MICHIGAN DEPARTMENT OF EDUCATION
APPLICATION INSTRUCTIONS FOR the 2023-2025
IMPROVING MATHEMATICS TEACHING AND LEARNING (23h)
COMPETITIVE GRANTS

Introduction/Background

Section 23h of the 2023-2024 School Aid Bill provides $25,000,000 to support mathematics teaching and learning in 4 areas:

- Section One: Continued system development, capacity building, and networking spaces for early math specialists in districts and intermediate districts.
- Section Two: Incentives and support for K-5 schools in the purchasing and implementing high-quality mathematics instructional materials programs to engage students in equitable, high-quality mathematics learning experiences through a guided adoption process through intermediate districts.
- Section Three: Supports for the expansion of math recovery specialists statewide through intermediate school districts.
- Section Four: Supports secondary schools in offering supplemental, just-in-time, personalized support programs in mathematics.

The Michigan Department of Education (MDE) is distributing these funds through a competitive grant process and is soliciting proposals for each area. Each area has its own set of application criteria, described in the following sections of this document. Funding amounts for each area will be determined by the number of competitive applicants based on the criteria set forth for each area. Districts and/or Intermediate School Districts (ISDs) are eligible applicants for funding under this legislation and may apply for any of the applications for which they are eligible and believe are important to improving mathematics teaching and learning in their district(s) or region(s).

Important terms and their definitions for the purpose of this grant application can be found in Appendix A.

Questions regarding this grant program should be directed to Ruth Anne Hodges, hodgesr3@michigan.gov.

I. Continued system development, capacity building, and networking spaces for early math specialists in districts and intermediate districts.

A. Application Criteria

Eligible Applicants

Eligible applicants are districts and ISDs.

1. Essential Partners

   All applications must have at least one of each of the partners listed below. Other partners, such as community foundations, professional organizations, etc., are welcomed and encouraged.

   - At least one ISD.
   - At least one district partner with the percentage of students proficient below the state average on the most recent 3rd-grade mathematics MSTEP.
   - One researcher with expertise in early mathematics from an Institute of Higher Education (IHE).

2. Needs Assessment

   A summary of the mathematics teaching and learning needs of the participating district(s) and/or school(s) as described in their Michigan Integrated Continuous Improvement Process (MICIP) plans.

3. Targeted Activities

   Per the legislation, the funds allocated to this section of the grant must support all the following:

   - Delivery of high-quality professional learning delivered regionally to support teachers' implementation of best practices in mathematics instruction.
   - Collaboration with researchers with expertise in early mathematics to develop resources to support implementation of best practices, including on demand capacity building courses available to all teacher and instructional leaders in Michigan.
   - Development of a process and/or tools, including leveraging the MiStrategyBank and the MiSTEM Regional Network to share best practices support for plans that include improving math achievement in the Michigan continuous improvement process.

4. Management Plan

   A management plan that provides a detailed list of all the activities to be paid for by grant funds.

5. Expertise

   A description of the expertise supporting the work outlined in the management plan, including the fiscal capacity and evaluation plan.

6. Evaluation

   An evaluation plan that measures the impact of the activities as related to continued system development, capacity building, and networking spaces

for early math specialists in districts and intermediate districts. The plan must also include a final report, to be submitted to MDE, with a description of the activities, their initial impact, and lessons learned from the grant activities that could be used to scale the project to other regions in the state.

7. Budget

   The proposed budget has sufficient detail, is realistic for the described plan, and enables the grant activities to obtain the expected outcomes.

