

Funding Opportunity

Applications Due: **Friday, April 19, 2023, by 11:59 pm**

Application information webinar details will be posted to the [program webpage](http://www.cde.state.co.us/caresact/esser-mathcurriculumk12grant).

[Intent to Apply](https://app.smartsheet.com/b/form/6f6e9fc79e0d4e63b8adbd9d2e776b6a) Due: **Wednesday, April 5, 2023, by 11:59 pm**

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| --- |
| ESSER K-12 Mathematics Curricula Grant Program  Pursuant to the American Rescue Plan of 2021 |

EDAC Stamp: Required to obtain benefit Form #SIS-105 EDAC Reviewed 2022-2023

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**Note:** The following version of the application is intended as a reference document for instructions and grant application planning purposes.

**Applications for the ESSER K-12 Mathematics Curricula**

**Grant Program must be submitted through the**

[**online application form**](https://app.smartsheet.com/b/form/38c7ffbbf27a40eb9bd87b6dadf56b9c)**.**

Submission of application materials either in hard copy or via

e-mail will not be accepted.

**ESSER K-12 Mathematics Curricula Grant Program**

**Applications Due: Wednesday, April 19, 2023, by 11:59 pm**

# Introduction

Significant interruptions to in-person learning due to the COVID-19 pandemic have led to potentially devastating and long-lasting negative impacts on student achievement, impacting every part of Colorado society. These negative impacts on student achievement are not equal; students furthest from privilege are at risk of the most opportunity loss. Research suggests that while all students may fall behind as much as seven months because of interruptions to in-person learning due to the COVID-19 pandemic, students who are identified as most in need may fall behind as much as ten months, exacerbating already entrenched inequities. Responding to learning opportunity loss and the widening of opportunity gaps could be the greatest challenge our state faces over the next few years, and the state has an urgent and immediate need to provide additional support to ensure students are well prepared for the future.

One of the most critical strategies available to schools and districts is to have high-quality, standards-aligned mathematics curricula to ensure Colorado students have superior educational experiences. Research has shown that such curricular materials are a vital component to ensuring that students graduate from high school ready to succeed in whatever may follow—school, work, and life.

As such, the Colorado Department of Education (CDE) is creating a grant program that will support districts in purchasing such K-12 mathematics curricula so as to ensure that Colorado students and schools—particularly those most impacted by the pandemic—are able to accelerate the completion of lost or unfinished learning and emerge from the pandemic stronger than before. This program will be funded under the Elementary and Secondary School Emergency Relief (ESSER) state reserve.

# Purpose and Program Activities

This program exists to provide grants to local education providers (LEPs) to purchase and directly support the use of high-quality, standards-aligned core K-12 mathematics curricula. An LEP or group of providers (as defined in the Eligible Applicants and Priority Criteria section) may apply for a grant.

An LEP awarded a grant shall use the grant money to purchase and directly support the use of high-quality, standards-aligned core K-12 mathematics curricula - approved instructional programs. To receive a grant under this program, the LEP must be purchasing (or have purchased since March 13, 2020) curricular materials from the lists in **Appendix B** (pages 19-20). These funds cannot be used for any curricular or instructional resources not identified in these lists, including more recent revisions or editions of these materials. Please see **Appendix B** for how the list of resources above was created.

Additionally, applicants awarded funding under this program will be participants in a Networked Improvement Community (NIC) that includes other districts implementing the same curricular resources. These will meet regularly beginning in July 2022 and go through September 2024.

# Eligible Applicants and Priority Criteria

LEPs are eligible to apply for this opportunity. A group of local education providers (listed below) may also apply jointly as a consortium. An eligible LEP is:

* A School District on behalf of all or a subset of schools;
  + A non-charter school may not submit a standalone application outside of their district.
* A Board of Cooperative Services (BOCES);
* A Charter School authorized by a School District;
* A Charter School authorized by the Charter School Institute;
* A Facility School; or
* The Colorado School for the Deaf and Blind.

**Charter Schools:**

Pursuant to [C.R.S. 22-30.5-104 (11)](https://advance.lexis.com/documentpage/?pdmfid=1000516&crid=f793ddcd-a668-40c2-88c9-13152b4e624f&nodeid=AAWAAEAACAACAAE&nodepath=%2FROOT%2FAAW%2FAAWAAE%2FAAWAAEAAC%2FAAWAAEAACAAC%2FAAWAAEAACAACAAE&level=5&haschildren=&populated=false&title=22-30.5-104.+Charter+school+-+requirements+-+authority+-+rules+-+definitions.&config=014FJAAyNGJkY2Y4Zi1mNjgyLTRkN2YtYmE4OS03NTYzNzYzOTg0OGEKAFBvZENhdGFsb2d592qv2Kywlf8caKqYROP5&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3AcontentItem%3A65MT-X293-CGX8-0095-00008-00&ecomp=8gf59kk&prid=b437b07b-e138-4d15-acfc-74ff860597f5), a charter school may choose to apply apart from their authorizer for a competitive grant program created by a federal or state statute or program. The charter school is considered the LEP only for the purposes of applying and determining eligibility. A charter school’s authorizer will be the fiscal agent, if funded.

