



COMPETITIVE – STATE – GROW YOUR OWN (GYO) GRANT OPPORTUNITY FOR FY19

INSTRUCTIONS SECTION

INTRODUCTION MEMO

TO: Minnesota school districts and charter schools with more than 30 percent minority students

FROM: Elia Dimayuga-Bruggeman, Special Assistant to the Commissioner

ACTION: Signed and submitted applications must be received through email by **July 20, 2018, 3:30 p.m., Central Time**

PURPOSE AND OUTCOME OF THE GRANT OPPORTUNITY

The Minnesota Department of Education has funding available under [Minnesota Laws 2017, 1st Special Session, Chapter 5, Article 2, Sec. 57, Subd. 23](#), for grants under the GYO program to support programs that will increase the racial diversity of the teacher workforce in the State of Minnesota. You may apply for one or both of the following pathways to:

Pathway I

Provide school districts with more than 30 percent minority students grants for tuition scholarships or stipends to school district employees or community members affiliated with a school district (participants) for a Professional Educator Licensing and Standards Board formally known as the Board of Teaching (PELSB) approved nonconventional teacher residency pilot program established under [Minnesota Statutes, section 122A.09, subdivision 10, paragraph \(a\)](#); and

Pathway II

Allow school districts and charter schools grants to develop innovative GYO programs that encourage secondary school students to pursue teaching, including developing and offering dual-credit post-secondary course options in schools for “Introduction to Teaching” or “Introduction to Education” courses consistent with [Minnesota Statutes, Section 124D.09, subdivision 10](#).

NOTE: Each pathway will be judged and scored independently of one another. Grants will be awarded as a single amount, but each pathway will be tracked separately. It is possible to apply for both pathways but only be awarded for one.

ELIGIBILITY CRITERIA

In order to apply for this grant, a school district or charter school must have more than 30 percent minority students pursuant to the most recent available data on [the Minnesota Department of Education's \(MDE\) data website](http://w20.education.state.mn.us/MDEAnalytics/DataTopic.jsp?TOPICID=2) (<http://w20.education.state.mn.us/MDEAnalytics/DataTopic.jsp?TOPICID=2>).

Pathway I

You must ensure that the participants supported with funds from this grant, participants must be seeking an education license from a PELSB-approved nonconventional teacher residency program. School districts that receive funds under this subdivision are strongly encouraged to recruit candidates of color and American Indian candidates to participate in the GYO new teacher programs.

Pathway II

Pursuant to [Minnesota Statutes, section 124D.09, subdivision 10](#), you must provide a copy of the agreement between the public school board and the governing body of an eligible public postsecondary system or an eligible private postsecondary institution that will be providing postsecondary credit for the proposed course work. Eligible institution means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

FUNDING AVAILABLE

\$1,455,000 is available to grant from [Minnesota Laws 2017, 1st Special Session, Chapter 5, Article 2, Sec. 57, Subd. 23](#) for this initiative. Any one grant is set at a maximum of \$500,000. However, the state reserves the right to offer grant amounts that differ than the amount requested by an applicant or the maximum amount.

ESTIMATED GRANT PERIOD

We anticipate the term of the grant period to be from August 24, 2018 through June 30, 2019.

STATE'S RIGHT TO CANCEL

This grant opportunity does not obligate the state to award a contract. The state reserves the right to cancel the solicitation if it is considered to be in its best interest due to lack of funding, agency priorities, or other considerations.

GENERAL INFORMATION SECTION

Grantees may use funds for one or both of the following reasons:

Pathway I

To pay for tuition scholarships directly or stipends to participants who seek and education license to participate in a PELSB approved nonconventional teacher residency pilot program established under [Minnesota Statutes, section 122A.09, subdivision 10, paragraph \(a\)](#).

