Welcome!

- We will begin at 10:05 AM to afford ample opportunity for successful technology connection.
- Please check your audio connection to ensure that you can hear the presentation.
- If you are having trouble with audio, please submit a question to the Q & A and we will respond with further instructions.
Reminders

- If you have called in on the conference line, please mute your phone.
- Please use the Q and A pod to ask your questions. We will take time near the end of the presentation to answer each question.
Top 10 in 10 Focus Areas

Learner-Centered Supports
- Deeper Learning
- Personalized Learning
- Differentiated Supports
- Aligned Curriculum
- Feedback

Systemic Infrastructure

Effective Education Workforce
- Development of New Educators & Leaders
- Support for Practicing Educators & Leaders
- Equity Across the System

Strategic Partnerships
- Parent, Family, & Community Services
- District Partnerships
- Post-Secondary/Higher Education Access
- Workforce Preparation

Top 10 in 10 Years
putting Michigan on the map as a premier education state
Purpose: Top 10 in 10 Goal 3

Goal 3: Develop, support, and sustain a high-quality, prepared, and collaborative education workforce.
General Information
July 20, 2018: Application Available in MEGS+

August 10, 2018: Application Deadline

August 10-24: Review of Applications

Early September - Grant Award Notifications sent
Available Funds

- $2.2 Million is available
- Grant awards will not exceed an average of $2,000 per educator served
- Budget Period is 13 months (September 1, 2018 - September 30, 2019)
Eligible Applicants

- Individual districts and Public School Academies
  - Options for collaboration/leveraging economy of scale by applying as a consortium
  - ISD’s and RESA’s are eligible to participate as Providers, or as part of a consortium, but not as applicants
  - First priority is given to Partnership District Applicants
Grant Categories

- Building and District Leader Supports
- Teacher Supports
- Educator Evaluation System Supports
Application Information

- Available in MEGS+ tomorrow.
- Reviewed and rated in accordance with the format and review criteria.
- Up to 66 points will be awarded and distributed, based on the applicable criteria.
- Need a cover page, an abstract, grant narrative (program description), and budget.
**Application:** FY 2019 - Title IIA, Teacher and Leader Instruction Support | **Status:** Application In Progress | **Security Level:** Not Assigned

Please complete all required forms below.

### Forms

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**Budget Pages**

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**Attachments**

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Abstract

- Separate page uploaded under “Other Attachments”
- Double-spaced
- 250-word description of the project
- Clearly articulated abstracts allow the reader to understand the scope of the project.
- The abstract will not be counted in the total number of narrative pages.
Grant Narrative (Program Description)

- One-inch margins and be collated and numbered consecutively throughout.
- No more than ten (10) double-spaced pages using eleven (11) point Verdana font.
- Charts, graphs, and bulleted lists may be single-spaced.
- Narrative section titles should be consistent with review criteria.
Project Budget

- Uploaded as a separate function and document in MEGS+.

- Grant Narrative should include the following budget information:
  - Description of how budget aligns to the project plan, identified district needs, and goals of the grant.
  - Explanation of how the budget is cost effective and appropriate for the number of targeted participants.
  - Description of how it meets the budget requirements in the Request for Proposals.
Appendices

- Limited to ten (10) double-spaced pages using eleven (11) point Verdana font.
- Not factored into the 10-page limit of the narrative section.
- Charts, graphs, and bulleted lists may be single-spaced.
- If applying as part of a consortium, please list participating districts in “Other Attachments”
Review Criteria
Evidence that the proposed program addresses a documented need to improve the capacity of educators to deliver instruction and improve student achievement as informed and supported by the district's Comprehensive Needs Assessment (CNA).

Evidence that the proposed program(s) and professional development address educators' needs as supported by qualitative and/or quantitative data.

Description as to how the proposed activities will address these needs and align with the district's improvement plan and the school improvement plan(s) for each school involved.

A description of the actions taken to involve the nonpublic schools located within the geographic region.
PLAN OF OPERATION (12 POINTS)

- Extent to which the proposal demonstrates how the planned activities are expected to improve teacher or administrator practice.

- A clearly described implementation plan (in table or narrative form) including a 13-month timeline, addressing all required components.

- Description of the external partner and their role. If partner is not on the approved entities list (See Appendix A), provide a rationale.

- 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.
SUSTAINABILITY (6 POINTS)

- A statement describing the district's plan to continue progression toward stated goals after the grant period ends.

- Demonstration that applicant has a specified internal evaluator to complete evaluation tasks, including local data collection.
Description of how each program being implemented (Teacher Support, Leader Support, Educator Evaluation Training), is designed and implemented to specifically meet respective local and state standards.

Clearly stated vision, mission, and set of purposes and goals aligned with evidence-based, highly leveraged leading practices and/or best practice models.

Demonstrates a connection and alignment with current evidence-based research on effective district, school, and teacher leadership.
Quality of Programming Continued

- Describes how the program provides professional development focused on leading a culture of change, supporting a learning-focused culture, embracing a strengths-based approach to leading, improvement of instructional practices through feedback, and the management of systems and processes.

- Emphasizes access, equity, diversity, inclusion, and cultural proficiency by encouraging the organization and its members to analyze held assumptions, beliefs, behaviors, practices and policies to create equitable learning opportunities for all learners.
EVALUATION PLAN (6 POINTS)

▶ A clear list or table of the short-term and long-term goals of the project related to the identified content.

▶ A description of a system that captures multiple variables related to the program to determine success, including assessing annual performance data of the schools using qualitative methods.
Budget (15 Points)

- A detailed budget describing total request for funding and how funds will be used.
- Delineation of expenditures that can include stipends to teachers or administrators for additional time or additional leadership responsibility; reimbursement for the cost of professional learning, including tuition reimbursement; purchased services from an external provider for professional learning, coaching or mentoring.
- Description of how budget aligns to the project plan, identified district needs and goals of the grant.
There is evidence of adherence to federal and state guidelines on allowable costs.

The budget narrative explains how the budget is cost effective, adequate to support the proposed project only, and complies with the budget requirements of the Request for Proposals (RFP), including an explanation of how the proposed budget amount is appropriate for the number of targeted participants.
Grants will be awarded through a competitive review process.

Grant applications will be reviewed using an internal panel of experts, including MDE consultants.

Attention to national administrator and teacher leadership standards, national standards for quality professional development, elements of legislation around educator evaluation, and SBE policies.

Reviewers will reward up to 66 points (3 points per every item in review criteria) per grant application.
Selection Continued

- Funding Priority is given to Partnership Districts.
- The number of grants recommended for awards will be influenced by availability of funds, the quality of proposals submitted, geographical distribution, and the size of the final budget negotiated for each project.
- Applicants may receive only a portion of their proposed amount.
Pre-Approved Providers

- Approved Michigan Educator Preparation Providers – traditional and alternative routes
- 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 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
- National Network of State Teachers of the Year
- Resolute Educational Solutions
- Teaching Works
- The Institute for Excellence in Education
For more information about the grant, go to: https://www.michigan.gov/mde/0,4615,7-140-5236-315600--,00.html.

The RFP may be accessed at: https://www.michigan.gov/documents/mde/Title_II_A_Request_for_Proposals_2018_627374_7.pdf.

If you have questions regarding the grant, please contact Rebekah Emmerling at emmerlingr@michigan.gov.