* A charter school that applies for a grant shall provide to its authorizing district:
  + A copy of the grant application at the time the application is submitted to CDE; and
  + If the charter school receives the grant moneys, a summary of the grant requirements, a summary of how the charter school is using the grant moneys, and periodic reports on the charter school’s progress in meeting the goals of the grant as stated in its application.
* If a charter school intends to apply for a grant that the school’s authorizing school district is also intending to apply for, the charter school shall seek to collaborate with the school district in the application and to submit the application jointly. If the charter school and the school district are unable to agree to collaborate in applying for the grant, the charter school may apply for the grant independently or in collaboration with other charter schools.

# Priority Considerations

This program supports LEP’s purchase and direct support of high-quality, standards-aligned core K-12 mathematics curricula. Available grant funding will be distributed to eligible applicants based on the application rubric described in the Evaluation Rubric (pages 13-14). Priority will be given to LEPs meeting the following priority considerations:

* The LEP is willing to join CDE in supporting the purchase of the mathematics and READ-Act approved curricula/instructional programs by contributing LEP funds to the purchase of the selected curricular materials in addition to those requested as part of this grant application.
* The LEP serves a high percentage (based on exceeding the statewide enrollment percentages) of students in one or more of the following underserved student groups:
  + Students eligible for free or reduced lunch (the statewide enrollment percentage is 41% based on 2019-2020 October Count data);
  + Students with disabilities (the statewide enrollment percentage is 12% based on 2020-2021 data);
  + English language learners as defined by Non-English Proficient (NEP) and Limited English Proficient (LEP) students (the statewide enrollment percentage is 10.4% based on 2021 October Count data); and/or
  + Black or African American, Hispanic/Latino and/or American Indian or Alaskan Native students (the statewide enrollment percentages are 4.5% for Black or African American, 34.5% for Hispanic/Latino, and 0.6% for American Indian or Alaskan Native based on 2021 October Count data).
* The LEP is designated as [rural or small rural](https://www.cde.state.co.us/cdeedserv/cderuraldesignationlist) by CDE.
* The ESSER K-12 Mathematics Curricula Grant Program is focused on serving students most in need as identified by one of the criteria below:
  + Serving students who spent more than 50% of the 2020-2021 school year in remote learning; and/or
  + Serving students in schools assigned with a Priority Improvement or Turnaround plan (based on 2021 designations).
* The LEP did not previously receive funding under the ESSER Curricula and Instructional Programming Grant.
* The LEP is using their purchased (or proposed purchase) to replace lower quality/ineligible curricula. (The replacement could have happened any time since March 13, 2020.)

Where available, CDE has compiled data around the priority considerations above to best support LEPs with the submission process. [The compiled data is available here](http://www.cde.state.co.us/caresact/esser-curriculainstructionalprogrammingprioritydata).

# Available Funds and Duration of Grant

The State Board of Education approved the use of up to $1.1 million to fund the purchase of recommended K-12 mathematics core curricula/instructional programs. LEPs are invited to submit applications that budget up to a maximum grant of $100,000 and a maximum of $150 per student served annually by the curriculum/instructional program. These maximums do not preclude LEPs from supplementing the grant funding to purchase curricular materials that are more than the awarded amount.

*The $150 per student maximum is per student per curricula. The $150 per student maximum is cumulative across both the original ESSER Curriculum grant and this second iteration. The $100,000 maximum is total per applicant.*

Funds awarded through this program must be expended no later than **September 30, 2023**. Products must be delivered on or before September 30, 2023, and final Requests for Funds submissions must be received by October 15, 2023.

# Allowable Use of Funds

Allowable grant activities are limited to the purchase of approved high-quality, standards-aligned core K-12 mathematics curricula (as described in the Purpose and Program Activities section) and curriculum-based professional learning. (Curriculum-based professional learning refers to professional development that is focused on specific instructional materials over repeated sessions with coaching and feedback. For more details, refer to [The Elements: Transforming Teaching Through Curriculum-Based Professional Learning](https://learningforward.org/report/the-elements-transforming-teaching-through-curriculum-based-professional-learning/).) In alignment with the spending of ESSER funds, awards under this grant can be used retroactively to cover allowable expenses incurred at any time since March 13, 2020.

An LEP may make a request to CDE to use grant money for purposes other than those specified above if the proposed use of the grant money increases the effectiveness of the implementation of the approved high-quality, standards-aligned curricular materials. These funds are specific to this program, the ESSER K-12 Mathematics Curricula Grant Program, and uses of funds for any other purpose are not allowed. Some of the unallowable expenditure categories may include capital expenditures, food costs, giveaways, or other items. If you have any question regarding allowable expenses, please reach out to Robert Hawkins ([Hawkins\_R@cde.state.co.us](mailto:Hawkins_R@cde.state.co.us)) for confirmation.

# Evaluation and Reporting

Each grantee receiving funding through the ESSER K-8 Mathematics Curricula Grant Program is required to report, at a minimum, the following information to the Department on or before **October 15, 2023**:

* A description of the status of planned activities (e.g., completed, in progress);
* The number of students served annually by the purchase of the new curricular and instructional materials;
* The name(s) of the curricular and instructional resource(s) purchased by grade level;
* The names of schools receiving new curricular and instructional materials under this program (if the materials will not be available district-wide);
* The staff and positions recruited, reassigned, hired, or provided professional development to support the program;
* Any student outcomes (including, but not limited to, academic outcomes, student engagement outcomes, and school climate outcomes) identified through the implementation of the purchased curricular resources;
* Any teacher and/or school leader outcomes identified through the implementation of the purchased curricular resources;
* Any adjustments made to the LEP’s implementation plan, and the reason adjustments were made; and
* How program funds were used by the LEP, and a summary of other resources used, if any, to implement the new curricular and instructional resources.