B. Project Proposal

Narrative

Each grant application must include a narrative that includes all the following:

- A listing of all partners, essential and otherwise.
- A summary of the mathematics teaching and learning needs of the participating district(s) and/or school(s) as described in their MICIP plans. A MICIP report for each district should be uploaded that provides mathematical achievement data sets and data stories. See Appendix B for more information on generating this report.
- A description of the activities that will be funded with the grant funds and how they will support the teaching and learning needs of the participating districts through system development, capacity building, and networking spaces for early math specialists in the districts and ISDs listed as partners in the proposal. The description must include activities focused on high-quality professional learning delivered regionally to support teachers' implementation of best practice mathematics instruction; collaboration with partnering researchers to develop resources to support the implementation of best practices, including on-demand capacity-building courses available to all teacher and instructional leaders in Michigan; and a description of processes and/or tools that will be developed and shared through the MiStrategyBank and the MiSTEM Regional Network that support improved teaching and learning in early mathematics.
- A management plan that provides a detailed list of all the activities to be paid for by grant funds. Each activity has a timeline, identification of who will do the work, which partners will be impacted, and a link to relevant budget line items.
- A description of the expertise that will be supporting the work outlined in the management plan, including the evaluation and final report. Experts from higher ed, ISDS, and/or districts may be included. There is also a description of the capacity within the fiscal submitting the application to manage the grant funds. Evidence of expertise is provided with resumes or vitas.
- A plan for a rigorous evaluation to measure the impact of the activities funded with grant dollars on teachers and students. The plan must also account for the report required at the conclusion of the grant that details the activities funded with the grant dollars, lessons

learned, and recommendations for future work and describes qualitatively and quantitively the impact on teachers and students.

Budget

Applications must include a detailed budget that has sufficient detail, is realistic for the described plan, and supports all partners and the intended goals of the grant. The line items are clearly linked to the activities, resources, and personnel listed in the management and evaluation plans. The costs associated with each line item are detailed and reasonable. Funds for technology such as laptops or iPads or capital expenses cannot be used. No indirect costs will be allowed. The budget can be any amount up to $25,000,000.

C. Application Procedures

The narrative described above will be uploaded into the NexSys platform along with the resumes of the experts leading the work. Applicants are encouraged to put supporting documentation such as data tables, bibliographies, and vitas in the appendices.

The budget detail will be entered in the budget section of the NexSys application.

Applicants will be asked to check a box assuring that the materials and/or products developed using these grant funds will be made available free of charge to schools throughout the state of Michigan for use.

All grant applications must be submitted through the NexSys platform by Thursday, March 28, 2024, by 5:00 pm.

D. Review Process

Grants will be awarded through a competitive review process. The review and scoring of each application will be based on criteria outlined in the scoring rubric in Appendix C. An expert review panel will be assembled that reflects the demographics of the applications (i.e., grade spans, rural or urban, etc.). Each panel will review 2-5 eligible applications according to the required application components and the established criteria reflected in the scoring rubric. Each panel will make recommendations to the MDE for funding and possible modifications as a requirement of funding. Following the review, the MDE grant lead will contact selected project directors to discuss any modifications of the project plan that may be required. To maximize the effects of limited funds, applicants may be asked to revise the project budget and/or scope of work.

II. Incentives and support for K-5 schools in the purchasing and implementing high-quality mathematics instructional materials programs to engage students in equitable, high-quality mathematics learning experiences through a guided adoption process through intermediate districts.

A. Application Criteria

1. Eligible Applicants

Eligible applicants are districts and ISDs.

2. Essential Partners

   All applications must have at least one of each of the partners listed below. Other partners are welcomed and encouraged.

   - At least one ISD.
   - At least one district partner with the percent of students proficient below the state average on the most recent 3rd, 4th, and/or 5th-grade mathematics MSTEP.

3. Targeted Activities

   Per the legislation, the funds allocated to this section of the grant must provide Incentives and support for K-5 schools in the purchasing and implementing high-quality mathematics instructional materials programs to engage students in equitable, high-quality mathematics learning experiences through a guided adoption process through intermediate districts.

4. Needs Assessment

   A summary of the mathematics teaching and learning needs of the participating district(s) and/or school(s) as described in their MICIP plans.

5. Management Plan

   A management plan that provides a detailed list of all the activities to be paid for by grant funds.

6. Expertise

   A description of the expertise supporting the work outlined in the management plan, including the fiscal capacity and evaluation plan.

