



2023-2024 Teaching Diverse Histories Grant Request for Applications

I. INTRODUCTION/BACKGROUND

Section 99d of the 2023-2024 School Aid Bill provides \$6,000,000 from the state school aid fund to districts to do both of the following:

- Develop and implement plans for professional learning concerning the teaching of the fullness of American history, including, but not limited to, the teaching of the history of communities of color and other marginalized communities, the teaching of local history, and the teaching of cultural competency.
- The purchasing of books and other educational resources for educators and students to support the goal of teaching every middle school and high school student American history that reflects the diversity of this state, including, but not limited to, the teaching of the history of communities of color and other marginalized communities.

Funds allocated for this grant are a work project appropriation, and any unexpended funds for 2023-2024 are carried forward into 2024-2025. The purpose of this work project is to provide for the teaching of diverse American history.

The Michigan Department of Education (MDE) distributes these funds through a competitive grant process and solicits proposals, including the above requirements. Grant applications must be submitted through NexSys by **Wednesday, March 6, 2024, by 5:00 pm**. The activities must conclude by [September 30, 2025](#).

II. APPLICATION CRITERIA

(Important terms and their definitions for the purpose of this grant application can be found in [Appendix A](#).)

1. Grant Funds Available
\$6,000,000
2. Eligible Applicants
Eligible applicants are districts applying on behalf of teachers in any or all their schools.
3. Additional Partners
The district may include additional partners such as other districts, local area intermediate school districts, consultants, or higher education experts in their plans and budgets.
4. Targeted Activities
Delivery of high-quality professional learning to support teachers' implementation of best practices as related to the development and implementation of plans for professional learning concerning the teaching of the fullness of American history, including, but not limited to, the teaching of the history of communities of color and/or other marginalized communities. The proposal must include the teaching of local histories and the teaching of cultural competencies.

The purchasing of books and other educational resources for educators and students to support the goal of teaching every middle school and high school student American history that reflects the diversity of this state, including, but not limited to, the teaching of the history of communities of color and other marginalized communities. The resources should focus on factual, unimpeachable historical understandings through teacher professional development around inclusionary practices, cultural competencies, and social studies practice and pedagogy.

5. Needs Assessment
The proposal describes the needs as related to the district(s) and/or school(s) that

justifies the cultural shifts and understandings the intended program ideas aim to impact.

6. Expertise

The proposal includes experts and suggested resources to assist in the development of the proposal. This may consist of experts from higher education, specific community partners, and/or representation from communities that have been historically marginalized. Evidence of expertise is provided.

7. Sustainability

The proposal includes a plan for building on teacher expertise with these funds to continue curriculum development that supports the growth of cultural competency within the district once the grant funding ends. There is also a plan to develop materials that can be shared publicly to support the application of this professional learning in other spaces.

8. Evaluation

An evaluation plan that measures the impact of the activities related to the teaching and learning of the Fullness of American History.

9. Budget

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

III. PROJECT PROPOSAL

Narrative

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

- A list of any additional partners that will benefit from this effort (i.e., other districts, etc.).
- A description of needs, as related to the district(s) and/or school(s) that justifies the cultural shifts and understandings of the grant activities, aim to impact. The description should include both qualitative data, such as teacher, student, and community surveys, and quantitative data, including demographic and assessment data.
- The proposal includes a description of the expertise that will be supporting this work. This may consist of experts from higher education, specific community partners, and/or representation from capacity communities that have been historically marginalized. There is also a description of the capacity within the applying district to manage this grant, including central office expertise. Evidence of expertise is provided with resumes or vitas.
- The proposal also includes a description of the educational resources of both teachers and students that will support the implementation and/or sustainability of the proposed grant activities.
- A description of the activities and implementation process that supports teaching the fullness of American history. The description must include activities focused on high-quality professional learning to be delivered at the school level to support teachers' implementation of best practice social studies instruction and the cultural shifts and understandings outlined in the needs analysis. (See [Appendix A](#) for a list of suggested resources)
- A description of the experts who will collaborate with the district to develop the professional development to support teachers' implementation of best practice social studies instruction and the cultural shifts and understandings outlined in the needs analysis.

- An evaluation plan that details the activities funded with the grant dollars, lessons learned, and recommendations for future work and describes qualitatively and quantitatively the impact on teachers and students. The evaluation plan must also describe how this information will be compiled into a report to be shared with MDE and with social studies leaders, educators, representatives from communities that have been historically marginalized, and other interested stakeholders.

Budget

Applications must include a detailed budget that has sufficient detail, is realistic for the described plan, and enables the teaching and learning experience to obtain the expected outcomes. The line items are clearly linked to the activities, resources, and personnel listed in the work and evaluation plans. The costs are reasonable and necessary to support the development of professional learning and related materials, the educational resources for educators and students, and the evaluation. The budget can be any amount up to \$6,000,000.

IV. 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 **Wednesday, March 6, 2024, by 5:00 pm.**

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 that reflects the demographics of the applications will be assembled. 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 recommend to MDE those applications that should be considered for funding and any possible modifications as a funding requirement. MDE will select grantees from this list of recommendations. To maximize the effects of limited funds, selected applicants may be asked to revise the project budget and/or scope of work before the grant is officially approved.

Timeline

Once approved, grantees will be issued funds through the State Aid Management System (SAMS) in the district monthly payments. Districts that do not spend all their funds within the legislated time frame of the 2023 – 2024 school year will have the opportunity to request carryover of unspent funds for one more year.