LEPs receiving funding will also be required to submit an Annual Financial Report. Details and format for this report will be provided upon award and as part of the budget workbook and/or grant award letter (GAL).

# Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through the ESSER K-8 Mathematics Curricula Grant Program. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with CDE’s privacy and security policies and procedures.

**Note**: Documents submitted through the application process must not contain any personally identifiable student or educator information including names, identification numbers or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Awarded grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

# Application Assistance and Intent to Apply

Application information webinar details will be available on [CDE’s K-12 Mathematics Curricula Grant webpage](http://www.cde.state.co.us/caresact/esser-mathcurriculumk12grant). The webinar will provide guidelines for an accelerated curriculum adoption process, one that gives teachers and other stakeholders an opportunity to become familiar with the curricular materials and to develop support for the district’s choice of materials.

If interested in applying for this funding opportunity, submit the [Intent to Apply](https://app.smartsheet.com/b/form/6f6e9fc79e0d4e63b8adbd9d2e776b6a) by **Wednesday, April 5, 2023, by 11:59 pm**. Completion of the Intent to Apply is encouraged, but not required to submit an application.

# Review Process and Timeline

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than **Wednesday, June 1, 2023.**

**Note:** This is a competitive process – applicants must score at least 35 points out of the 50 possible points to be approved for funding. Additional points are awarded for prioritized high-need districts, schools, and student populations. Applications that score below 35 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

# Submission Process and Deadline

Applications must be completed (including all elements outlined below) and submitted through the [online application form](https://app.smartsheet.com/b/form/38c7ffbbf27a40eb9bd87b6dadf56b9c) on the CDE Website by **Wednesday, April 19, 2023, by 11:59 pm.** Within the online application, applicants will complete Parts I-II with their applicant information and upload attachments as described in the Required Elements section below. Application materials and budget are available for download on [CDE’s K-12 Mathematics Curricula Grant webpage](http://www.cde.state.co.us/caresact/esser-mathcurriculumk12grant).

Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your submission from the application system within 24 hours after the deadline, e-mail [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).

# Required Elements

The format outlined in the table below must be followed in order to assure consistent application of the evaluation criteria. Apart from the items noted below, attachments or addendums cannot be utilized to address the required elements or be factored into the scoring and are therefore discouraged.

**Note:** Funding will not be awarded until all signatures are in place on the **Program Assurances Form**. Applications may be submitted without signatures; however, please attempt to obtain all signatures before submitting the application.

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| **Complete responses in the** [**online application form**](https://app.smartsheet.com/b/form/38c7ffbbf27a40eb9bd87b6dadf56b9c)**:**  Part I: Applicant Information  Part II: Application Narrative |
| **Upload these documents in the** [**online application form**](https://app.smartsheet.com/b/form/38c7ffbbf27a40eb9bd87b6dadf56b9c)**:**  1. Part III: Program Assurances Form    3. Budget Workbook  Submit in Excel format in [original CDE template](http://www.cde.state.co.us/caresact/esser-mathcurriculumk12grant).  4. Financial Management Risk Assessment  Attachment A |
| **Please ensure that the applicant name is present in the title of all documents to be uploaded into the online form.**  For example: “DistrictName\_Narrative”. |

**ESSER K-8 Mathematics Curricula Grant Program**

**Applications Due: Wednesday, April 19, 2023, by 11:59 pm**

All elements of Part I will be completed in the online application form. The online system does not save works in progress so applicants may wish to complete their information in this document and copy responses into the online application.

**Submit all application materials through the** [**online application form**](https://app.smartsheet.com/b/form/38c7ffbbf27a40eb9bd87b6dadf56b9c)**.**