7. Final Report

   A final report to be submitted to MDE at the conclusion of the grant program that includes a list of high-quality mathematics instructional materials for K-5 mathematics and an indication of how the instructional materials attend to student identity, issues of bias, parent/family/caregiver engagement, multi-lingual learners, and problem, place, or project-based learning opportunities. The report should also provide guidance on scaling processes and resources developed in this project to other districts and ISDs.

8. Budget

   The proposed budget has sufficient detail, is realistic for the described plan, and enables the grant activities to obtain the expected outcomes.

B. Project Proposal

Narrative

Each grant application must include a narrative that includes all the following:

- A listing of all partners, essential and otherwise.

- A summary of the mathematics achievement data in the district(s) and/or school(s), as described in their MICIP plans, and how the adoption of high-quality instructional materials will improve mathematics teaching and learning in these schools. A MICIP report for each district should be uploaded that provides mathematical achievement data sets and data stories. See Appendix B for more information on generating this report.
- A description of the activities that will be funded with the grant funds and how they support the adoption and implementation of high-quality instructional materials in the districts listed as partners in the proposal.
- A management plan that provides a detailed list of all the activities to be paid for by grant funds. For each activity, there is a timeline, identification of who will do the work, which partners will be impacted, and a link to relevant budget line items.
- A description of the expertise that will be supporting the work outlined in the management plan, including the evaluation and final report. This may include experts from higher ed, ISDS, and/or districts. There is also a description of the capacity within the fiscal submitting the application to manage the grant funds. Evidence of expertise is provided with resumes or vitas.
- A plan for a final report to be submitted to MDE at the conclusion of the grant program that provides:
    - A list of high-quality mathematics instructional materials as rated against a rubric that considers alignment with the Michigan Mathematics Standards for grades K-5.
    - An indication of how the instructional materials attend to and include the multiple identities of students; address issues of bias; opportunities for parent/family/caregiver engagement; multi-lingual learner resources; and allow for the opportunity for students to connect to the content in a problem, place, or project-based manner.
    - An overall summary of lessons learned from the grant activities and guidance to support scaling the processes and resources developed in the project to other districts and ISDs, leveraging the MiStrategyBank and the MiSTEM Regional Network.

Budget

Applications must include a detailed budget that has sufficient detail, is realistic for the described plan, and supports all partners and the intended goals of the grant. The line items are clearly linked to the activities, resources, and any personnel listed in the management and evaluation plans. The costs associated with each line item are detailed and reasonable. Funds for technology such as laptops or iPads or capital expenses cannot be used. No indirect costs will be allowed. The budget can be any amount up to $25,000,000.

C. Application Procedures

The narrative described above will be uploaded into the NexSys platform along with the resumes of the experts leading the work. Applicants are encouraged to put supporting documentation such as data tables, bibliographies, and vitas in the appendices.

The budget detail will be entered in the budget section of the NexSys application.

Applicants will be asked to check a box assuring that the materials and/or products developed using these grant funds will be made available free of charge to schools throughout the state of Michigan for use.

All grant applications must be submitted through the NexSys platform by Thursday, March 28, 2024, by 5:00 pm.

D. Review Process

Grants will be awarded through a competitive review process. The review and scoring of each application will be based on criteria outlined in the scoring rubric in Appendix C. An expert review panel will be assembled that reflects the demographics of the applications (i.e., grade spans, rural or urban, etc.). Each panel will review 2-5 eligible applications according to the required application components and the established criteria reflected in the scoring rubric. Each panel will make recommendations to the MDE for funding and possible modifications as a requirement of funding. Following the review, the MDE grant lead will contact selected project directors to discuss any modifications of the project plan that may be required. To maximize the effects of limited funds, applicants may be asked to revise the project budget and/or scope of work.

III. Supports for the expansion of math recovery specialists statewide through intermediate school districts.

A. Application Criteria

1. Eligible Applicants

   Eligible applicants are ISDs.

2. Essential Partners

   At least one district partner with the percent of students below the state average on the most recent 3rd, 4th, and/or 5th-grade mathematics MSTEP.