In order to participate in Pathway I you must have established a program with a PELSB approved nonconventional teacher residency pilot program. Currently only the University of Minnesota and the University of St. Thomas are approved to participate in this program. If you wish to use a different teaching program, you must have the program approved first by the PELSB. Please see the [PELSB's website](#) for further details on program approval. If we cannot tell with whom you are collaborating or they are not an approved institution, we will not be sending this part of your application to the review panel.

Pathway II

To develop innovative expanded GYO programs that encourage secondary school students to pursue teaching with courses consistent under [Minnesota Statutes, section 124D.09, subdivision 10](#). You may choose to work with any post-secondary institution, with a qualified teaching program, to offer dual credit to secondary students.

Grantees will be expected to retain documentation to support the expenditures related to the grant initiative for both pathways.

Reimbursements to participants must be based on necessary and applicable expenditures related to the program.

REPORTING

We will require grantees to report, within 15 days of the end of the grant period, the following for each Pathway:

Pathway I Reporting Requirements

- Information regarding all activities surrounding the PELSB approved nonconventional teacher residency pilot program, including
 - Total number of participants who participated, but not necessarily completed the program,
 - Total number of participants who completed the program during the grant period,
 - Demographics of the participants, including percentage break down of participants who participated in the program who are of color or who are American Indian
 - Assessment of the program's effectiveness, including areas of improvement,

- The percentage of participants who are continuing to pursue teacher licensure,
- The number of participants hired in the school or district after completing the preparation program,
- The implementation and effectiveness of your recruitment and retention strategies
- Costs associated with the program,
- Outcomes and benefits from the grant initiative.

Pathway II Reporting Requirements

- A full report on your development and implementation for the expanded GYO program, including:
 - The name of the postsecondary institution and a copy of the agreement between the public school board and governing body of an eligible postsecondary system to provide instruction pursuant to [Minnesota Laws 2017, 1st Special Session, Chapter 5, Article 2, Sec. 57, Subd. 23, Paragraph \(c\)](#),
 - The location for instruction,
 - The names of and the syllabus for each course,
 - The name(s) and qualifications of the teachers or post-secondary faculty providing instruction in the course(s),
 - Number of students anticipated to partake in the program offerings,
 - Expected demographics of that student population that includes the percentage of students of color and American Indian,
 - Assessment of the program's effectiveness, including areas of improvement,
 - The number of students who apply for admission to colleges or universities with teacher preparation programs,
 - Costs associated with the program,
 - Outcomes and benefits from the grant initiative.

GENERAL EXPECTATIONS OF GRANTEES

Grantees will submit expenditure and progress reports by the dates indicated in the Official Grant Award Notification (OGAN).

Minnesota public school district or charter schools must use the Uniform Financial Accounting and Reporting Standards (UFARS) and any other financial reporting forms provided by the department.

If subcontracting is approved in the budget, grantees must follow applicable state and federal procurement laws and select "responsible vendors" who are not debarred or suspended, not engaged in unlawful practices and are qualified.

Prior to executing the award document, MDE may need to conduct a pre-award risk assessment to consider the applicant's capacity to administer the grant successfully.

For a grant over \$50,000, one monitoring visit per grant period is required. We may conduct monitoring visits in person, or over the phone. In addition, we will conduct financial reconciliations of a grantee's expenditures at least once during the grant period on grants over \$50,000.

RESOURCES FOR APPLICANTS

UFARS Reporting

Minnesota school districts and charter schools must report their expenditures under the guidelines in the [Uniform Financial Accounting and Reporting System](http://education.state.mn.us/MDE/dse/schfin/fin/UFARS/) (<http://education.state.mn.us/MDE/dse/schfin/fin/UFARS/>)

Capital Assets

Read the [Capital Assets Guide](http://www.osa.state.mn.us/other/GASBTools/capital_asset_guide.pdf) (http://www.osa.state.mn.us/other/GASBTools/capital_asset_guide.pdf)

State Travel Plan

[Commissioner's Travel Reimbursement Plan](http://www.mmd.admin.state.mn.us/commissionersplan.htm) (<http://www.mmd.admin.state.mn.us/commissionersplan.htm>)