# Part I: Applicant Information

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lead Local Education Provider (LEP)/BOCES Information**  For Charter School applicants, please enter the authorizing district’s or CSI’s details in the LEP/BOCES Information section.  Specific school information will be captured below. | | | | | | | | | | | |
| **LEP Name:** | |  | | | | | | [**Four-Digit LEP Code**](https://www.cde.state.co.us/datapipeline/org_orgcodes)**:** | | |  |
| **Mailing Address:** | |  | | | | | | [**UEI #**](https://sam.gov/content/duns-uei)**:** |  | | |
| **Are there** [**exclusions**](https://www.fsd.gov/gsafsd_sp?id=gsafsd_kb_articles&sys_id=a98eb3091bf111540944ece0f54bcbfe) **associated with this UEI?** | | | | | No  Yes (please provide details) | | | | | | |
| **UEI # Expiration:** | |  | If UEI is expired, funds cannot be awarded until UEI is brought to current status. If UEI is restricted from view in [SAM.gov](https://sam.gov/content/home), include a screenshot of UEI registration, showing no exclusions. | | | | | | | | |
| **Type of Education Provider**  [check box below that best describes your organization or authorizer] | | | | | | | | | | | |
| School District  BOCES  Facility School  Colorado School for the Deaf and the Blind  District-Authorized Charter School  CSI-Authorized Charter School | | | | | | | | | | | |
| **Region**  [indicate region of Colorado this program will directly impact] | | | | | | | | | | | |
| Metro  Pikes Peak  North Central  Northwest  West Central  Southwest  Southeast  Northeast | | | | | | | | | | | |
| **Requested Funding**  Ensure that these amounts match the submitted Budget Workbook. | | | | | | | | | | | |
| **Is applicant requesting indirect costs based on their Federally Negotiated Indirect Cost Rate?** | | | | | | | | | | Yes  No | |
| **Total Cost of Curriculum/ Instructional Program Purchase:** | | | | $ | | | | | | | |
| **Authorized Representative Information**  For Charter School applicants, the Authorized Representative and Fiscal Manager will be contacts from your authorizing district/CSI. | | | | | | | | | | | |
| **Name:** |  | | | | | **Title:** |  | | | | |
| **Telephone:** |  | | | | | **E-mail:** |  | | | | |
| **Program Contact Information** | | | | | | | | | | | |
| **Name:** |  | | | | | **Title:** |  | | | | |
| **Telephone:** |  | | | | | **E-mail:** |  | | | | |
| **Fiscal Manager Information** | | | | | | | | | | | |
| **Name:** |  | | | | | | | | | | |
| **Telephone:** |  | | | | | **E-mail:** |  | | | | |
| **Recipient Schools Information**  For each participating school, provide the School Name and [Four-Digit School Code](https://www.cde.state.co.us/datapipeline/org_orgcodes).  For District-wide program, indicate “District-wide”. | | | | | | | | | | | |
| School Name – 0000; School Name – 0000; etc. | | | | | | | | | | | |
| **Priority Considerations**  If applicable, provide information to demonstrate how the applicant/participating schools meet any of the priority criteria detailed on page 4 of the RFA. | | | | | | | | | | | |
|  | | | | | | | | | | | |

# Part II: Application Narrative

Applicants will be asked to complete the following questions in the ESSER K-12 Mathematics Curricula Grant Program [online application form](https://app.smartsheet.com/b/form/38c7ffbbf27a40eb9bd87b6dadf56b9c). The application form does not save works in progress, so applicants may find it useful to complete the application in a separate document and paste the responses into the online application.

**1. Adopted Materials:** For each grade level, indicate which approved core K-12 mathematics curricula you adopted or intend to adopt with the number of students impacted. For each, indicate what curricular resources you were using when the pandemic began on March 13, 2020.

|  |  |  |
| --- | --- | --- |
| **The eligible curriculum adopted or being adopted.** | (See lists below for eligible curricula by grade levels.) | |
| **The number of students served.**  The number of students should be the approximate number of students benefiting from the materials annually, not combined over multiple years. If the number of students is less than 16, enter 16 for data privacy. | |  |
| **The years that the curriculum has been or will be used.**  Only select 2019-2020 if the materials were purchased on or after March 13, 2020, and were used to finish out the 2019-2020 school year. | | 2019-2020  2020-2021  2021-2022  2022-2023  2023-2024 |
| **The primary curriculum materials students used in SY 2019-2020 before the pandemic began.**  It is possible that this is the same thing applicant is adopting or has adopted. For example, if applicant used Eureka Math (2015) in 2019-2020, and intends to use funds from this grant to purchase additional Eureka Math (2015) materials, enter Eureka Math. | |  |

Eligible curricula by grade levels:

**K-2**

Achievement First Mathematics (2021)

Bridges in Mathematics (2015)

enVision Mathematics Common Core (2020-2021)

Eureka Math (2015)

HMH Into Math (2020)

HMH Math Expressions (2018)

Illustrative Math (Imagine Learning 2021 or Kendall Hunt 2021)

i-Ready Classroom Mathematics (2020)

ORIGO Stepping Stones 2.0 (2022)

Ready Common Core Mathematics (2017)

Reveal Math (2022)

Zearn (2018)

**3-5**

Achievement First Mathematics (2021)

Bridges in Mathematics (2015)

enVision Mathematics Common Core (2020-2021)

Eureka Math (2015)

Fishtank Plus Math (2021)

HMH Into Math (2020)

HMH Math Expressions (2018)

Illustrative Math (Imagine Learning 2021 or Kendall Hunt 2021)

i-Ready Classroom Mathematics (2020)

ORIGO Stepping Stones 2.0 (2022)

Ready Common Core Mathematics (2017)

Reveal Math (2022)

Zearn (2018)

**6-8**

Achievement First Mathematics (2021)

Agile Mind (2016)

Carnegie Learning Middle School Math (2018)

Carnegie Learning Middle School Math (2022)

Core Curriculum by MidSchoolMath (2021)

Desmos Math 6-8 (2022)

EdGems Math (2018)

enVision Mathematics Common Core (2020-2021)

Fishtank Plus Math (2021)

HMH Into Math (2020)

Illustrative Math (Imagine Learning 2019, Kendall Hunt 2019, or McGraw-Hill 2020)

i-Ready Classroom Mathematics (2021)

OpenUp Resources 6-8 Math (2017)

Ready Common Core Mathematics (2017)

Reveal Math (2020)

**9-12**

Agile Mind (2017)

Agile Mind Integrated Mathematics (2019)

Carnegie Learning High School Math Integrated (2018)

Carnegie Learning High School Math Integrated (2022)

Carnegie Learning High School Math Traditional (2018)