3. Targeted Activities

   Per the legislation, the funds allocated to this section of the grant must support the expansion of math recovery specialists statewide through intermediate districts. These specialists must do all the following:

   - Support the implementation of research-based diagnostic assessments, learning progressions, and high-quality instructional tools to help participants increase student understanding and achievement.
   - Build upon the assets of math recovery in this state.
   - Expand and begin to sustain the efforts specific to this state's mathematics essentials and the collaboration between the department and state educational organizations focused on increasing mathematics achievement.

4. Needs Assessment

   A summary of the mathematics teaching and learning needs of the participating district(s) and/or school(s) as described in their MICIP plans.

5. Management Plan

   A management plan that provides a detailed list of all the activities to be paid for by grant funds.

6. Expertise

   A description of the expertise supporting the work outlined in the management plan, including the fiscal capacity.

7. Final Report

   A final report to be submitted to MDE at the conclusion of the grant program summarizing the impact of the grant dollars on districts, teachers, and students and the sustainability of the activities past the life of the grant.

8. Budget
   The proposed budget has sufficient detail, is realistic for the described plan, and enables the grant activities to obtain the expected outcomes.

B. Project Proposal

Narrative

Each grant application must include a narrative that includes all the following:

- A listing of all partners, essential and otherwise.
- A summary of the mathematics achievement data in the partnering district(s) and/or school(s), as described in their MICIP plans, and how Math Recovery specialists will support these districts and/or schools. A MICIP report for each district should be uploaded that provides mathematical achievement data sets and data stories. See Appendix B for more information on generating this report.
- A description of the activities that will be funded with the grant funds and how they support the expansion of Math Recovery specialists statewide.
- A management plan that provides a detailed list of all the activities to be paid for by grant funds. For each activity, there is a timeline, identification of who will do the work, which partners will be impacted, and a link to relevant budget line items.
- A description of the expertise supporting the work outlined in the management plan. The expertise should include current Math Recovery regional and/or district facilitators. There is also a description of the capacity within the fiscal submitting the application to manage the grant funds. Evidence of expertise is provided with resumes or vitas.
- A plan for creating a report to be sent to MDE at the conclusion of the grant that summarizes the impact of the grant dollars on districts, teachers, and students. The report will also describe how the grant dollars were used to expand and begin to sustain the efforts specific to Michigan's Early Mathematics Essentials and the collaboration between the department and state educational organizations focused on increasing mathematics achievement.

Budget

Applications must include a detailed budget that has sufficient detail, is realistic for the described plan, and supports all partners and the intended goals of the grant. The line items are clearly linked to the activities, resources, and any personnel listed in the management and evaluation plans. The costs associated with each line item are detailed and reasonable. Funds for technology such as laptops or iPads or capital expenses cannot be used. No indirect costs will be allowed. The budget can be any amount up to $25,000,000.

C. Application Procedures

The narrative described above will be uploaded into the NexSys platform along with the resumes of the experts leading the work. Applicants are encouraged to put supporting documentation such as data tables, bibliographies, and vitas in the appendices.

The budget detail will be entered in the budget section of the NexSys application.

Applicants will be asked to check a box assuring that the materials and/or products developed using these grant funds will be made available free of charge to schools throughout the state of Michigan for use.

All grant applications must be submitted through the NexSys platform by Thursday, March 28, 2024, by 5:00 pm.

D. Review Process

Grants will be awarded through a competitive review process. The review and scoring of each application will be based on criteria outlined in the scoring rubric in Appendix C. An expert review panel will be assembled that reflects the demographics of the applications (i.e., grade spans, rural or urban, etc.). Each panel will review 2-5 eligible applications according to the required application components and the established criteria reflected in the scoring rubric. Each panel will make recommendations to the MDE for funding and possible modifications as a requirement of funding. Following the review, the MDE grant lead will contact selected project directors to discuss any modifications of the project plan that may be required. To maximize the effects of limited funds, applicants may be asked to revise the project budget and/or scope of work.

IV. Supports for secondary schools in offering supplemental, just-in-time, personalized support programs in mathematics.

A. Application Criteria

1. Eligible Applicants

   Eligible applicants are districts and ISDs.

