

**MICHIGAN DEPARTMENT OF EDUCATION (MDE)
Office of Great Start
Section 35i: MiFamily Engagement Centers Grant**

**Request for Proposal (RFP)
GENERAL INSTRUCTIONS**

DISCLAIMER:

THE FOLLOWING COMPETITIVE GRANT IS ANNOUNCED, AND AWARD IS CONTINGENT ON THE AVAILABILITY OF FUNDS. GRANT APPLICATIONS WILL BE COLLECTED USING MDE-MiFamily@michigan.gov. FUNDS WILL BE MADE AVAILABLE THROUGH THE STATE AID MANAGEMENT SYSTEM (SAMS).

The 2023-2024 MiFamily Engagement Centers RFP General Instructions include:

Part I	General Information
Part II	Funding Information
Part III	Application Information and Instructions
Part IV	Review Process Information
Part V	Scoring Rubrics
Part VI	Application Checklist

Part I: General Information

INTRODUCTION:

Subsection (1):

From the state school aid fund money appropriated in section 11, there is allocated \$14,000,000.00 for 2023-2024 only to intermediate districts or consortia of intermediate districts to administer ten MiFamily Engagement Centers across this state. Each eligible intermediate district or consortia of intermediate districts must apply for funding in a form and manner determined by the department. The department must award funding under this section to intermediate districts or consortia of intermediate districts in a way that optimizes the implementation and administration of ten MiFamily Engagement Centers across this state.

Funds awarded under subsection (1) must be used by MiFamily Engagement Centers for the following purposes:

- Supporting compensation and required travel for coordinators and coaches of the MiFamily Engagement Centers.
- Launching activities, including, but not limited to, training, coaching, technical assistance, resource development, and online learning modules.
- Other activities determined by the department to be necessary for the success of the MiFamily Engagement Centers.

Notwithstanding section 18a, funds allocated under subsection (1) may be available for expenditure until September 30, 2027. A recipient of funding under subsection (1) must return any unexpended funds to the department in the manner prescribed by the department no later than October 30, 2027.

Subsection (2):

In addition to the funds allocated in subsection (1), from the state school aid fund money appropriated under section 11, there is allocated for 2023-2024 only an amount not to exceed \$2,000,000.00 to implement a statewide campaign to share how parents can support early literacy for children from birth to grade five. Funding under this subsection must be awarded by the department, in a form and manner determined by the department, to the intermediate districts or consortia of intermediate districts described in subsection (2).

Each recipient, intermediate district, or consortia of intermediate districts receiving funding under this subsection must use those funds through the MiFamily Engagement Centers:

- To expand parental knowledge regarding literacy instruction practices.
- To raise awareness of and participation in local Great Start collaborative and family coalitions.
- To raise awareness of the availability of before, during, and after school literacy support programs.
- And to build on the existing practices of the regional literacy hubs and the MiFamily Engagement Centers.

Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the department.

PURPOSE OF THE GRANT:

State school aid funding must be used by MiFamily Engagement Centers for the following purposes:

- Development of a system of support for educators/providers working with families. The MiFamily Centers are not intended to be a physical space for families to gather rather a support network for those supporting families.
- Supporting compensation and required travel for coordinators and coaches of the MiFamily Engagement Centers.
- Launching activities, including, but not limited to, training, coaching, technical assistance, resource development, and online learning modules.
- Translation of documents or resources intended for families.
- Allocating \$120,000 each year over the next four years to build on the existing infrastructure and continue the work of the established Literacy Support Network Hubs in the region.

One of the ten grantees will receive additional funding under subsection two to implement a statewide campaign to share how parents can support early literacy for children from birth to fifth grade.

- To expand parental knowledge regarding literacy instruction practices.
- To raise awareness of and participation in local Great Start collaborative and family coalitions.
- To raise awareness of the availability of before, during, and after school literacy support programs.
- And to build on the existing practices of the regional literacy hubs and the MiFamily Engagement Centers.
- Literacy considerations for multilingual families.

ELIGIBLE APPLICANTS:

Only intermediate districts or consortia of intermediate districts.

GRANT REQUIREMENTS:

The grant requirements upon which applicants will be selected and are required to meet if awarded are:

- A detailed description of the proposed approach that responds to the following criteria (see Application Questions):
 - Criterion 1: Regional Needs.
 - Criterion 2: Goals and Related Actions.
 - Criterion 3: Monitoring and Evaluation.
 - Criterion 4: Sustainability.
 - Optional: Campaign (only applicable to those planning to implement the statewide campaign).
- Budget summary and narrative (including a discussion of staffing).
- Signed letters of collaboration from the partners within your region (see criterion two).
 - Partners must include Greater Collaborative and Family Coalitions, Family Resource Centers (if applicable within your region), Child Care Resource Centers, Department of Health and Human Services, and all ISDs in your region.
 - Partners may also include but are not limited to the following: Family Child Care Networks- Early Childhood Investment Corporation, Michigan Community Action Agency, MiSTEM Network, and faith- or community-based organizations.
- (Assurances that the) Family Engagement Coordinators, coaches, and Literacy Hub Leaders attend monthly Community of Practice.