Carnegie Learning High School Math Traditional (2022)

Core Plus Mathematics (2015)

CPM Core Connections Integrated (2015)

CPM Core Connections Traditional (2015)

Discovering Mathematics (2014/2015/2017)

enVision Integrated Mathematics (2019)

enVision Mathematics A/G/A (2018)

HMH Into AGA (2020)

Illustrative Math AGA (Kendall Hunt 2019, Imagine Learning 2019, McGraw-Hill 2021)

OpenUp High School Mathematics Integrated (2021)

OpenUp High School Mathematics Traditional (2021)

Reveal Math Integrated (2020)

Reveal Math Traditional (2020)

|  |  |
| --- | --- |
| **Total number of students impacted by the curriculum adoption(s) (added across K-11):** |  |

**2. Adoption Process:** Describe how teachers, school leaders, parents/guardians/families, and/or community members were engaged in the selection of the chosen core mathematics curricula programs. (No more than 500 words)

**3. Professional Learning:** Indicate if teachers are (or will be) receiving professional learning (PL) opportunities to support your adopted curriculum and, if so, the nature of those opportunities:

|  |  |  |
| --- | --- | --- |
| **Professional Learning Provider:** | |  |
| **Coverage:** | All of our current teachers have received or will receive PL specific to our adopted materials.  Some of our current teachers have received or will receive PL specific to our adopted materials.  None of our current teachers have received or will receive PL specific to our adopted materials. | |
| **Focus:** | PL is focused on instructional materials with specific teaching strategies.  PL is focused on topics, themes, or general teaching practices.  PL is not available. | |
| **Frequency:** | PL relies on repeated sessions, coaching, and feedback opportunities integrated into teachers' regular work.  PL relies on one-time workshops, usually when school is closed to students.  PL is not available. | |
| **Engagement:** | PL relies on active learning experiences, such as practicing instruction or participating in lessons as students.  PL relies on receiving information shared in lectures, presentations, or Q&A discussions.  PL is not available. | |

**4. Scale and Focus:** Describe how the district/LEA intends to implement and support the core mathematics materials purchased in whole or part through this grant program. If these materials are being used to target specific schools or teachers (instead of the whole district/LEA), describe how those schools and/or teachers are identified and supported so that students most impacted by the pandemic have access to high-quality, standards-aligned curricular resources. (No more than 500 words)

**5. Pandemic Response:** Briefly describe how the schools/students benefiting from the curricula funded by this grant program were impacted by the COVID-19 pandemic and how the purchase and implementation of the curricula addresses that impact. Responses should refer to the priority considerations on Page 5, including if impacted schools have been assigned a Priority Improvement or Turnaround plan and if schools spent more than 50% of the 2020-2021 school year in remote or hybrid learning. (No more than 500 words)

**6. Budget Workbook:** Complete and upload the Excel Budget Workbook to the [online application form](https://app.smartsheet.com/b/form/38c7ffbbf27a40eb9bd87b6dadf56b9c). Ensure that all costs included in the budget are linked to the program plan within the narrative for funding.

**7. Financial Management Risk Assessment:** Complete **Attachment A** and upload to the [online application form](https://app.smartsheet.com/b/form/38c7ffbbf27a40eb9bd87b6dadf56b9c).

# Part III: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application **ESSER K-12 Mathematics Curricula Grant Program**, and the receipt of program funds.

On \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date), the Superintendent/President of School Board/Board President of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (district/BOCES/CSI) hereby agrees to the following assurances:

1. The grantee will ensure that the ESSER K-12 Mathematics curricular resources purchased under this grant will be administered in accordance with all applicable statutes, regulations, program plans, and requirements delineated in this application.
2. The grantee will ensure that the funds awarded for this program will only be used to meet the goals of the ESSER K-12 Mathematics Curricula Program Grant Program, namely, to support the purchase of high-quality, standards-aligned mathematics curricular resources.
3. The grantee will ensure that the ARP - ESSER III funds will only be used for activities allowable under section 2001(d)(2)(e) of the American Rescue Plan Act of 2021.
4. The grantee will ensure that the ARP - ESSER III funds will not be used for 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.
5. The grantee will ensure that ARP - ESSER III funds will be used for purposes that are reasonable, necessary, and allocable under the ARP Act.
6. The grantee will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 2001(d)(2)(e) of the American Rescue Plan Act of 2021. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. Similarly to the CARES Act and CRRSA, ARP funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
7. The grantee will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the U.S. Department of Education and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
8. The grantee will meet the requirements of section 442 and section 427 of the General Education Provisions Act (GEPA, 20 U.S.C. 1232(e)- & 1228(a)), meaning that during the entire duration of time that the entity is receiving funding under ARP - ESSER III, the LEA will, where applicable:
   * Ensure that it has taken steps to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs;
   * Ensure that each program will be administered in accordance with applicable statutes, regulations, program plans, and applications;
   * Ensure that control of funds and property acquired using ARP ESSER III program funds will be maintained and administered by the appropriate public agency;
   * Ensure that fiscal control and fund accounting procedures will be used to ensure proper disbursement of, and accounting for, federal funds;
   * Report to the state agency or board and to the Secretary as may be needed for the state agency or board and the Secretary to perform their duties under each program, and each grantee will maintain records (as required in Section 443 of the General Education Provisions Act (GEPA)) and provide access to those records as the state board, state agency, or Secretary deems necessary to carry out their responsibilities;
   * Provide opportunities for the participation in, planning for, and operation of each program by teachers, parents, and other interested agencies, organizations, and individuals;
   * Ensure that applications, evaluations, plans, or reports related to each program will be made available to parents and the public;
   * The grantee has adopted effective procedures for acquiring and disseminating information and research regarding the programs and for adopting, where appropriate, promising educational practices to teachers and administrators participating in each program; and
   * Ensure that none of the funds expended under any applicable program will be used to acquire equipment if such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees.
9. The grantee agrees to review the GEPA statement submitted as part of their ESSER I, II, or III online application and confirm that the statement describes the steps the LEA will take to permit students, teachers, and other program beneficiaries to overcome barriers that impede equal access to, or participation in, programs funded in this application for federal funds. Should changes need to be made to the GEPA statement specific to this application, the grantee must describe the steps the grantee will take to permit students, teachers, and other program beneficiaries to overcome barriers that impede equal access to, or participation in, programs funded in this application with federal funds (add GEPA statement to the section provided).