State Grant Management Policies

[The Minnesota Office of Grant Management Policies](http://mn.gov/admin/government/grants/policies-statutes-forms) are available to view (<http://mn.gov/admin/government/grants/policies-statutes-forms>)

GRANT APPLICATION COMPONENTS

APPLICATION COVERSHEET

The coversheet must include

- An original signature from the identified official with authority (IOWA) to sign on behalf of the applicant,
- Contact information for the agency, agency head, the program contact, and the accounting or business office manager,
- Your grant amount request,
- Minnesota SWIFT Vendor ID
 - SWIFT Vendor Number is required for all applicants.
 - If you are a fiscal agent applicant, please provide **your** SWIFT vendor number not the beneficiary's number.
 - Visit [Minnesota Management and Budget's Supplier Portal](https://supplier.swift.state.mn.us/psp/fmssupap/SUPPLIER/ERP/h/?tab=SUP_GUEST) (https://supplier.swift.state.mn.us/psp/fmssupap/SUPPLIER/ERP/h/?tab=SUP_GUEST) to obtain a SWIFT Vendor Number, if needed.
- Indication if you are applying for Pathway I, Pathway II, or both.
- Name of all post-secondary institutions you will be working with. Remember that if you are applying for Pathway I you must have an existing relationship with either the University of Minnesota or St. Thomas University.

ASSURANCES – STANDARD AND PROGRAM-SPECIFIC

When you sign the application, you certify that you have read the application and that you understand you must comply with the approved application, legislation, assurances herein and all other applicable federal regulations, state statutes, and local policies.

APPLICATION COMPONENTS

We have divided the application section into two different sections, one for each of the pathways. Please develop your narrative responses to the following components in the correct section, so we can evaluate each pathway independently with a panel of selected reviewers. If you are not applying for both pathways, please select and complete the appropriate pathway narrative and submit along with the budget. You will not be penalized for only submitting an application for one pathway. However, do not submit two different applications for each pathway. There is space provided for both pathways in the narrative section of the application.

The grant opportunity has **100 total points** possible for each pathway. We will read and score each pathway separately. If you submit for both pathways, we will send out individual award or regret letters.

Pathway I Narrative Questions

All questions that follow are required to be answered regarding pathway I.

STATEMENT OF NEED

In the application section, describe your district's need for the funding and provide a response to the following items listed below. Each bullet will be scored separately. Point value is indicated for each criteria.

Criteria 1 (7 Points)

Describe in general the need for this funding for your district (and community partner, if applicable). Describe existing programs, resources, strengths among partners, etc. Describe the needs of the district and population affected and served by the GYO grant focusing on racial demographics. Describe the pathways in collaboration with the university as a nonconventional teacher program.

Criteria 2 (7 Points)

Describe how this grant may positively impact district staff. Describe the unique needs of the district, particularly the complex and varied needs of the staff related to the classroom and student population. Describe how the funding will impact the district and the collaboration with partners. Describe sustainability of the program.

Criteria 3 (7 Points)

Identify who will be participating in this program (i.e. paraprofessionals, community members affiliated with the district, current students) and how they will be determined eligible to participate. Describe the plan to recruit and retain teachers of color in ways that are inclusive of their preference and needs. Describe how the grant

resources will build on strengths and how coordination will take place for resources to support candidates to be successful in teacher pathways. How the district will select and overcome participation barriers, and increase access to support the needs of the candidates. Describe the development of the program through an equity lens. Refer to the [Minnesota's Equity Commitments](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE073769&RevisionSelectionMethod=latestReleased&Rendition=primary) (https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE073769&RevisionSelectionMethod=latestReleased&Rendition=primary).

Criteria 4 (7 Points)

Describe what improvements you foresee affecting student outcomes or experiences? Describe the unique needs of the school and community, particularly the complex and varied needs of the target population. Describe what improvement you foresee and how they align with the World's Best Workforce. Describe the process for collaborative planning and innovative student pathways for teaching in order to build strong GYO program and future growth.