2. Essential Partners

   All applications must have at least one district partner, with less than 30% of tested students meeting the college readiness benchmark as measured by the mathematics score on the spring 2023 SAT.

3. Targeted Activities

   Per the legislation, the funds allocated to this section of the grant must support secondary schools in offering supplemental, just-in-time, personalized support programs in mathematics.

4. Needs Assessment

   A summary of the mathematics teaching and learning needs of the participating district(s) and/or school(s) as described in their MICIP plans.

5. Management Plan

   A management plan that provides a detailed list of all the activities to be paid for by grant funds.

6. Expertise

   A description of the expertise supporting the work outlined in the management plan, including the fiscal capacity.

7. Final Report

   A final report to be submitted to MDE at the conclusion of the grant program summarizing the impact of the grant dollars on districts, teachers, and students.

8. Budget

   The proposed budget has sufficient detail, is realistic for the described plan, and enables the grant activities to obtain the expected outcomes.

B. Project Proposal

Narrative

Each grant application must include a narrative that includes all the following:

- A listing of all partners, essential and otherwise.
- A summary of the mathematics achievement data in the partnering district(s) and/or school(s), as described in their MICIP plans. A MICIP report for each district should be uploaded that provides mathematical achievement data sets and data stories. See Appendix B for more information on generating this report.

- A description of the activities that will be funded with the grant funds and how they support the partnering secondary schools in offering supplemental, just-in-time, personalized support programs in mathematics.
- A management plan that provides a detailed list of all the activities to be paid for by grant funds. For each activity, there is a timeline, identification of who will do the work, which partners will be impacted, and a link to relevant budget line items.
- A description of the expertise supporting the work outlined in the management plan. The description of the expertise includes experts in secondary mathematics education, as well as experts in setting up structures for just-in-time support. There is also a description of the capacity within the fiscal submitting the application to manage the grant funds. Evidence of expertise is provided with resumes or vitas.
- A plan for creating a report to be sent to MDE at the conclusion of the grant that summarizes the impact of the grant dollars on systems, teachers, and students.

Budget

Applications must include a detailed budget that has sufficient detail, is realistic for the described plan, and supports all partners and the intended goals of the grant. The line items are clearly linked to the activities, resources, and any personnel listed in the management and evaluation plans. The costs associated with each line item are detailed and reasonable. Funds for technology such as laptops, iPads, or capital expenses cannot be used. No indirect costs will be allowed. The budget can be any amount up to $25,000,000.

C. Application Procedures

The narrative described above will be uploaded into the NexSys platform along with the resumes of the experts leading the work. Applicants are encouraged to put supporting documentation such as data tables, bibliographies, and vitas in the appendices.

The budget detail will be entered in the budget section of the NexSys application.

Applicants will be asked to check a box assuring that the materials and/or products developed using these grant funds will be made available free of charge to schools throughout the state of Michigan for use.

All grant applications must be submitted through the NexSys platform by Thursday, March 28, 2024, by 5:00 pm.

D. Review Process

Grants will be awarded through a competitive review process. The review and scoring of each application will be based on criteria outlined in the scoring rubric in Appendix C. An expert review panel will be assembled that reflects the demographics of the applications (i.e., grade spans, rural or urban, etc.). Each panel will review 2-5 eligible applications according to the required

application components and the established criteria reflected in the scoring rubric. Each panel will make recommendations to MDE for funding and possible modifications as a requirement of funding. Following the review, MDE grant lead will contact selected project directors to discuss any modifications of the project plan that may be required. To maximize the effects of limited funds, applicants may be asked to revise the project budget and/or scope of work.

Appendix A

Definitions

Data Set – In the MICIP platform: a group of data objects used to conduct data analysis.

Data Story – In the MICIP platform: A data set, the initial data analysis summary, the initial initiative inventory, and the gap statement.

Early Math Essentials

Elementary – relating to grades K-5.