* GEPA Statement:

1. The grantee will annually provide the Colorado Department of Education the evaluation information required in the Evaluation and Reporting section of the Request for Application, including the End-of-Year Report (**Appendix A**).
2. The grantee ensures that it will work with and provide requested data to CDE for the ESSER K-12 Mathematics Curricula Grant Program within the time frames specified and containing such information as the Secretary may reasonably require.
3. The grantee ensures that it will participate in and comply with the CDE’s monitoring process and protocols.
4. The grantee ensures that it will participate in quarterly professional learning community (PLC) meetings with other districts implementing the same curricular resources.
5. The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
6. The grantee will be in compliance with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in 2 CFR, including Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR§§200.400-475).
7. The grantee will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Non procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.
8. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
9. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
10. The grantee ensures that it will, if applicable, comply with the maintenance of equity provisions in section 2004(c) of the ARP.
11. All organizations and staff associated with this technical assistance program shall comply with all state and federal laws relating to health, safety and anti-discrimination, including but not limited to Titles VI and VII of the federal "Civil Rights Act of 1964", pub. l. 88-352, as amended; the federal "Americans with Disabilities Act of 1990", 42 U.S.C. sec. 1201 et seq., as amended; Section 504 0f the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as amended; and Title IX of the federal "Education Amendments of 1972", 20 U.S.C. secs. 1681 to 1688, as amended.

The Colorado Department of Education may terminate a grant award upon thirty days’ notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. Contact Robert Hawkins ([Hawkins\_R@cde.state.co.us](mailto:Hawkins_R@cde.state.co.us)) and Raymond Johnson ([Johnson\_R@cde.state.co.us](mailto:Johnson_R@cde.state.co.us) | 303-866-6582) for any modifications.

|  |  |  |  |  |
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|  |  |  |  |  |
| Name of Organization Board President  (School Board, BOCES, Charter School) |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Organization Authorized Representative  (Superintendent, Charter School Institute, BOCES Executive Director) |  | Signature |  | Date |
|  |  |  |  |  |
| Name of LEP Program Contact |  | Signature |  | Date |

**Note:** Upload the Program Assurances Form within the [online application form](https://app.smartsheet.com/b/form/38c7ffbbf27a40eb9bd87b6dadf56b9c). Funding will not be awarded until all signatures are in place. Applications may be submitted without signatures; however, please attempt to obtain all signatures before submitting the application.