Criteria 5 (7 Points)

Provide specific data supporting your stated need, including data on student population and existing programs offered to accomplish goal and needs. Describe how the program design aligns with district goals and continuous improvement.

Points Possible: 35

Recommended Page Limits: up to 3 pages

CAPACITY

In the application section, describe your district's capacity and commitment to administering the project successfully. Each bullet will be scored separately. Point value is indicated for each criteria.

Criteria 1 (6 Points)

Who are the primary administrative staff who will oversee the grant project and prepare reporting to MDE? Describe the proposed management structure and plan including key staff positions, racial composition, and program oversight. Provide a detailed explanation of the specific collaboration practices between the partnering community (if applicable), postsecondary institution. Explain how partnering organizations were chosen, and the unique contributions that each organization brings to the nonconventional teacher residency program for oversight and reporting. Describe the process for collaborative planning and professional development for staff in order to build strong systems of program delivery, and strategies to build racial literacy and guard against racial macroaggressions.

Criteria 2 (6 Points)

How will you identify and confirm eligible participants for in this initiative? Describe the process/access for recruiting candidates of color or American Indian, and the communication plan for the GYO nonconventional teacher program and introduction to teaching courses. Describe the district's role and responsibilities as well as each partner plan for the recruitment process for the GYO program based on district's needs to increase staff

diversity. Describe the relationship between partners, how that relationship builds trust, shared vision and aligned goals for the recruitment of candidates of color and American Indian.

Criteria 3 (6 Points)

How will you provide assurance that the nonconventional teacher residency program is a PELSB approved program under Minnesota Statutes, section 122A.09, subdivision 10, paragraph (a). Describe the process/program of the partnering university specific to the program approval by PELSB. Describe the district collaboration and familiarity by the postsecondary institution with the lack of diversity in the teacher workforce. Comment on the racial composition and racial sensitivity of the university program faculty.

Criteria 4 (6 Points)

Who will track the participant's completion of the program(s)? Describe the management structure and responsibilities of key staff positions to track the participant's completion of the program or the Introduction to Teaching program for students. Describe the program evaluation and ongoing assessment of program improvement that will be used supported by data. Describe partner's capacity to collect multiple datasets as required for the evaluation of program completion.

Criteria 5 (6 Points)

Who will track the scholarships and stipends provided to each participant? Describe the plan to keep track of funds as well as ongoing support, and relevant collaborative planning time for the participants in alignment with the goals and objectives of funds awarded to each participant.

Points Possible: 30

Recommended Page Limits: up to 3 page

TIMELINES, READINESS AND IMPLEMENTATION FOR PROJECT

In the application section, provide a timeline that reflects your implementation plan activities for this initiative during the grant period not considering any extensions. Consider time to determine eligibility, selection for eligible participants for in the program, processing and tracking scholarships and stipends, and prepare required reports and financial documentation.

Criteria 1 (10 Points)

Describe how the district and partnering postsecondary institution (and community member if applicable) will be represented and have meaningful involvement in program design, timeline, planning, and selection of participants, reports, evaluation, and assessment for required documentation. Describe how the proposed timeline reflects the specific needs and interests of the target population according to GYO grant targeted candidates or program for high school students.

Points Possible: 10

Recommended Page Limits: up to 1 page

EVALUATION AND REPORTING

The state is committed to funding projects that produce an outcome. Describe the method you will use to collect the data that is required for end of grant report. See instructions for Reporting on page 4 of this document. Each bullet will be scored separately. Point value is indicated for each criteria.

Criteria 1 (10 Points)

Identify and describe the qualifications and responsibilities of the district, partner organization, evaluator, data manager, etc. who will provide the ongoing support for the collection, management, and analysis of data to assess progress toward meeting the grant's goals and objectives and recommendations for program improvements.

