the program. For the second or third year of a funded project, rather than submitting a complete application packet, project directors will be expected to submit a progress report, an annual budget, and a description of the activities planned for the next year.

- One-year Projects will have activities and **17-month** budgets from **March 1, 2017 through July 31, 2018**. **Maximum 17 month budget of $125,000.**
- For two-year Projects: Year one activities and budget will run from **March 1, 2017 through July 31, 2018 (17 months)**. Year two activities and budget will run from **August 1, 2018 through July 31, 2019 (12 months)**. **Maximum 17 month budget of $125,000 followed by maximum 12 month budget of $100,000.**
- For three-year Projects: Year one activities and budget will run from **March 1, 2017 through July 31, 2018 (17 months)**. Year two activities and budget will run from **August 1, 2018 through July 31, 2019 (12 months)**. Year three of funding will cover activities from **August 1, through July 31, 2020 (12 months)**. **Maximum 17 month budget of $125,000 followed by maximum 12 month budget of $100,000, followed by maximum 12 month budget of $100,000.**

VII. Budget

A. Tuition

A grant may pay either for participant tuition or for the direct instructional costs of program delivery. It cannot pay for both. Direct costs may include summer or released time salaries and fringe benefits for faculty and staff, participant stipends, required institutional fees (not including tuition), participants' living costs, travel, supplies, and consultants' fees. Any institution may elect to budget tuition and required fees instead of direct costs. For UW institutions, UW System policy permits the payment of direct costs for a credit-producing course in lieu of tuition only when direct costs exceed projected tuition revenue. If the grant pays the direct costs of instruction, then participants may not be charged tuition.

B. Staff remuneration

If K-12 teachers are hired as part of the teaching staff, their remuneration should be commensurate with their contribution, based on considerations similar to those used for faculty salaries.
C. Supplies

Equipment, supplies, and text materials may be purchased through the grant, provided they are used for professional development activities that are part of the funded project. A budget summary found in the application document and a budget narrative explaining each item is required. Each item must be justified for its contribution to the program.

D. Stipends

The suggested maximum for stipends to full-time participants is $250 per week. Stipends for participants in a program that is less than full-time shall be adjusted proportionally. Participants shall not receive stipends in addition to their regular salary for activities during weekdays of the academic year. If credit is granted at no cost to the participants, then the awarding of participant stipends is not allowed. An additional stipend may be provided to participants as reimbursement costs related to required project activities (such as books, manipulatives, travel, and meals).

E. Teacher Substitutes

Substitutes may be paid at the local rate up to a maximum of $105 per day. Additional costs for substitutes must be paid by other sources. Federal funds shall not be used to pay for teacher substitutes in private schools. These substitutes must be paid with funds from another source. Requests for substitutes must include the approving school administrator’s name and contact information in the budget explanation.

F. Consultant Costs

Use of program consultants must be justified and their pay should be a reflection of time commitment. Consultants’ pay cannot exceed a rate of $550 for a full day of project work. Preparation time for consultants may not be paid by the grant.

G. Travel Costs

Only in-state travel at the University Rate may be paid from grant funds. Out-of-state travel may not be paid by grant funds.

H. Indirect Costs

Indirect costs are limited to eight percent (8%) of the Title II Higher Education funds for the project.
VIII. Other Requirements

A. Geographical Distribution “Grants must be equitably distributed by geographic area within the state.” (NCLB Title II, Part A, Subpart 3, Section 2132). This rule is satisfied as a part of the final review process.

B.: Use of Funds, 50% Rule “No single participant in an eligible partnership may use more than fifty percent of the funds made available to the partnership.” (NCLB Title II, Part A, Subpart 3, Section 2132). This rule is satisfied by completion of the SR 50 budget information form located in the application document.

Special Notes

1. Credit

While it is not required, projects may offer university undergraduate or graduate credit for participants. In determining the amount of credit to offer for a given project, all institutions should adhere to the University of Wisconsin policy on the awarding of credit as stated in UW System Policy on Academic Year and Assorted Derivatives, 1984. "... It is assumed that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours for class contact in lectures, for laboratories, examinations, tutorials and recitations, and for preparation and study; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study. Study leading to one quarter of credit represents two-thirds of that set as the standard for one semester credit."

2. Wisconsin ESEA Improving Teacher Quality Grant Statement of Assurances

All proposals that are recommended for funding will be required to mail a signed Wisconsin ESEA Improving Teacher Quality Grant Statement of Assurances. NOTE: these forms will be provided by the Program Coordinator after the proposal has been recommended by the WITQ review process.