# Narrative Selection Criteria and Evaluation Rubric

**Part I: Application Introduction** [Not Scored]

**Part II: Narrative** [50 Points]

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 35 out of the 50 possible points and all required elements must be addressed. An application that receives a score of zero on any required elements will not be funded without revisions. Applications that score below 35 points may be asked to submit revisions that would bring the application up to a fundable level.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Part II: Project Narrative** | | | | | | | | | | | |
| **1. Adopted Materials:** Indicate which approved core K-12 mathematics curricula you adopted or intend to adopt by grade level with the number of students impacted. For each, indicate what curricular resources you were using when the pandemic began on March 13, 2020. | | | | | | | | | | | |
| All students were already served by high-quality, grant-eligible materials before the adoption OR all information not provided. | | Some (<50%) students served by adopted materials are experiencing an upgrade in quality. | | | Most (>50%) students served by adopted materials are experiencing an upgrade in quality. | | | | All students served by adopted materials are experiencing an upgrade in quality. | | **SCORE** |
| 0 | | 3 | | | 7 | | | | 10 | |  |
| **2. Adoption Process:** Describe how teachers, school leaders, parents/guardians/families, and/or community members were engaged in the selection of the chosen core mathematics curricula programs. (No more than 500 words) | | | | | | | | | | | |
| The applicant’s response was either not provided or fails to provide applicable information. | | The applicant’s response lacks clarity and thoughtfulness and/or describes a process that minimally engages stakeholders or did not secure widespread favorable support for the adopted materials. | | | The applicant’s response adequately demonstrates a process that engages some or all stakeholders in a way that secures favorable support for the adopted materials. | | | | The applicant’s response clearly and concisely demonstrates a thoughtful process that engages all stakeholders in a way that secures strong support for the adopted materials. | | **SCORE** |
| 0 | | 3 | | | 7 | | | | 10 | |  |
| **3. Professional Learning:** Indicate if teachers are (or will be) receiving professional learning (PL) opportunities to support your adopted curriculum and, if so, the nature of those opportunities: | | | | | | | | | | | |
| **Provider:** | No Professional Learning | | In-House Provider | | | | External PL Provider | | | | **SCORE** |
| 0 | | 1 | | | | 2 | | | |  |
| **Coverage:** | No Professional Learning | | Some Teachers Receiving PL | | | | All Teachers Receiving PL | | | | **SCORE** |
| 0 | | 1 | | | | 2 | | | |  |
| **Focus:** | No Professional Learning | | Focus on General Topics | | | | Focus on Specific Materials | | | | **SCORE** |
| 0 | | 1 | | | | 2 | | | |  |
| **Frequency:** | No Professional Learning | | One-Time Workshops | | | | Repeated Sessions | | | | **SCORE** |
| 0 | | 1 | | | | 2 | | | |  |
| **Engagement:** | No Professional Learning | | Presentations/Q&A | | | | Active Learning Experiences | | | | **SCORE** |
| 0 | | 1 | | | | 2 | | | |  |
| **4. Scale and Focus:** Describe how the district/LEA intends to implement and support the core mathematics materials purchased in whole or part through this grant program. If these materials are being used to target specific schools or teachers (instead of the whole district/LEA), describe how those schools and/or teachers are identified and supported so that students most impacted by the pandemic have access to high-quality, standards-aligned curricular resources. (No more than 500 words) | | | | | | | | | | | |
| The applicant’s response is either not provided or reflects unworkable plans and/or actions. | | The applicant’s response requires significant clarification or reflects questionable plans and/or actions. | | The applicant’s response adequately demonstrates plans and actions but lacks detail or thoroughness. | | | | The applicant’s response clearly and concisely demonstrates thoughtful plans and actions. | | | **SCORE** |
| 0 | | 3 | | 7 | | | | 10 | | |  |
| **5. Pandemic Response:** Briefly describe how the schools/students benefiting from the curricula funded by this grant program were impacted by the COVID-19 pandemic and how the purchase and implementation of the curricula addresses that impact. Responses should refer to the priority considerations on Page 5, including if impacted schools have been assigned a Priority Improvement or Turnaround plan and if schools spent more than 50% of the 2020-2021 school year in remote or hybrid learning. (No more than 500 words) | | | | | | | | | | | |
| The applicant’s response is either not provided or reflects unworkable plans and/or actions. | | The applicant’s response requires significant clarification or reflects questionable plans and/or actions. | | The applicant’s response adequately demonstrates plans and actions but lacks detail or thoroughness. | | | | The applicant’s response clearly and concisely demonstrates thoughtful plans and actions. | | | **SCORE** |
| 0 | | 3 | | 7 | | | | 10 | | |  |
| **6. Budget Workbook:** Complete and upload the Excel Budget Workbook to the [online application form](https://app.smartsheet.com/b/form/38c7ffbbf27a40eb9bd87b6dadf56b9c). Ensure that all costs included in the budget are linked to the program plan within the narrative for funding. | | | | | | | | | | | |
| Not Provided / Incomplete / More Information Needed | | | | | | Complete / Information Provided | | | | | |
|  | | | | | |  | | | | | |
| **7. Financial Management Risk Assessment:**  High Risk – More than 20 points  Medium Risk – 8-20 points  Low Risk – Below 8 points | | | | | | | | | | | |
| Not Provided / Incomplete / High Risk Score | | | | | | Complete/ Information Provided / Low-Medium Risk Score | | | | | |
|  | | | | | |  | | | | | |
| **Total Narrative Score:** | | | | | | | | | | **/50** | |

**ESSER K-12 Mathematics Curricula Grant Program**

# Application Scoring

|  |  |  |
| --- | --- | --- |
| **Part I:** | **Application Introduction** | Not Scored |
| **Part II:** | **Project Narrative and Budget** | /50 |
| **Priority Points** | |  |
| **Total** | | /50 |

|  |  |  |
| --- | --- | --- |
| **Priority Considerations**  CDE will indicate whether this application met the priority criteria (see page 4 of the RFA). This application demonstrates: | | |
| **Criteria** | **Meets** | **Does Not Meet** |
| LEP is willing to join CDE in supporting the purchase of the mathematics curricula instructional programs by contributing LEP funding to support the purchase of the curricular materials. | ☐ Yes  5 Points | ☐ No  0 Points |
| The LEP serves a high percentage (based on exceeding the statewide enrollment percentages) of students in one or more of the following underserved student groups:   * Students eligible for free or reduced lunch (the statewide enrollment percentage is 41% based on 2019-2020 October Count data); * Students with disabilities (the statewide enrollment percentage is 12% based on 2020-2021 data); * English language learners as defined by Non-English Proficient (NEP) and Limited English Proficient (LEP) students (the statewide enrollment percentage is 10.4% based on 2021 October Count data); and/or * Black or African American, Hispanic/Latino and/or American Indian or Alaskan Native students (the statewide enrollment percentages are 4.5% for Black or African American, 34.5% for Hispanic/Latino, and 0.6% for American Indian or Alaskan Native based on 2021 October Count data). | ☐ Yes  1 Student Group  2 Points | ☐ No  0 Points |
| ☐ Yes  2 Student Groups  4 Points |
| ☐ Yes  3 Student Groups  6 Points |
| ☐ Yes  4 Student Groups  8 Points |
| LEP is designated as [rural](https://www.cde.state.co.us/cdeedserv/cderuraldesignationlist) by CDE. | ☐ Yes  2 Points | ☐ No  0 Points |
| LEP is designated as [small rural](https://www.cde.state.co.us/cdeedserv/cderuraldesignationlist) by CDE (in addition to the rural points above). | ☐ Yes  3 Points | ☐ No  0 Points |
| Schools serving students who spent more than 50% of the 2020-2021 school year in remote learning; and/or schools assigned with a Priority Improvement or Turnaround Plan (based on 2021 designations). | ☐ Yes  5 Points | ☐ No  0 Points |
| The LEP did not previously receive funding under the ESSER Curricula and Instructional Programming Grant. | ☐ Yes  5 Points | ☐ No  0 Points |
| The LEP is using their purchased (or proposed purchase) to replace lower quality/ineligible curricula. (The replacement could have happened any time since March 13, 2020.) | ☐ Yes  5 Points | ☐ No  0 Points |
| **Priority Considerations Total:** | |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RECOMMENDATION:** | Funded |  |  | Funded with Changes |  |  | Not Funded |  |