Criteria 2 (5 Points)

Describe how the nonconventional teacher program best meets the identified needs of GYO candidates (including student pathways to teaching if applicable) and leverages participant's interest to effect positive impact on Growing Your Own teachers of color and American Indian Teachers.

Points Possible: 15

Recommended Page Limits: up to 1 page

BUDGET FORM

Specify the grant amount requested (up to \$500,000 total request for both pathways) and detail the expenditures related to scholarships and stipends to enable eligible employee participation.

Administrative costs should be coded in the 110 line item and 170, if needed but total administrative costs are only allowed up to .4% of the total grant award. **Example:** a \$400,000 grant award will allow for a maximum administrative costs of \$1600 ($\$400,000 \times .004$).

Criteria 1 (10 Points)

The budget descriptions must:

- Provide sufficient narrative to understand the proposed expenditure
- Enable a reviewer and MDE to determine if the budget expenses appear necessary, reasonable and relevant to the purpose of the funding

Points Possible: 10

Recommended Page Limits: Not applicable

Pathway II Narrative Questions

All questions that follow are for Pathway II. This pathway is only to be used to apply for an expanded GYO program. This money is to be only used for the development and implementation of post-secondary courses for secondary students that introduces those students to teaching.

STATEMENT OF NEED

In the application section, describe your district's need for the funding and provide a response to the following items listed below. Each bullet will be scored separately. Point value is indicated for each criteria.

Criteria 1 (7 Points)

- Describe in general the need for this funding for your district relative to the purpose of the grant, to increase the racial diversity of the teacher workforce. Describe how this grant may positively affect students. Describe existing programs, resources, strengths among partners, etc. Describe the needs of the district and population affected and served by the GYO grant focusing on racial demographics.

Criteria 2 (7 Points)

- Identify how students will be determined to participate in the program. How the district will select and overcome participation barriers, and increase access to support the needs of the candidates. Describe the development of the program through an equity lens. Refer to the [Minnesota's Equity Commitments](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE073769&RevisionSelectionMethod=latestReleased&Rendition=primary) (https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE073769&RevisionSelectionMethod=latestReleased&Rendition=primary).

Criteria 3 (7 Points)

- Provide specific data supporting your stated need. Data on student population and existing programs offered to accomplish goal and needs. Describe how the program design aligns with district goals and continuous improvement.

Criteria 4 (7 Points)

- Describe what improvements you foresee affecting student outcomes or experiences? Describe the unique needs of the school and community, particularly the complex and varied needs of the target population. Describe what improvement you foresee and how they are align with the World's Best Workforce. Describe the process for collaborative planning and innovative student pathways for teaching in order to build strong GYO program and future growth.

Criteria 5 (7 Points)

- Provide specific data supporting your stated need, including data on student population and existing programs offered to accomplish goal and needs. Describe how the program design aligns with district goals and continuous improvement.

Points Possible: 35

Recommended Page Limits: up to 3 pages

CAPACITY

In the application section, describe your district's capacity and commitment to administering the project successfully. Each bullet will be scored separately. Point value is indicated for each criteria.

Criteria 1 (6 Points)

- Identify the primary administrative staff who will oversee the grant project and prepare reporting to MDE. Describe the proposed management structure and plan including key staff positions, racial composition, and program oversight. Provide a detailed explanation of the specific collaboration practices between the partnering community (if applicable), postsecondary institution. Explain how partnering organizations were chosen, and the unique contributions that each organization brings to the nonconventional teacher residency program for oversight and reporting. Describe the process for collaborative planning and professional development for staff in order to build strong systems of program delivery, and strategies to build racial literacy and guard against racial macroaggressions.

Criteria 2 (6 Points)

- How will you confirm eligible participants for in this initiative? Describe the process/access for recruiting candidates of color or American Indian, and the communication plan for the GYO post-secondary dual credit “Introduction to Teaching” or “Introduction to Education” courses. Describe the district’s role and responsibilities for the recruitment process for the GYO program based on district’s needs to increase staff diversity. Describe the relationship between partners, how that relationship builds trust, shared vision and aligned goals for the recruitment of candidates of color and American Indian.