2. Required Reports

A financial report is required within thirty days of the end of each project period. A project report including participant data and describing funded activities is required by August 31st each year. The financial report template is available online at: https://www.wisconsin.edu/grants-awards/teacher-quality-program/.
3. Required Meetings

Attendance by the Project Director, or their representative, at the annual Spring Reporting and Monitoring meeting is required and funds for attendance should be included in the budget. The 2017 meeting date will be determined at a later time.

4. Previous Project Directors

To be eligible to submit a proposal, project directors of previous ESEA grants must have all required reports on file with the Wisconsin ESEA Improving Teacher Quality Program Coordinator.

5. Questions may be submitted to:
Sal Carranza <scarranza@uwsa.edu> and <afgp@uwsa.edu> and they will be answered as soon as possible.

Important Deadlines

REQUIRED: Intent to Submit Proposal Email

In order for UW System to prepare for the review process, please send an email to <afgp@uwsa.edu> identifying the (1.) Applying institution or organization, (2.) Project Director, (3) Core subject area(s), and (4) targeted grade level(s) on or before 4:30 PM on Friday, July 8, 2016.

Proposal Deadline

Proposals are due by 4:30 PM on Friday, September 9, 2016. Successful applicants will be notified before January 13, 2017, that their proposals have been selected for funding. Unsuccessful applicants will be notified at the same time.

PROPOSAL (included in the application document)

PROPOSALS PAGES 1-18 must be a MS Word document or a searchable pdf using the application template located at https://www.wisconsin.edu/grants-awards/teacher-quality-program/.

Page 1 - Cover Page
Page 2 - Abstract
Page 3 – 17 Proposal Narrative
Page 18 - Summary Table
ADDITIONAL INFORMATION

1. Included in the application document
   a. Signed Eligible Partnership Documentation
   b. Collaboration Documentation
   c. SR-50 Estimate Form

2. One page vita for each of the key personnel


4. Detailed Budget Narrative

Proposal Submission

The proposal should be emailed to afgp@uwsa.edu with four attachments (1.) the application document; (2.) the vita; (3.) the Budget Summary Excel spreadsheet; and (4) the Budget Narrative.

Proposal Reviewers

The Wisconsin ESEA Improving Teacher Quality Grants Proposal Review Committee will evaluate proposals. This committee will consist of members selected by the Program Coordinator from the following:

- University of Wisconsin institutions
- Independent colleges and universities
- University of Wisconsin System Administration
- Wisconsin Department of Public Instruction
- Wisconsin elementary teachers and administrators
- Wisconsin middle school teachers and administrators
- Wisconsin secondary teachers and administrators
- CESA districts

Volunteer to Review

Any individual may volunteer to be considered as a reviewer by e-mailing <scarranza@uwsa.edu>. Reviewers are each assigned 4-6 proposals to read. The review committee will hold a two-day meeting early November. Reviewer travel and lodging expenses for the review meeting are paid by WITQ Higher Education Grant Program administrative funds. Ethnic, gender, geographic, teaching level, and subject matter diversity will be sought when selecting the committee.
Proposal Evaluation Criteria

The reviewer’s evaluation form is one of the tools used to determine which proposals receive funding. This evaluation form will be emailed to proposers after the Intent to Submit deadline.

Catalog of Federal Domestic Assistance CFDA #84.367
APPENDIX

Acronyms, Abbreviations, and Definitions

**Arts and Sciences:** When referring to an organization unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach; and when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit. (Title II, Part A, section 2102).

**CESA Cooperative Educational Service Agency:** There are twelve such agencies, or districts, in Wisconsin.

**Core subjects:** For this program the core subjects are defined to be “English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.” (NCLB Title IX, Part A, section 911).

**DPI:** Wisconsin Department of Public Instruction.

**Eligible Partnership:** An Eligible Partnership is an entity that includes (i.) a private or state institution of higher education and the division of the institution that prepares teachers and principals AND (ii.) a school of arts and sciences AND (iii.) a High-need LEA. The Eligible Partnership may include another education related entity. (NCLB Title II, Part A, Subpart 3, Section 2132).