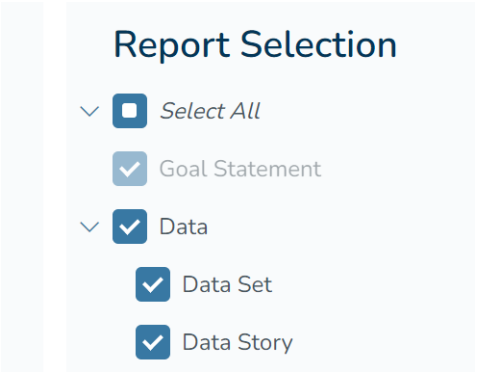
Region – A region is defined by the grant applicant. It doesn't necessarily have to be contingent geographically but should be defined by a set of common needs as well as available resources and proposed solutions to alleviate the needs.

Researchers – must be associated with a university.

Appendix B

Generating a MICIP Report with Mathematics Achievement Data Sets and Data Stories

All applications are required to include a summary of the mathematics teaching and learning needs of the partnering districts. This summary will be synthesized from the districts' continuous improvement plans. Partnering districts are expected to have a mathematics-related focus on improvement, as evidenced by the data in their plans. Each partnering district should generate a report of mathematics achievement data from their MICIP platform using the screenshot below as a guide to generating the correct data report. Reports generated in MICIP can be saved as PDF documents, which can then be uploaded to the applicant's NexSys application.



Appendix C

Scoring Criteria

Continued system development, capacity building, and networking spaces for early math specialists in districts and intermediate districts

To be competitive, each criterion must rate at least a "2" or "competitive." However, to become "highly competitive," proposals must also include elements rated "3". Projects will be funded from high score to low score until the money runs out. Proposals that have not met one or more of the criteria will not be considered for funding in the first round. If there is money left after highly competitive and competitive applications have been funded, then the rest of the proposals may be asked to resubmit a revised proposal based on reviewer comments.

Criteria	Factors	Score
Partners	The proposal provides a complete list of partners and includes at least one ISD, at least one district partner with the percentage of students proficient below the state average on the most recent 3rd-grade mathematics MSTEP, and one researcher with expertise in early mathematics from an Institute of Higher Education (IHE).	☐ Not Met ☐ Competitive
Needs Assessment	The proposal describes the mathematics teaching and learning needs of the partnering districts that justifies the proposed activities. District MICIP data reports related to mathematics achievement are included in the application.	☐ Not Met ☐ Competitive
Targeted activities	The proposal provides a clear description of the activities that will be funded with the grant funds and how they will support the teaching and learning needs of the participating districts. The description provides evidence that grant funds will be used for all the following: • Activities focused on high-quality professional learning delivered regionally to support teachers' implementation of best-practice mathematics instruction. • Collaboration with partnering researchers to develop resources to support implementation of best practices, including on-demand capacity-building courses available to all teacher and instructional leaders in Michigan. • Processes and tools that will be shared through the MiStrategyBank and the MiSTEM Regional Network that support improved teaching and learning in early mathematics.	☐ Not Met ☐ Competitive ☐ Highly Competitive
Management Plan	A detailed list of all the activities to be paid for by grant funds is provided. For each activity, there is a	☐ Not Met

Criteria	Factors	Score
	timeline, identification of who will do the work, which partners will be impacted, and a link to relevant budget line items.	☐ Competitive ☐ Highly Competitive
Expertise	The proposal describes the expertise that will be supporting the work outlined in the management plan, including the evaluation and final report. This may include experts from higher ed, ISDS, and/or districts. There is also a description of the capacity within the fiscal submitting the application to manage the grant funds. Evidence of expertise is provided with resumes or vitas.	☐ None ☐ Competitive ☐ Highly Competitive
Evaluation Plan	The evaluation plan design describes an evaluation methodology using appropriate and rigorous measures that demonstrate the impact on teachers' and students' understandings of diverse histories. There is also a description of and budget for the development of a final performance report that details the activities funded with the grant dollars, lessons learned, and recommendations for future work and describes qualitatively and quantitively the impact on teachers and students.	☐ Not Met ☐ Competitive
Budget Detail	The proposed budget has sufficient detail, is realistic for the described plan, and supports all partners and the intended goals of the grant. The line items are clearly linked to the activities, resources, and personnel listed in the management and evaluation plans. The costs associated with each line item are detailed and reasonable.	☐ Not Met ☐ Competitive ☐ Highly Competitive

Total Possible Points: 30

4 Highly Competitive x 3pts =12 total possible points

3 Competitive x 2 pts = 6 = 18 total possible points

Scoring Criteria

Incentives and support for K-5 schools in the implementation of high-quality instructional materials.