Criteria 3 (6 Points)

- Who will track the participant’s completion of the program(s)? How will that person track completion? Describe the management structure and responsibilities of key staff positions to track the participant’s completion of the Introduction to Teaching program for students. Describe the program evaluation and ongoing assessment of program improvement that will be used supported by data. Describe partner’s capacity to collect multiple datasets as required for the evaluation of program completion.

Criteria 4 (6 Points)

- What is the number of FTE’s that will oversee the project? In what capacity will those FTE’s serve the identified student population? Please be specific for every person involved.

Criteria 5 (6 Points)

- With whom will you partner to provide the post-secondary training? Does this institution have the capacity to provide this service to you? Describe how this partnership work. Attach a copy of the institution agreement from the post-secondary institution that will provide the courses.

Points Possible: 30

Recommended Page Limits: up to 3 page

TIMELINES, READINESS, AND IMPLEMENTATION FOR PROJECT

In the application section, provide a timeline that reflects your implementation plan activities for this initiative during the grant period not considering any extensions. Consider develop the program, determine eligibility, selection for eligible participants for in the program, implementation of the program, and preparing required

reports and financial documentation. Be specific. Please remember that any work done prior to the beginning of the grant will not be eligible for reimbursement.

Criteria 1 (10 Points)

- Describe how the district and partnering postsecondary institution (and community member if applicable) will be represented and have meaningful involvement in program design, timeline, planning, and selection of participants, reports, evaluation and assessment for required documentation. Describe how the proposed timeline reflects the specific needs and interests of the target population according to GYO grant targeted candidates or program for high school students.

Points Possible: 10

Recommended Page Limits: up to 1 page

EVALUATION AND REPORTING

The state is committed to funding projects that produce an outcome. Describe the method you will use to collect the data that is required for end of grant report. See instructions for Reporting on page 4 of this document. Each bullet will be scored separately. Point value is indicated for each criteria.

Criteria 1 (10 Points)

- Identify and describe the qualifications and responsibilities of the district, partner organization, evaluator, data manager, etc. who will provide the ongoing support for the collection, management, and analysis of data to assess progress toward meeting the grant’s goals and objectives and recommendations for program improvements.

Criteria 2 (5 Points)

- Describe how the nonconventional teacher program best meets the identified needs of GYO candidates (including student pathways to teaching if applicable) and leverages participant’s interest to effect positive impact on Growing Your Own teachers of color and American Indian Teachers.

Points Possible: 15

Recommended Page Limits: up to 1 page

BUDGET FORM

Specify the grant amount requested (up to \$500,000 total request for both pathways) and detail the expenditures related the development and implementation of the postsecondary option

Administrative costs should be coded in the 110 line item and 170, if needed but total administrative costs are only allowed up to .4% of the total grant award. **Example:** a \$400,000 grant award will allow for a maximum administrative costs of \$1600 ($\$400,000 \times .004$).

Criteria 1 (10 Points)

The budget descriptions must:

- Provide sufficient narrative to understand the proposed expenditure
- Enable a reviewer and MDE to determine if the budget expenses appear necessary, reasonable and relevant to the purpose of the funding

Points Possible: 10

Recommended Page Limits: Not applicable

Financial Information: UFARS Code 01S370

Expenditures are limited to costs associated with development and implementation of postsecondary options to secondary students for courses related to “Introduction to Teaching” or “Introduction to Education” established under Minn. Stat. 124D.09 Subd. 10.

APPLICANT QUESTIONS

The following Program Contact Representative is available to provide additional information or answer questions.

Elia Dimayuga-Bruggeman, Special Assistant to the Commissioner
elia.bruggeman@state.mn.us or (651) 582-8440

You must submit your questions, to the program contact, through email with a subject line of GYO Questions, by **July 6, 2018**. We will publish a question and answer document on the grant opportunity site after **July 9, 2018**. Visit the [grant opportunity site](#) to access the Questions and Answers document, by scrolling down to and opening this grant opportunity. Then open the Question and Answer document to view.