TOTAL FUNDS AVAILABLE:

From the state school aid fund money appropriated in section 11, there is allocated \$14,000,000.00 to intermediate districts or consortia of intermediate districts to administer ten MiFamily Engagement Centers across this state. This funding will be divided equally among the ten [regions](#). Each awardee will receive \$350,000 per year, of which \$120,000 is to be allocated for the literacy support network hub. Carryover funds will be allowed over the four-year grant period. The funding must be spent by September 30, 2027. A recipient of funding under subsection (1) must return any unexpended funds to the department in the manner prescribed by the department no later than October 30, 2027.

There is for 2023-2024 only an amount not to exceed \$2,000,000.00 to implement a statewide literacy campaign.

LENGTH OF AWARD:

All funds awarded as part of FY 2023-2024 of State School Aid, Section 35i, must be used in full by September 30, 2027.

OPENING AND CLOSING DATES:

The MDE released the intent to apply on November 1, 2023.

MDE released general instructions, scoring rubric, and supporting information for the MiFamily Centers on November 30, 2023, on the www.michigan.gov/mde/resources/family-engagement website. Applications must be submitted via MDE-MiFamily@michigan.gov. Dates are subject to change.

PROCESS FOR THE GRANT COMPETITION:

Applications will be received and reviewed according to the timeline below. The tentative time frame for the operation of this grant program includes these major milestones:

November 1, 2023	Intent to Apply Released
November 30, 2023	Request for Proposal (RFP) Instructions released
November 30, 2023	Applications Open
December 12, 2023, 9:00-10:00 am	Technical Assistance Webinar (Register here)
December 14, 2023, 2:00-3:00 pm	Technical Assistance Webinar (Register here)
January 26, 2024	Applications Due

February 8, 2024 Awardees Announced
March 20, 2024 Funds awarded via SAMS

PREPARING THE NARRATIVE AND UPLOADS:

Applications should be prepared simply and economically, not more than 20 pages in length, double-spaced (this includes budget narrative), using 11-point Verdana font and one-inch margins. All pages must be numbered. Present data succinctly. Responses should be a straightforward, concise description of the applicant’s ability to meet the requirements of the grant. Emphasis should be on completeness and clarity of content. Relevant examples should be seminal research or derived from the last (ten) years. Relevant support documents may be attached to the application and will not count against the page limit but must be kept to a maximum of five pages each. Incomplete applications may not be reviewed or considered for funding. Screenshots, figures, tables, etc., may be included but must be easily readable. Any pages past the 20-page limit will be detached from the application and not considered in scoring. Any unreadable content will be detached from the application and not considered in scoring; any pages after that point will also be excluded from consideration.

Applications for the statewide campaign to share how parents can support early literacy for children from birth to grade five must also adhere to the narrative requirements listed above. All campaign narratives may be up to an additional five pages in length.

ACKNOWLEDGMENT:

All publications, including reports, films, brochures, and any project materials developed with funding from this program, must contain the following statement: “These materials were developed under a grant awarded by the Michigan Department of Education and administered by the Michigan Department of Lifelong Education, Advancement, and Potential.”

OWNERSHIP OF MATERIALS PRODUCED:

Ownership of products resulting from this grant, which are subject to copyright of economic value, shall remain with the MDE unless such ownership is explicitly waived. This stipulation covers recipients, as well as subcontractors, receiving funds through this grant program.

QUESTIONS

Questions regarding MiFamily applications should be directed to MDE-MiFamily@michigan.gov.

PART II: Funding Information

FUNDING PROCESS:

The MDE will make the funds for both categories available through a competitive application process and method of grant distribution to eligible districts and intermediate districts.

PAYMENT SCHEDULE:

Payments for the MiFamily Centers are anticipated to be scheduled for March 2024 via the State Aid Management System (SAMS). Payments will be made on a monthly basis, with 1/11th of the annual funding paid each month, with the exception of the first payment. The first payment will be prorated to include the monthly amounts back to October 2023.

Reminder: Each awardee will receive \$350,000 per year, including literacy support network hub funding of \$120,000. Carryover funds will be allowed over the four-year grant period. The funding must be spent by September 30, 2027. A recipient of funding under subsection (1) must return any unexpended funds to the department in the manner prescribed by the department no later than October 30, 2027.

INDIRECT CHARGES:

State law does not allow indirect charges on State School Aid funds.

FINANCIAL REPORTING:

A final expenditure report will be required within 60 days of the grant ending date, showing all bills paid in full.