To be competitive, each criterion must rate at least a "2" or "competitive." However, to become "highly competitive," proposals must also include elements rated "3". Projects will be funded from high score to low score until the money runs out. Proposals that have not met one or more of the criteria will not be considered for funding in the first round. If there is money left after highly competitive and competitive applications have been funded, then the rest of the proposals may be asked to resubmit a revised proposal based on reviewer comments.

Criteria	Factors	Score
Partners	The proposal provides a complete list of partners and includes at least one ISD and at least one district partner with the percentage of students proficient below the state average on the most recent 3rd, 4th, and/or 5th-grade mathematics MSTEP.	☐ Not Met ☐ Competitive
Needs Assessment	The proposal describes the mathematics teaching and learning needs of the partnering districts that justifies the proposed activities. District MICIP data reports related to mathematics achievement are included in the application.	☐ Not Met ☐ Competitive
Targeted activities	The proposal provides a clear description of the activities that will be funded with the grant funds and how they support the adoption and implementation of high-quality instructional materials in the districts listed as partners in the proposal.	☐ Not Met ☐ Competitive ☐ Highly Competitive
Management Plan	A detailed list of all the activities to be paid for by grant funds is provided. For each activity, there is a timeline, identification of who will do the work, which partners will be impacted, and a link to relevant budget line items.	☐ Not Met ☐ Competitive ☐ Highly Competitive
Expertise	The proposal describes the expertise that will be supporting the work outlined in the management plan, including the evaluation and final report. This may include experts from higher ed, ISDS, and/or districts. There is also a description of the capacity within the fiscal submitting the application to manage the grant funds. Evidence of expertise is provided with resumes or vitas.	☐ None ☐ Competitive ☐ Highly Competitive

Criteria	Factors	Score
Final Report	The proposal presents a plan for a final report that includes a list of high-quality mathematics instructional materials for K-5 mathematics and an indication of how the instructional materials attend to student identity, issues of bias, parent/family/caregiver engagement, multi-lingual learners, and problem, place, or project-based learning opportunities; and guidance on how to scale the processes and resources to other districts and ISDs.	☐ Not Met ☐ Competitive

Total Possible Points: 30

4 Highly Competitive x 3pts =12 total possible points

3 Competitive x 2 pts = 6 = 18 total possible points

Scoring Criteria

Supports for the expansion of math recovery specialists statewide through intermediate school districts.

To be competitive, each criterion must rate at least a "2" or "competitive." However, to become "highly competitive," proposals must also include elements rated "3". Projects will be funded from high score to low score until the money runs out. Proposals that have not met one or more of the criteria will not be considered for funding in the first round. If there is money left after highly competitive and competitive applications have been funded, then the rest of the proposals may be asked to resubmit a revised proposal based on reviewer comments.

Criteria	Factors	Score
Partners	The proposal provides a complete list of partners and includes at least one ISD (applicant) and at least one district partner with the percentage of students proficient below the state average on the most recent 3rd, 4th, and/or 5th-grade mathematics MSTEP.	☐ Not Met ☐ Competitive
Needs Assessment	The proposal describes the mathematics teaching and learning needs of the partnering districts that justify the proposed activities. District MICIP data reports related to mathematics achievement are included in the application.	☐ Not Met ☐ Competitive
Targeted activities	The proposal provides a clear description of the activities that will be funded with the grant funds and how they support the expansion of Math Recovery specialists statewide.	☐ Not Met ☐ Competitive ☐ Highly Competitive
Management Plan	A detailed list of all the activities to be paid for by grant funds is provided. For each activity, there is a timeline, identification of who will do the work, which partners will be impacted, and a link to relevant budget line items.	☐ Not Met ☐ Competitive ☐ Highly Competitive
Expertise	The proposal describes the expertise supporting the work outlined in the management plan. The expertise should include current Math Recovery regional and/or district facilitators. There is also a description of the capacity within the fiscal submitting the application to manage the grant funds. Evidence of expertise is provided with resumes or vitas.	☐ None ☐ Competitive ☐ Highly Competitive

