



Future Proud Michigan Educator Precollegiate Programs Title IIA Grant Criteria

This document is for reference only. Grant applications will be available at [this link](#) on January 14th.

As a continuation of Michigan's efforts to grow and diversify the educator workforce and reduce educator shortages, the Michigan Department of Education (MDE) is launching the Future Proud Michigan Educator (Future PME) initiative with a competitive grant for Local Education Agencies (LEAs). LEAs are invited to apply for funds to expand future teacher programs for students in grades 6-12. Grants of \$10,000 per school are available for teams to plan for the implementation of Future PME programs.

To support applicants, more information about the Future PME Campaign and the grant is available at this site: <https://bit.ly/FuturePME>.

The application must include all of the following to be considered complete for review:

Applicant Information

- Main contact name, title/position
- School or District name
- Email/Phone

*Narrative responses will be limited to 250 words each.

A. Description of the interest in implementing a Future Proud Michigan Educator (Future PME)-Precollegiate program.

- Consider the need for a program in the local area/region and what purpose it might fill. Applicants are encouraged to include both concrete data and anecdotal evidence from students, parents/guardians/families, community-based organizations, business partners, high school counselors, faculty, or district administration. An identification of initial purpose or intent is highly encouraged.

Note:

Preference for future funding will be given to programs that have one or more of the following intentions:

- *attract candidates that are historically underrepresented in the workforce on the base of gender, race, ethnicity or educational background*
- *attract future teachers for hard to fill vacancies, including special education and English as a second language*
- *establish a "Grow Your Own" model in which the curriculum is tailored to the local context*
- *districts with quantifiable, persistent vacancies or staffing shortages*

Preference will also be given to applicants that:

- *show demonstrated gap between teacher and student demographics (in cases where the program intends to address this gap)*
- *do not currently have an established Career and Technical Education (CTE) funded "Education General" program*
- *will be working with multiple schools within an established community of practice*

B. Explanation of alignment between grant activities and existing goals/strategic plans, systems of improvement or local initiatives.

- For example: How could this program build upon any other work the Local Education Agency (LEA) /Intermediate School District (ISD) is doing around teacher recruitment, induction, retention and/or growth? How could programming highlight local work to develop meaningful teacher leadership or professional growth? How will FPME programming help to meet the challenge of giving every student equitable access to a quality education? Alternatively, applicants can describe a plan for incorporating FPME goals for implementation in the 2021-22 or 2022-23 academic years.

C. Description of how implementation team members will be identified and engaged.

- The implementation team does not need to be fully formed to submit an application; however, applicants should note any participants or partners who have already been identified. Identify who has shown interest and where there might be gaps. What roles/perspectives will be needed?

(Consider: HR professionals, teachers, building administrators, equity instructors, paraprofessionals, higher education partners, etc.). Explain how the team building is mindful of equity, inclusion, diversity, and cultural proficiency. Members will need to participate in designing a course, building system infrastructure, communicating with the Michigan Department of Education (MDE) and completing provided professional development during the grant period. The applicant should address how/why members will stay involved with the program beyond the grant period.

D. Description of any existing or potential partnerships that would support FPME efforts.

- Consider partners within the school district, intermediate school district, institutions of higher education, community colleges, tribal governments, parent groups, community-based organizations, etc. These partnerships will be important in supporting program implementation and assuring that multiple voices are included in the program implementation. The partnerships should help students to navigate educational systems and identify advocates within those systems. Most importantly, partnerships should help build infrastructure to sustain the program beyond the grant period.
- Do any of the team members or partnerships represent institutions of higher education and/or educational organizations (non-profit/for-profit)? Please be prepared to select from organizations listed in Appendix A. Note: If the partner is not on the list in Appendix A, provide the proposed partner's credentials and a rationale describing how those services are appropriate to the grant criteria.

E. Estimated timeline of completion for the following activities:

1. Identify implementation team
2. Review data to make decisions about the program design, implementation team, program structures that will help this be sustainable
3. Create implementation plan
4. Begin course design
5. Offer student engagement activities
6. Gain board approval for FPME course and curriculum
7. Offer FPME program as a course
8. Review the effectiveness of the course - using data. Determine how to modify the course or the student activities to increase success.

F. Estimated budget.

- Briefly describe how \$10,000 funding will be used to support the grant activities. Be sure to specify how funds will be prioritized for schools that serve historically under-represented students or students with identified needs. Please also describe any additional funding sources or in-kind support from your school, districts, or partners. Include estimated figures for the following categories: implementation team, implementation plan, course preparation and student engagement. Applicants may want to consult the possible fund expenditures featured in the grant resources on our site. Optional: Attach a detailed budget in spreadsheet form. Please see the possible fund expenditures list on the Future PME website for suggested fund expenditures.