REPORTING REQUIREMENTS:

The grantee will provide an annual progress report to include actions taken and measurable outcomes based on grant objectives. The report shall include a summary of compiled data for each outcome as a means to evaluate the participation in and the effectiveness of the MiFamily Centers. The report will include a detailed PowerPoint presentation. Further guidance will be provided to the director of the Center. PowerPoint reports will be posted on the department website as received. The intent of the PowerPoint is to share MiFamily Center's annual actions, outcomes, and goals.

ASSURANCE OF ACCURACY:

An assurance must be submitted stating that all information provided within is true and accurate. If, during the implementation of any funded project, the MDE establishes that inaccurate or false information was provided in the application, the grant may be rescinded.

PART III: Application Information and Instructions

APPLICATION QUESTIONS

Applicants should respond to the following criteria to describe their proposed MiFamily Center/Literacy Support Network Hub project. Where partnerships are required, signed letters of collaboration must be submitted with the application (letters will not count toward the page limit).

Criterion 1: Regional Needs

1. What is the community context of your region? Describe the following:
 - a. Demographics of those being served, including families who have been historically marginalized.
 - b. Unique assets, strengths, and interests of your community.
 - c. Needs, barriers, and ethnic disparities within the region that you anticipate addressing.
2. How have you previously engaged families who have been historically marginalized, including families who speak languages other than English? Describe how your approach prioritized equity, accessibility, and cultural responsiveness.
3. How did you engage community partners (as described in response to criterion 2) and families representative of your region's demographics in identifying needs and actions for the MiFamily Center/Literacy Support Network Hub?

Criterion 2: Goals and Related Actions

1. What are your 3 to 5 measurable goals for your Center to support equitable family engagement? How do these goals address your community context? Be sure to include goals for building a system to support both children's literacy development from birth through Grade 5 and family engagement from birth through Grade 12.
2. What specific actions will you take to accomplish your goals (including but not limited to coaching, training, technical assistance, resource development, and online learning modules)? How will these actions enable you to meet your goals? Describe actions related to the following key elements:
 - a. Building upon existing community/regional structures, personnel, and supports, including the Literacy Support Network Hubs and other organizations.

- b. Establishing new structures, relationships, and supports to engage families reflecting the diversity of the region as described in criterion 1, including families who have been historically marginalized.
 - c. Partnering with families, community members, and organizations to co-create solutions to achieve your goals. Provide signed letters of collaboration from partners.
 - i. Partners must include Greater Collaborative and Family Coalitions, Family Resource Centers (if applicable within your region), Child Care Resource Centers, Department of Health and Human Services, and all ISDs in your region.
 - ii. Partners may also include but are not limited to the following: Family Child Care Networks-Early Childhood Investment Corporation, Michigan Community Action Agency, Family Center for Children with Special Needs, MiSTEM Network, and faith- or community-based organizations.
 - d. Raising awareness of and participation in other local networks, including Great Start Collaboratives and Family Coalitions and any before-, during- and after-school literacy support programs.
3. How will the actions you described above ensure equitable, accessible, and culturally responsive family engagement? Including, but not limited to:
 - a. Providing a range of meaningful opportunities for the involvement of the families described in criterion 1.
 - b. Accommodating family schedules and takes place in accessible locations.
 - c. Utilizing multiple modes of communication that are ADA compliant.
 - d. Communicating in multiple languages to reach all families.
 - e. Engaging all families from different socioeconomic statuses in a culturally responsive and sensitive manner.
 4. What challenges do you anticipate? How do you plan to meet these challenges should they arise?
 5. How will you document the Center’s actions on an ongoing basis to share with the Community of Practice?

Criterion 3: Monitoring and Evaluation

The applicant must complete the Table below to answer questions 1-4 and a Narrative for questions 5-7. The table will be included in your 20-page narrative.

Table:

1. What are the measurable initial, intermediate, and longer-term outcomes you expect to achieve that will demonstrate progress toward your goals and successful implementation of your Center’s resources, supports, professional learning, and programming? In other words, what changes for children, families, and systems will result from the work of the Mi-Family Engagement Center?
2. What data will you collect to evaluate progress toward and achievement of each of your center’s goals?
3. Who will coordinate monitoring your Center’s actions and achievement of outcomes and goals?
4. What is the timeline for data collection?

Narrative:

5. What is the timeline for data analysis?
6. How do you plan to engage Center staff and partners in reflecting on the results of the data analysis for the purpose of continuous improvement?

For example:

Measurable Goals	Information/Data Needed	Data source	Data-Collection Method	Initial outcome (by the end of the first year of implementation)	Intermediate outcome (Fall 2025)	Long-term outcome (by the end of the award)	Data collection timeline	Person(s) responsible For Data Collection
Goal 1: Parents will develop strong relationships with their child's teacher(s).	Family Feedback.	Family Members.	Family Survey.	50% of participating parents report that they have a strong relationship with their child's teacher.	60% of participating parents report that they have a strong relationship with their child's teacher.	80% of participating parents report that they have a strong relationship with their child's teacher.	Annual administration in April.	Ms. XX.
Goal 2: Student attendance rates will improve.	Students' quarterly attendance.	School's Records.	School attendance data.	Annual attendance rates will increase by X percentage points.	Annual attendance rates will increase by Y percentage points.	Annual attendance rates will increase by Z percentage points.	Quarterly.	Mr. YY.