MDE’s Program Contact Representative identified above or his /her successor may only answer questions related to the grant opportunity. Information received from an unauthorized source is not binding and could result in misinformation.

APPLICATION DUE DATE

Applications must be received by July 20, 2018, at 3:30 PM Central Daylight Time to be considered. Late applications will not be accepted. **We will not accept applications via fax, through the SERVS system, or saved as Google docs.**

Include one copy of the signed application coversheet, assurances, and application narrative in one document (in PDF format) and one copy of the completed budget (in Excel format) to mde.comppgrants@state.mn.us with the subject line **Grow Your Own Grant Submission, then the name of your organization**. You should title all documents with the name of your organization, then the name of the document. Example: if St. Cloud Public Schools were to submit an application, then the names of the submitted documents should be **St. Cloud Public Schools Application** and **St. Cloud Public Schools Budget**.

Costs associated with preparing the application must be borne by the applicant. The burden of proof of timely submission is on the applicant.

If you have submission questions, contact Tim Larson at timothy.e.larson@state.mn.us.

APPLICATION SCREENING AND REVIEW

PHASE 1: Screening

Applications that meet the following criteria will be forwarded onto the Phase 2 review.

1. Received by July 20, 2018 3:30PM Central Time, and
2. Submitted from a school district or charter school with more than 30 percent minority students

PHASE 2: Application Components Reviewed and Scored

Review teams consisting of an equal number of reviewers will review applications based on the criteria within the required application component sections. Total points possible for this initiative are 100.

REQUIRED APPLICATION COMPONENT SECTIONS AND CORRESPONDING POINT VALUES

- Statement of Need has a total point value of 35 points
- Capacity has a total point value of 30 points
- Timelines, Readiness and Implementation has a total point value of 10 points
- Evaluation and Reporting has a total point value of 15 points
- Excel Budget Form has a total point value of 10 points

PHASE 3: Review of Outcomes

Agency program staff and management will review the outcomes resulting from the review. We may offer grant award amounts that differ than your grant request or the maximum grant amount identified by the department. During this phase, we may contact you to obtain clarification to one or more sections of your application. We may contact reviewers to obtain clarification of their feedback. All funding decisions made by MDE are final.

PHASE 4: Pre-Award Risk Assessment

Before executing an award with selected grantees, MDE may need to conduct a risk assessment on financial capacity as well as prior performance.

Appeals

If a state agency disapproves an application under applicable federal programs, the applicant may submit an appeal to the state with regard to the disapproval by filing a notice and stating what state or federal statutes were violated. Refer to Title 34, CFR 76.401 for more information.

Applicants should contact the Grant Services coordinator, Pamela Jones, if they have questions about the process or wish to appeal the process.

Delays

OTHER: The following may result in a delay of preparation of any grant awards

- Clarifications to the budget or work plan
- Invalid SWIFT VENDOR ID Number
- Pre-Award Risk Assessment Review

We anticipate we will complete the review by in September of 2018. We expect to notify you within 2 weeks after the review is complete. Review feedback is considered public, but not until all grants have been accepted and negotiated with the selected applicants.

Applicants recommended for an award must wait until they receive the signed OGAN or other award documentation, before providing any services and before incurring any expenditure(s). Any expenses incurred prior to the full execution of the OGAN, or other award documentation, are not reimbursable, and are the responsibility of the applicant/grantee.

MINNESOTA DEPARTMENT OF EDUCATION

1500 Highway 36 West

Roseville, MN 55113-4266

T: (651) 582-8200

TTY: (651) 582-8201

<http://education.mn.gov>

We can make the information on this website available in alternative formats by calling 651-582-8451. Persons with a hearing or speech disability may contact the Minnesota Relay Service by dialing 711 or 1.800.627.3529.

The state of Minnesota is an Equal Opportunity Employer