Criteria	Factors	Score
Final Report	The proposal presents a plan for creating a report to be sent to MDE at the conclusion of the grant that summarizes the impact of the grant dollars on districts, teachers, and students. The report will also describe how the grant dollars were used to expand and begin to sustain the efforts specific to Michigan's Early Mathematics Essentials and the collaboration between the department and state educational organizations focused on increasing mathematics achievement.	☐ Not Met ☐ Competitive
Budget Detail	The proposed budget has sufficient detail, is realistic for the described plan, and supports all partners and the intended goals of the grant. The line items are clearly linked to the activities, resources, and personnel listed in the management and evaluation plans. The costs associated with each line item are detailed, allowable, and reasonable.	☐ Not Met ☐ Competitive ☐ Highly Competitive

Total Possible Points: 30

4 Highly Competitive x 3pts =12 total possible points

3 Competitive x 2 pts = 6 = 18 total possible points

Scoring Criteria

Supports for secondary schools in offering supplemental, just-in-time, personalized support programs in mathematics.

To be competitive, each criterion must rate at least a "2" or "competitive." However, to become "highly competitive," proposals must also include elements rated "3". Projects will be funded from high score to low score until the money runs out. Proposals that have not met one or more of the criteria will not be considered for funding in the first round. If there is money left after highly competitive and competitive applications have been funded, then the rest of the proposals may be asked to resubmit a revised proposal based on reviewer comments.

Criteria	Factors	Score
Partners	The proposal provides a complete list of partners and includes at least one district partner, with less than 30% of tested students meeting the college readiness benchmark as measured by the mathematics score on the spring 2023 SAT.	☐ Not Met ☐ Competitive
Needs Assessment	The proposal describes the mathematics teaching and learning needs of the partnering districts that justifies the proposed activities. District MICIP data reports related to mathematics achievement are included in the application.	☐ Not Met ☐ Competitive
Targeted activities	The proposal provides a clear description of the activities that will be funded with the grant funds and how they support secondary schools in offering supplemental, just-in-time, personalized support programs in mathematics.	☐ Not Met ☐ Competitive ☐ Highly Competitive
Management Plan	A detailed list of all the activities to be paid for by grant funds is provided. For each activity, there is a timeline, identification of who will do the work, which partners will be impacted, and a link to relevant budget line items.	☐ Not Met ☐ Competitive ☐ Highly Competitive
Expertise	The proposal describes the expertise supporting the work outlined in the management plan. The description of the expertise includes experts in secondary mathematics education, as well as experts with setting up structures for just-in-time support. There is also a description of the capacity within the fiscal submitting the application to manage the grant funds. Evidence of expertise is provided with resumes or vitas.	☐ None ☐ Competitive ☐ Highly Competitive

Criteria	Factors	Score
Final Report	The proposal presents a plan for creating a report to be sent to MDE at the conclusion of the grant that summarizes the impact of the grant dollars on districts, teachers, and students.	☐ Not Met ☐ Competitive
Budget Detail	The proposed budget has sufficient detail, is realistic for the described plan, and supports all partners and the intended goals of the grant. The line items are clearly linked to the activities, resources, and personnel listed in the management and evaluation plans. The costs associated with each line item are detailed, allowable, and reasonable.	☐ Not Met ☐ Competitive ☐ Highly Competitive

Total Possible Points: 30

4 Highly Competitive x 3pts =12 total possible points

3 Competitive x 2 pts = 6 = 18 total possible points