Criterion 4: Sustainability

1. How will you leverage strategic community partnerships to create support and sustainability for the Center?
2. How will you prioritize the use of funds from this grant to focus on opportunities for shared knowledge building, community relationships and support, and building structures that will impact your community for years after the funding of this grant? If there are in-kind funds and or other resources, how will you allocate them to support sustainability?
3. How will you use the evaluation data described in criterion 3 to make a case for new and/or ongoing support of this initiative to funders?
4. How will you share lessons learned and best practices within and outside your region?

BUDGET:

Each application is reviewed for information that shows the project has an appropriate budget for the scope of the work and is cost-effective. Budgetary details for estimated expenditures must be provided. In making this determination, the department will assess:

- How the budget relates directly to the proposed actions and project components.
- Whether expenditures appear allowable, necessary, and reasonable.
- Staffing to determine if there is at least one FTE whose role is solely to coordinate the MiFamily engagement work and at least one part-time family engagement coach.
- How other in-kind funds and other resources (if applicable) will be used to support the center's work.

The applicant must provide the following:

- Year one budget using the [budget form](#), which will not be counted against the page count. The budget form should provide as much detail as possible regarding the line items and totals.
- A four-year budget narrative to describe and justify costs.

If in-kind costs are included and/or other resources (not required), these must be included in a narrative appended to the application, which will not be counted against the page requirement.

CAMPAIGN:

Answer these questions only if you plan to implement the statewide campaign.

\$2,000,000.00 to implement a statewide campaign to share how parents can support early literacy for children from birth to grade five. Funding under this subsection must be awarded by the department, in a form and manner determined by the department, to the intermediate districts or consortia of intermediate districts described in subsection (2).

Each recipient, intermediate district, or consortia of intermediate districts receiving funding under this subsection must use those funds through the MiFamily Engagement Centers:

- To expand parental knowledge regarding literacy instruction practices.
- To raise awareness of and participation in local Great Start collaborative and family coalitions.
- To raise awareness of the availability of before, during, and after school literacy support programs.
- To build on the existing practices of the regional literacy hubs and the MiFamily Engagement Centers.

Please provide an outline of your proposed literacy campaign that includes the following:

1. How will you develop your understanding of families living in Michigan, including their unique context and needs? Describe how you will coordinate with the other regional Centers to understand the statewide context and needs.
2. How will you define and measure success within the period of the grant? Beyond the grant? Describe what data will be collected to measure the reach of the Campaign (e.g., the number of families accessing materials).
3. What actions will you take to ensure you maximize outreach (e.g., social media, ads, radio commercials) to all families, particularly families who have been historically marginalized? Describe how actions will be meaningful and responsive to the diverse needs, cultural backgrounds, and lived experiences of families in Michigan.
 - a. How will you ensure the use of evidence-based practices in your communication and outreach to families? (Refer to the list of additional resources at the end of the application for examples.)
 - b. How will you ensure outreach to families who speak a language other than English? Describe how you will offer all publications in English, Standard Spanish, Modern Standard Arabic, and other regional languages as needed.
 - c. How do you plan to build upon existing family literacy supports such as Great Start Collaboratives/Family Coalitions, Talking is Teaching, Regional Literacy Hubs, and Early Literacy Essentials?
 - d. How will you ensure your actions inform and support the ongoing work of the other regional Centers?
 - e. How will you plan to coordinate with other family campaigns (e.g., 32d section 27)?

4. How will you accomplish your plan for the Campaign within the given timeline (these funds must be spent by September 30, 2024)?

CAMPAIGN BUDGET:

Each application is reviewed for information that shows the project has an appropriate budget for the scope of the work and is cost-effective. Budgetary details for estimated expenditures must be provided. In making this determination, the Department will assess:

- How the budget relates directly to the proposed actions and project components.
- Whether expenditures appear allowable, necessary, and reasonable.
- Must include a budget using the [budget form](#), which will not be counted against the page count. The budget form should provide as much detail as possible regarding the line items and totals.

Part IV: Review Process Information

REVIEW PROCESS, CRITERIA, AND REVIEWERS:

The MDE utilizes a review panel when scoring its competitive grants. For this grant program, review teams will be composed of people from within and outside the MDE as needed, with expertise in literacy and family engagement. The MDE staff will supervise the review process. An administrative review will be conducted by MDE prior to funding and at the end of the season to ensure all teams meet the grant requirements.

REVIEW CRITERIA:

The rubrics identified for each Statewide activity must be addressed when writing the application narrative and developing a budget. The reviewers will judge proposals against the elements described in the rubric.

REJECTION OF PROPOSALS:

The MDE reserves the right to reject any applications received as a result of this grant program announcement.