G. Assurances that:

- The local educational agency (LEA) will use data and ongoing consultation described by MDE to continually update and improve activities supported under this grant.
- The LEA will provide services to by private school children and teachers participating in the program.
- The local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State and local programs.
- The implementation team will design programming using MDE provided curriculum.
- The implementation team will be committed to the learning needs of all students, including children with disabilities, English learners, and gifted and talented students.

If further information is needed, please contact Holly Carruthers at CarruthersH@Michigan.gov.

Deadline for Submission of Grant Application: February 16, 2021 at 11:59pm.

Grant Review Criteria

Part A: Program Purpose

- Description of the need, purpose or intent of a potential Future PME program.
- Program purpose describes an intent to (1) attract candidates that are historically underrepresented in the workforce on the base of gender, race, ethnicity or educational background; (2) attract future teachers for hard to fill vacancies, including special education, English as a second language; OR (3) establish a "Grow Your Own" model in which the curriculum is tailored to the local context. (4) Districts with quantifiable, persistent vacancies or staffing shortages
- Description of purpose (1) shows demonstrated gap between teacher and student demographics (in cases where the program intends to address this gap), (2) indicates there is not currently an established CTE funded "Education General" program, OR (3) will be working with multiple schools within an established community of practice.

Part B: Alignment of Intent

- Description as to how the proposed activities will align with existing/planned goals or initiatives for each school involved.
- Indication that the applicant will implement a program that focuses on recruitment, retention and/or diversification of the workforce.

Part C: Implementation Team

- Extent to which the proposal demonstrates a plan to build a team that will include multiple perspectives through varied roles, skills or positions.
- An indication that the team building process has the potential for longevity: members are positioned to stay involved beyond the grant period.
- Team building plan emphasizes access, equity, diversity, inclusion, and cultural proficiency to create equitable learning opportunities for all learners.

Part D: Collaborative Partnerships

- Description of the existing/potential partner and their role. If partner is not on the approved entities list (See Appendix A), provide a rationale describing how those services are appropriate to the grant criteria and the proposed partner's credentials.
- Partners are situated across multiple educational entities/settings and are suited to continue implementation after the grant period ends.
- Note whether districts have entered a signed partnership agreement with the Michigan Department of Education (Partnership Districts)

Part E: Timeline

- Timeline describes activities specific to the grant criteria: build an implementation team, draft an implementation plan, begin designing a course, offer student engagement activities (signing days, college visits, out of school time programs).
- All components are planned for 2021 (with the exception of offering the course and reviewing the course)
- An indication that district plans to continue progression toward program implementation after the grant period ends.

Part F: Budget

- A budget narrative describes total request for funding and how funds will be used.
- Delineation of expenditures (sub-totals) that align with grant activities: build an implementation team, draft an implementation plan, begin designing a course, offer student engagement activities
- There is evidence of adherence to federal and state guidelines on allowable costs. Detail as to how the LEA or PSA will prioritize funds to schools served by the LEA or PSA that are implementing comprehensive support and improvement activities.
- **Unallowable expenses:** Funds may be used to supplement, but not supplant, employee salaries. Costs of entertainment, including amusement, diversion, and social activities, and any costs directly associated with such costs are unallowable. Costs of alcoholic beverages are unallowable.

Appendix A: List of Approved Partner Entities

- Approved Michigan Educator Preparation Providers – traditional and alternative routes. A full list can be found: <https://mdoe.state.mi.us/proprep/#!/providers>
- Michigan Association for the Education of Young Children
- Michigan Elementary and Middle School Principals Association
- Michigan Association of Public School Academies
- Michigan Association of School Administrators
- Michigan Association of Secondary School Principals
- Michigan Education Association
- Michigan Intermediate School Districts or Education Service Agencies
- Michigan School Business Officials
- National Board for Professional Teaching Standards
- National Association of State Directors of Teacher Education and Certification
- National Charter School Institute
- Teaching Works or MiTEN network
- The Institute for Excellence in Education
- Confederation of Michigan Tribal Education Directors
- Michigan's [12 federally recognized Indian tribes](#):
 - Lac Vieux Desert Band of Lake Superior Chippewa Indians
 - Keweenaw Bay Indian Community
 - Hannahville Indian Community
 - Bay Mills Indian Community
 - Sault Ste. Marie Tribe of Chippewa Indians
 - Little Traverse Bay Band of Odawa Indians
 - Grand Traverse Band of Ottawa and Chippewa Indians
 - Little River Band of Ottawa Indians
 - Match-E-Be-Nash-She-Wish Band of Potawatomi Indians (Gun Lake Tribe)
 - Saginaw Chippewa Indian Tribe
 - Pokagon Band of Potawatomi Indians
 - Nottawaseppi Huron Band of Potawatomi Indians

*If the partner you would like to work with is not represented on this list, please follow the directions in section D above.