**ESEA:** Elementary and Secondary Education Act of 1965.

**High-need LEA:** A Local Education Agency that serves not fewer than 10,000 children from families with incomes below the poverty line; or for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line and for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or for which there is a high percentage of teachers with emergency, provisional, or temporary certification of licensing. (Title II, Part A, section 2102).
Highly-Qualified Teacher:

A. When the term “highly-qualified teacher” is used with respect to any public elementary school or secondary school teacher teaching in a State, it means that:

- The teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in the State’s public charter school law; and
- The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

B. When the term “highly-qualified teacher” is used with respect to:

1. An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, and:
   - Holds at least a bachelor’s degree; and
   - Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of basic elementary school curriculum); or

2. A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, holds at least a bachelor’s degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
   - Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
   - Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.
C. When the term “highly-qualified teacher” is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph (A) above and:

- Holds at least a bachelor’s degree;
- Has met the applicable standard in the clauses of sub-paragraph (B), which includes an option for a test; or
- Demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that:
  a. Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
  b. Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
  c. Provides objective, coherent information about the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches;
  d. Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
  e. Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
  f. Is made available to the public upon request; and
  g. May involve multiple, objective measures of teacher competency. [Title IX, Part A, section 9101 (23)]

**IHE:** An Institution of higher education. This includes both private and public institutions. It includes both two-year and four-year institutions.

**LEA:** A Local Education Agency. This may be a single public school, a public school district, or a consortium of public schools or districts. For example, one of the CESA districts could serve as the LEA for purposes of this program. Note: While teachers of private schools are eligible to participate in WITQ projects, private schools may not serve as the LEA.

**NCLB:** No Child Left Behind Act of 2001
**Partnership:** Means an agreement between two or more high need local educational agencies and the science, technology, engineering, or mathematics departments of the higher education institutes that have agreed to work together in the pursuit of common goals in an attempt to improve K-12 instructional quality and student performance. It is expected that each partner normally contributes resources, exchanges ideas, and assumes responsibility.

**Conditions for success:**
- Create relationships between institutes not between individuals only
- Create a bond of trust and demonstrate openness
- Work as a team, for consensus and consultation
- Respect the organizational mission of each partner
- Respect the expectations and limits of each partner
- Share power, risks, and responsibilities
- Invest jointly in resources
- Encourage commitment and permanency from the stakeholders
- Evaluate the impact of the project on each partner regularly

**Professional Development Activities means activities that:**
1) Improve and increase teachers’ knowledge of the academic subject they teach;
2) Are an integral part of broad school-wide and district-wide educational improvement plans;
3) Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state content standards;
4) Improve classroom management skills;
5) Are high quality, sustained, intensive, and classroom-focused;
6) Are not 1-day or short-term workshops or conferences;
7) Advance teacher understanding of effective instructional strategies that are scientifically based and improve student academic achievement;
8) Are aligned with state content standards and curricula tied to these standards;
9) Are developed with extensive participation of teachers, principals, parents, and administrators;
10) Are regularly evaluated for their impact on increased teacher effectiveness and improved student achievement.” (NCLB Title IX, Section 9101).

**SAE:** State Agency for Education. This is the state agency that is responsible for K-12 education. In Wisconsin the SAE is the Wisconsin DPI.
SAHE: State Agency for Higher Education. In Wisconsin the SAHE is UW System.

Scientifically Based Research:

(A) Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) Includes research that:

1. employs systematic, empirical methods that draw on observation or experiment;
2. involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
4. is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
5. ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
6. has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.” (NCLB Title IX, Part A, Section 9101).

UW System: University of Wisconsin System

WINSS: Wisconsin Information Network for Successful Schools

Wisconsin High-need LEAs: Based upon most recent Census and teacher qualification data, these are the 2015-16 High-need LEAs:
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<th>Hillsboro School District</th>
<th>Prentice School District</th>
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<td>Racine School District</td>
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<td>Belmont Community School District</td>
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<td>Shell Lake School District</td>
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<td>Beloit School District</td>
<td>Lac du Flambeau No. 1 School District</td>
<td>Shullsburg School District</td>
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<td>Birchwood School District</td>
<td>Ladysmith School District</td>
<td>Siren School District</td>
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<td>Marion School District</td>
<td>Twin Lakes No. 4 School District</td>
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<td>Hayward Community School District</td>
<td>Owen-Withee School District</td>
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Additional Resources

U.S. Department of Education Resources

1. No Child Left Behind (ESEA): http://www.ed.gov/nclb/


Wisconsin Resources

1. DPI Educator Licensing and Program Approval http://dpi.wi.gov/tepdl/

2. DPI Content and Learning Team Division for Academic Excellence Team Directory http://dpi.wi.gov/dae/

3. Wisconsin Information Network for Successful Schools (WINSS): The WINSS, an Internet-based school improvement and data application resource was retired as of September 15, 2015. The data topics and related content are split up between WISEdash and SDPR, however, all topics are available through the WISEdash Public Portal menu at http://dpi.wi.gov/wisedash. A list of where to find specific data and resources can be found at: http://dpi.wi.gov/wisedash/winss.

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