Part V: Scoring Rubrics

MiFamily Engagement Center Grant Scoring Rubric

OVERALL POINTS AVAILABLE (not including optional campaign)		POINTS REQUIRED FOR FUNDING RECOMMENDATION
85		68
CRITERIA	TOTAL POINTS AVAILABLE	TOTAL POINTS AWARDED
Criterion 1	15	
Criterion 2	25	
Criterion 3	20	
Criterion 4	5	
Budget	20	
Overall Total Points Awarded		/85
CAMPAIGN	TOTAL POINTS AVAILABLE	TOTAL POINTS AWARDED
*if applicable	20	/20

Criterion 1: Regional Needs (15 Total Points Possible)

Focus Area	High (5 points)	Medium (4-3 points)	Low (2-1 points)	Absent (0 points)	Total Points
Community Context	<p>Provides a comprehensive description of community context in the region, including:</p> <ul style="list-style-type: none"> ● Demographics of those being served, including families who have been historically marginalized. ● Unique assets, strengths, and interests of the region. ● Needs, barriers, and ethnic disparities within the region. 	<p>Provides a description of community context in the region, including at least one of the following:</p> <ul style="list-style-type: none"> ● Demographics of those being served, including families who have been historically marginalized. ● Unique assets, strengths, and interests of the region. ● Needs, barriers, and ethnic disparities within the region. 	<p>Provides only a limited description of community context in the region.</p>	<p>There is no context provided.</p>	
Prior Experience	<p>Describes prior engagement with families who have been historically marginalized, including families who speak languages other than English, that indicates a focus on:</p> <ul style="list-style-type: none"> ● Equity. ● Accessibility. ● Cultural responsiveness. 	<p>Describes a focus on engagement with families who have been historically marginalized that indicates at least attention to one of the following:</p> <ul style="list-style-type: none"> ● Equity. ● Accessibility. ● Cultural responsiveness. 	<p>Provides only a limited description of engagement with families who have been historically marginalized.</p>	<p>There is no description of prior engagement with families who have been historically marginalized.</p>	
Community Input	<ul style="list-style-type: none"> ● Describes how the diverse family community in the region engaged in 	<ul style="list-style-type: none"> ● Describes how a segment of the family community in the 	<ul style="list-style-type: none"> ● Includes a vague description of how a 	<p>There was no description of how families were engaged in the needs</p>	

	<p>identifying needs and actions for the MiFamily Center/Literacy Support Network Hub.</p> <ul style="list-style-type: none"> • Describes how each of the partners referenced in criterion 2 was engaged in identifying needs and actions for the MiFamily Center/Literacy Support Network Hub. 	<p>region engaged in identifying needs and actions for the MiFamily Center/Literacy Support Network Hub.</p> <ul style="list-style-type: none"> • Describes how some of the partners referenced in criterion 2 were engaged in identifying needs and actions for the MiFamily Center/Literacy Support Network Hub. 	<p>segment of the family community in the region engaged in identifying needs and actions for the MiFamily Center/Literacy Support Network Hub.</p> <ul style="list-style-type: none"> • And. or includes a vague description of how the partners referenced in criterion 2 were engaged in identifying needs and actions for the MiFamily Center/Literacy Support Network Hub. 	<p>assessment or action planning.</p>	
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Criterion 2: Goals and Related Actions (25 Possible Points)

Focus Area	High (5 points)	Medium (4-3 points)	Low (2-1 points)	Absent (0 points)	Total Points
Goals	<ul style="list-style-type: none"> • Describes 3-5 measurable goals. • All goals can be realistically accomplished by the center. • Includes goals for building a system to support both children’s literacy development from birth through Grade five and family engagement from birth through Grade 12. • Provides a clear rationale for how goals address community context in the region. 	<ul style="list-style-type: none"> • Describe 3-5 goals, including at least one that builds a system to support both children’s literacy development from birth through Grade 5 and family engagement from birth through Grade 12. • Not all goals are measurable. • Not all goals can be realistically accomplished by the center’s proposed actions. • Rationale for how goals address community context in the region is unclear. 	<ul style="list-style-type: none"> • Describes fewer than three goals which are not all measurable. • Not all goals can be realistically achieved. • Describes goals that lack a focus on building a system focused on either children’s literacy development from birth through Grade five or family engagement from birth through Grade 12. • Rationale for how goals address community context is missing. 	Provides little or no information about goals.	
Actions	<p>Articulates a range of actions that are well-aligned to the center’s goals, including actions focused on all of the following:</p> <ul style="list-style-type: none"> • Building upon existing community/regional structures, personnel, and supports, including 	<p>Articulates a range of actions that are somewhat aligned with the center’s goals, including actions focused on at least some of the following:</p> <ul style="list-style-type: none"> • Building upon existing 	Articulates a limited set of actions that may or may not be aligned with the center’s goals.	Articulates little or no information on actions.	