Technical Assistance

MDE will host a series of informational webinars for applicants interested in applying for this grant. Dates and times will be posted on the grant webpage.

V. CONTACT INFORMATION

For more information regarding the grant application process, contact Scott Koenig at the Michigan Department of Education at 517-241-9913 or koenigs1@michigan.gov.

Appendix A – Definitions

Local history – The study of historical events, developments, people, and communities within a specific geographic area. This area may include the state, city, county, or the local region. Learning this history provides insight into unique experiences, traditions, and transformations as it connects [Michigan’s K-12 Social Studies Content Expectations](#) within particular geographic settings and supports knowledge gained in learning the fullness of American history.

Communities of color – As related to identity-based communities that hold a primary racial identity that describes shared racial characteristics among community members. These members may also share geographic commonalities, history, and current/historical experiences of racism. Given that race is a socially defined construct, the definitions of these communities are unique and evolve. Examples of communities of color include Africans, African Americans, Indigenous peoples, Latinos/Latinas, Asians, Asian American and Pacific Islanders, and Arabic peoples.

Cultural competency - An individual and/or organization's ability to effectively interact, work, develop meaningful relationships, and create positive outcomes with people from various cultural backgrounds.

Marginalized communities – People and/or groups of people who have experienced exclusion due to race, gender identity, sexual orientation, age, physical ability, or language (socially, politically, and/or economically). These communities are often subjected to systematic discrimination, reduced access to resources and opportunities, and limited representation in decision-making, resulting in significant challenges in achieving equality or reaching their full potential.

Fullness of American History – Acquiring a comprehensive understanding of historical narratives and various aspects that have shaped the United States throughout its existence. This might include content from its pre-origins and origins to the present day. Content could also include a wide range of events, people, cultures, social, political, and economic developments, complexities, triumphs, struggles, and diverse voices.

Appendix B – Suggested Resources

Resources supporting this professional learning include but are not limited to, the [College, Career, and Civic Life \(C3\) Framework](#) and how it connects to diverse history and learning. Primary and secondary resources contain historical lenses from communities of color and other marginalized communities, as presented by the Michigan Department of Education’s [Teaching Comprehensive History Webinar Series](#). Texts for consideration may include but are not limited to *Social Studies for a Better World* (Rodríguez and Swalwell), *The Civically Engaged Classroom* (Ehrenworth, Wolfe, Todd), *Culturally Responsive Teaching and The Brain* (Hammond), *Cultivating Genius* (Muhammad), *Culturally Responsive Leadership*, (Khalifa), *We Want to Do More Than Survive* (Love), resources shared in the MDE’s [Equity in Literacy](#), or other resources as chosen by the local community that directly support the teaching of the history of communities of color and other marginalized communities, the teaching of local history, and the teaching of cultural competency.

Appendix C – Scoring Rubric

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 criteria will not be considered for funding in the first round. If money is left after highly competitive and competitive applications have been funded, the rest of the proposals may be asked to resubmit a revised proposal based on reviewer comments.

Applicants were encouraged to put supporting documentation such as data tables, bibliographies, and vitas in the appendices.

Criteria	Factors	Score
Professional Learning	The proposal clearly presents a plan to deliver high-quality professional learning in coordination with appropriate resource use and development to support its teachers’ practices in teaching the fullness of American history, the history of communities of color, and/or other communities historically marginalized. The plan aligns with the needs assessment and incorporates the teaching of local histories and the teaching of cultural competencies. There is evidence that activities align with the Michigan Social Studies content expectations and with educational best practices that promote improvements in teacher practice, which will grow students’ cultural competency and understanding of diverse histories.	<input type="checkbox"/> Not Met <input type="checkbox"/> Competitive <input type="checkbox"/> Highly Competitive
Resources	The narrative and the budget identify resources that align with the proposed professional learning plan. The resources focus on factual, unimpeachable historical understandings through teacher professional development, inclusionary practices, cultural competencies, and social studies practice and pedagogy.	<input type="checkbox"/> Not Met <input type="checkbox"/> Competitive <input type="checkbox"/> Highly Competitive
Needs Assessment	The proposal describes the needs as related to the district and/or school(s) that justifies the cultural shifts and understandings the intended program ideas aim to impact.	<input type="checkbox"/> Not Met <input type="checkbox"/> Competitive <input type="checkbox"/> Highly Competitive
Expertise	The proposal includes experts and suggested resources to assist in the development of the proposal. This may include experts from higher education, specific community partners, and/or representation from communities that have been historically marginalized. Evidence of expertise is provided.	<input type="checkbox"/> Not Met <input type="checkbox"/> Competitive <input type="checkbox"/> Highly Competitive
Sustainability	The proposal includes a plan for building on teacher expertise with these funds to continue curriculum development that supports the growth of cultural competency within the district once the grant funding ends. The proposal includes a plan to develop materials that can be shared publicly to support the application of this professional learning in other spaces.	<input type="checkbox"/> Not Met <input type="checkbox"/> 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.	<input type="checkbox"/> Not Met <input type="checkbox"/> Competitive
Budget Detail	The proposed budget has sufficient detail, is realistic for the described plan, and enables the teaching and learning experience to obtain the expected outcomes.	<input type="checkbox"/> Not Met <input type="checkbox"/> Competitive

Total Possible Points: 30 4 Highly Competitive x 3pts = 12 total possible points
 3 Competitive x 2 pts = 6 = 18 total possible points