	<p>the Literacy Network Hubs and other organizations.</p> <ul style="list-style-type: none"> • Establishing new structures, relationships, and supports to engage families reflecting the diversity of the region, including non-dominant families. • Partnering with families, community members, and organizations to co-create solutions to achieve goals. • Raising awareness of and participation in other local networks, including Great Start Collaboratives and Family Coalitions and any before-, during, and after-school literacy support programs. 	<p>community/regional structures, personnel, and supports, including the Literacy Network Hubs and other organizations.</p> <ul style="list-style-type: none"> • Establishing new structures, relationships, and supports to engage families reflecting the diversity of the region, including non-dominant families. • Partnering with families, community members, and organizations to co-create solutions to achieve goals. • Raising awareness of and participation in other local networks, including Great Start Collaboratives and Family Coalitions and any before-, during, and after-school literacy support programs. 			
Equity	<ul style="list-style-type: none"> • Ensures that proposed family engagement represents the diversity 	<ul style="list-style-type: none"> • Family engagement represents most 	<ul style="list-style-type: none"> • Family engagement represents only the 	There is no indication that the program will be	

	<p>of the region as described in criterion 1.</p> <ul style="list-style-type: none"> • Provides a range of meaningful opportunities for involvement of the families described in criterion 1. • Accommodates family schedules and takes place in accessible locations. • Utilizes multiple modes of communication that are ADA compliant. • Communicates in multiple languages to reach all families. • Engages all families from different socioeconomic status in a culturally responsive and sensitive manner. 	<p>but not all the diversity of the region as described in criterion 1.</p> <ul style="list-style-type: none"> • Provides opportunities for meaningful involvement of only a few of the families described in criterion 1. • Provides a limited number of scheduling options and locations for family involvement. • Uses limited modes of communication that are ADA compliant. • Communicates in limited languages, leaving several family groups out of the loop. • Is somewhat culturally responsive and sensitive to the socioeconomic status of families. 	<p>dominant families in the region.</p> <ul style="list-style-type: none"> • Provides opportunities for meaningful involvement for only the dominant families in the region. • Lacks accommodation to family schedules and hosts programs only in a few locations. • Messages are delivered using a single mode of communication that is not ADA compliant. • Is not responsive to families from low socioeconomic status in a culturally responsive and sensitive manner. 	<p>responsive to the diverse needs of the families and students being served by the Family Engagement Center in the specified region.</p>	
Challenges	<ul style="list-style-type: none"> • Describes anticipated challenges. • Includes plans that could reasonably be expected to address those challenges. 	<ul style="list-style-type: none"> • Describes anticipated challenges. • Includes plans to address those challenges, but plans may not realistically 	<p>Provides a limited description of challenges that may or may not include plans to address those challenges.</p>	<p>Provides no description of challenges.</p>	

		address those challenges.			
Community of Practice	Describes in detail a process for: <ul style="list-style-type: none"> • Documenting the center’s actions, and • How the center will share what it is doing with other centers. 	Describes a process for either: <ul style="list-style-type: none"> • Documenting the center’s actions or; • How the center will share what it is doing with other centers. 	Provides only a vague description of how actions will be documented.	Provides no description of how actions will be documented.	

Focus Area	High (5 points)	Medium (4-3 points)	Low (2-1 points)	Absent (0 points)	Total Points
Program Outcomes	All program outcome measures are: <ul style="list-style-type: none"> • Measurable, realistic, and timely. • Achievable. • Align with the grant goals. • Specify the changes desired and expected for supporting children’s literacy birth through Grade 5 and family engagement birth through Grade 12. 	Most, but not all, program outcome measures are: <ul style="list-style-type: none"> • Measurable, realistic, and timely. • Achievable. • Aligned with grant goals. • Specify the changes desired and expected for supporting children’s literacy birth through Grade 5 and/or family engagement birth through Grade 12. 	Only a few of the program outcomes measures are: <ul style="list-style-type: none"> • Measurable, realistic, timely, and aligned with grant goals. • Achievable. • Aligned with grant goals. • Specify the changes desired and expected for supporting children’s literacy birth through Grade 5 and family engagement birth through Grade 12. 	<ul style="list-style-type: none"> • There are no outcomes provided, or those that are provided don’t seem measurable, achievable, realistic, timely, or aligned with grant goals. 	

<p>Monitoring and Evaluation Plan</p>	<ul style="list-style-type: none"> ● Ensures a clear focus on goals, outcomes, and implementation of planned actions and includes a timeline and responsible persons. ● Utilizes measures of initial and intermediate outcomes to provide evidence to make interim needed adjustments and assess progress toward the program goals. ● Utilizes multiple data sources and data collection methods that are culturally appropriate and will provide data necessary to measure outcomes and successful implementation of your grant's actions to support children's literacy development and family engagement. 	<ul style="list-style-type: none"> ● Focuses on goals and outcomes, but the plan of execution is unclear. ● Utilizes some data collection processes to measure progress towards goals and outcomes. ● Utilizes some data collection processes in place to measure the impact of grant actions to support children's literacy development and or family engagement. 	<ul style="list-style-type: none"> ● There is not a clear focus on goals and outcomes. ● Steps to execute the plan are unclear. ● There is limited to no monitoring of the execution of the plan or progress toward the achievement of goals and outcomes. ● Evaluation of implementation of grant actions is limited or nonexistent. 	<p>Evaluation plans are missing or unusable.</p>	
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<p>Timeline</p>	<p>Provides a realistic timeline that includes:</p> <ul style="list-style-type: none"> ● Major tasks associated with monitoring progress toward and measuring successful implementation of the grant goals and objectives of the grant. ● Data analysis. ● Assign responsibility for each task. ● Projects completion. 	<p>Includes only some of the following:</p> <ul style="list-style-type: none"> ● Major tasks associated with monitoring progress toward and measuring successful implementation of the grant goals and objectives of the grant. ● Data analysis. ● Assign responsibility for each task. ● Projects completion. 	<p>Provides an unorganized timeline for the execution of the monitoring and evaluation plan.</p>	<p>Timeline is blank.</p>	
<p>Continuous Improvement</p>	<p>Describes how the center staff and partners will collaboratively:</p> <ul style="list-style-type: none"> ● Analyze data. ● Interpret the results. ● Use the findings for the purpose of continuous improvement. 	<p>Describes how the center staff and partners will collaboratively do some but not all of the following:</p> <ul style="list-style-type: none"> ● Analyze data. ● Interpret the results. ● Use the findings for the purpose of continuous improvement. 	<p>Describes how the center staff will accomplish some of the following:</p> <ul style="list-style-type: none"> ● Analyze data. ● Interpret the results. ● Use the findings for the purpose of continuous improvement. 	<p>There is no mention of how data will be used to support continuous improvement.</p>	

Criterion 4: Sustainability (5 Possible Points)

Focus Area	High (5 points)	Medium (4-3 points)	Low (2-1 points)	Absent (0 points)	Total Points
<p>Sustainability of center Work</p>	<p>Provides a range of actions designed to ensure a continuation of the center beyond the life of the grant, such as:</p> <ul style="list-style-type: none"> • Leverages strategic community partnerships to sustain the center. • Allocates funds to create opportunities for shared knowledge building, community relationship and support, and building structures beyond the grant. • Utilizes evaluation data to make a case for new and or ongoing support of this initiative to funders. • Share lessons learned and best practices with other communities. 	<ul style="list-style-type: none"> • Describes vaguely how strategic community partnerships will be established to sustain the center’s work beyond the grant. • Allocates some funds to create opportunities for shared knowledge building, community relationship and support, and building structures beyond the grant. • Utilizes some evaluation data to make a case for new and or ongoing support of this initiative to funders. • Share some lessons learned and best practices with other communities. 	<ul style="list-style-type: none"> • Lacks a clear plan of actions to be taken to leverage strategic community partnerships, allocate funds to create sharing opportunities, and utilize data to share lessons learned with others beyond the grant period. • No description regarding legitimate ways other funds can be used to sustain the Center’s work beyond the grant period. 	<p>There are no plans for sustaining the center’s work beyond the grant period.</p>	

BUDGET

TOTAL POINTS AVAILABLE: (20 Possible Points)

Focus Area	High (10 Points)	Medium (9-8 points)	Low (7-6 points)	Absent (0 points)	Total Points
<p>Documentation and Feasibility</p>	<p>Provides a year-one budget summary form and a four-year budget narrative that together addresses:</p> <ul style="list-style-type: none"> • All objectives of the proposal. • Allowable, necessary, and reasonable expenditures. • At least one FTE whose role is solely to coordinate the MiFamily Engagement work and at least one part-time family engagement coach. • Legitimate ways other funds, including in-kind and or other resources (if applicable), are allocated. 	<p>Provides a year-one budget summary form and a four-year budget narrative that together addresses most but not all of the following:</p> <ul style="list-style-type: none"> • All objectives of the proposal. • Allowable, necessary, and reasonable expenditures. • At least one FTE whose role is solely to coordinate the MiFamily Engagement work and at least one part-time family engagement coach. • Legitimate ways other funds, including in-kind and or other resources (if applicable), are allocated. 	<ul style="list-style-type: none"> • The year-one budget summary form and the four-year narrative include expenditures that are not allowable, necessary, and reasonable. • The budget does not include 1 FTE whose role is to coordinate MiFamily Engagement Center work and at least one part-time family engagement coach. • The budget exposes weaknesses in plan design. 	<p>There is insufficient information about budget expenditures to gauge feasibility.</p>	

Continuation of Leadership Leads	<ul style="list-style-type: none"> Continues funding the current literacy hub leader. 			Does not fund the current literacy hub leader.	
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(If Applicable) Campaign (25 Total Possible Points)

CAMPAIGN (answer these questions only if you plan to implement the statewide campaign):

Focus Area	High (5 points)	Medium (4-3 points)	Low (2-1 points)	Absent (0 points)	Total Points
Statewide Context & Needs	<ul style="list-style-type: none"> Provides a comprehensive approach to develop an understanding of the families in Michigan, including their unique context and needs. Includes a clear process for coordinating with the other regional centers to understand statewide context and needs. 	<ul style="list-style-type: none"> Provides an approach to develop an understanding of the families in Michigan. Includes a vague process for coordinating with the other regional centers to understand statewide context and needs. 	<ul style="list-style-type: none"> Provides only a vague description of the approach to develop an understanding of the families in Michigan. Does not include a process for coordinating with the other regional centers to understand statewide context and needs. 	There is no description of an approach to develop an understanding of the families in Michigan.	

<p>Measuring Success</p>	<p>Provides a comprehensive plan to measure success within and beyond the grant period, including:</p> <ul style="list-style-type: none"> ● A definition of success that is measurable and achievable within and beyond the grant period. ● The collection of multiple data sources to measure progress toward success within and beyond the grant period. ● The use of data to demonstrate the campaign's reach. 	<p>Provides a plan to measure success, including some but not all of the following:</p> <ul style="list-style-type: none"> ● A definition of success that is measurable and achievable within the grant period. ● The collection of multiple data sources to measure progress toward success within and beyond the grant period. ● The collection of data that will demonstrate the campaign's reach. 	<p>There is a definition of success that is neither measurable nor achievable within the grant period or beyond.</p>	<p>There is no definition of success within or beyond the grant period.</p>	
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<p>Actions</p>	<p>Articulates a range of actions that are meaningful and responsive to the diverse needs, cultural backgrounds, and lived experiences of Michigan’s families, particularly families who have been historically marginalized:</p> <ul style="list-style-type: none"> ● Use of evidence-based practices in communication and outreach. ● Coordinating with other family campaigns. ● ADA compliant. ● Effectively reaching families who speak a language other than English, including offering publications in English, Standard Spanish and, Modern Standard Arabic, and other regional languages as needed. ● Building upon existing family literacy supports. ● Informing and supporting the ongoing work of the other regional centers. 	<p>Articulates a range of actions that are meaningful and responsive to the diverse needs, cultural backgrounds, and lived experiences of Michigan’s families, particularly families who have been historically marginalized, with attention to most but not all of the following:</p> <ul style="list-style-type: none"> ● Use of evidence-based practices in communication and outreach. ● Coordinating with other family campaigns. ● ADA compliant. ● Effective outreach to families who speak a language other than English, including offering publications in English, Standard Spanish and, Modern Standard Arabic, and other regional 	<p>Articulates actions that are limited in meeting and responding to the diverse needs, cultural backgrounds, and lived experiences of Michigan’s families.</p>	<p>Articulates little or no information on actions.</p>	
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		<p>languages as needed.</p> <ul style="list-style-type: none"> • Building upon existing family literacy supports. • Informing and supporting the ongoing work of the other regional centers. 			
Timeline	Provides a realistic plan of action for accomplishing a successful campaign within the given timeline.	Provides an unrealistic plan of action for accomplishing a successful campaign within the given timeline.	Provides an unclear plan of action for accomplishing a successful campaign within the given timeline.	It does not provide a plan of action for accomplishing the campaign within the given timeline.	

CAMPAIGN BUDGET

TOTAL POINTS AVAILABLE: (10 Possible Points)

Focus Area	High (5 Points)	Medium (4-3 points)	Low (2-1 points)	Absent (0 points)	Total Points
Documentation and Feasibility	<p>Provides a budget summary form the budget narrative that addresses the following:</p> <ul style="list-style-type: none"> • All actions and project components. • Expenditures allowable, necessary, and reasonable expenditures. 	<p>Provides a budget summary form that addresses:</p> <ul style="list-style-type: none"> • Most but not all actions and project components. • Expenditures that are allowable, necessary, and are reasonable. 	<ul style="list-style-type: none"> • The budget summary form includes expenditures that are not allowable, necessary, and reasonable. • The budget exposes weaknesses in plan design. 	<p>There is insufficient information about budget expenditures to gauge feasibility.</p>	

FINAL SCORE/BUDGET:

COMMENTS TO SUPPORT SCORING:

OVERALL POINTS RECEIVED:

Part VI: Grant Application Checklist

Cover Page	
Signed Assurance Form	
Application Questions	
Collaboration Letters	
Budget Form for Year 1	
Budget Summary for four years	
Campaign Narrative (if applicable)	
Campaign Budget (if applicable)	

ADDITIONAL RESOURCES:

The MDE has developed family engagement resources that can be found on the MDE [Family Engagement Website](#), including the [MiFamily: Michigan’s Family Engagement Framework](#) for all educators and providers working with families.