# Attachment A: Financial Management Risk Assessment

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Financial Management Risk Assessment**  **All applicants applying for ESSER K-12 Mathematics Curricula Grant Program must fill out the following assessment.** These questions are intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds. Applicants are advised to make sure that the person(s) completing these questions are those responsible for and knowledgeable about the Fiscal Agent’s financial management functions. Scores from this section will determine if the organization’s level of risk to manage federal grant funds is high, medium, or low, and these scores will be utilized in determining potential grant awards.  **High Risk** – More than 20 points  **Medium Risk** – 8-20 points  **Low Risk** – Below 8 points | | | | | | | | | | |
| 1. Is the applicant on the Federal or State Debarment List? (If yes, no need to complete the rest of this form.) | | | | | | | **Yes** | | | **No** |
| 25 | | | 0 |
| 1. Is the applicant in good standing on the Secretary of State registration? | | | | | | | **Yes (or N/A)** | | | **No** |
| 0 | | | 5 |
| 1. Does the applicant have an active [UEI Number](https://sam.gov/content/duns-uei) with no [exclusions](https://www.fsd.gov/gsafsd_sp?id=gsafsd_kb_articles&sys_id=a98eb3091bf111540944ece0f54bcbfe)? UEI#: UEI Expiration Date: | | | | | | | **Yes** | | | **No** |
| 0 | | | 5 |
| 1. Has the applicant ever had a government contract, project, or agreement terminated? | | | | | | | **Yes** | | | **No** |
| 5 | | | 0 |
| 1. Has there been changes in the applicant’s fiscal and/or program personnel in the previous year? | | | | | | | **Yes** | | | **No** |
| 5 | | | 0 |
| 1. Does the applicant use a commercial/licensed financial software system? If yes, what system? | | | | | | | **Yes** | | | **No** |
| 0 | | | 5 |
| 1. Does the applicant’s financial software system ensure that grant funds are not comingled with general operating funds? | | | | | | | **Yes** | | | **No** |
| 0 | | | 5 |
| 1. Has the applicant received federal or state awards from the Colorado Department of Education in the past four years (since FY19-20)? If yes, which program and year? | | | | | | | **Yes** | | | **No** |
| 0 | | | 1 |
| 1. Does the applicant have written procedures for procurement, time and effort (federal), and fiscal management (to include internal control procedures) of Federal or State grant funding that specifically comply with the Uniform Grants Guidance? | | | | | | | **Yes** | | | **No** |
| 0 | | | 5 |
| 1. How many years has the applicant been in existence? | **<2 years** | **2-5 years** | | **6-10 years** | | **11-14 years** | | | **15 years or more** | |
| 4 | 3 | | 2 | | 1 | | | 0 | |
| 1. Does the applicant have experience managing other federal, state, local and/or private funds? | **<1 year** | **2-4 years** | | **5-7 years** | | **8-10 years** | | | **More than 10 years** | |
| 4 | 3 | | 2 | | 1 | | | 0 | |
| 1. Does the applicant have experience administering federal funds or other grants that provide funds for services to a comparable target population? | **<1 year** | **2-4 years** | | **5-7 years** | | **8-10 years** | | | **More than 10 years** | |
| 4 | 3 | | 2 | | 1 | | | 0 | |
| 1. Number of years that the applicant’s primary fiscal contact has been in the position (or a similar position) as of the application date? | **<1 year** | **1-2 years** | | **3-5 years** | | **6-9 years** | | | **More than 10 years** | |
| 4 | 3 | | 2 | | 1 | | | 0 | |
| 1. Amount of grant funding requested for this project: $ | **More than $300,000** | | **$200,000 - $299,999** | | **$100,000 - $199,999** | | | **< $99,999** | | |
| 4 | | 3 | | 2 | | | 1 | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Single Audit Status (answer only if applicant receives *more than* $750,000 in federal funding from other resources). Finding refers to a material weakness, significant deficiency, or questioned costs. To be reviewed in the Audit Clearing House. | **No single audit performed** | | **Received a Program AND Fiscal audit finding** | | | **Received a Fiscal OR Program audit finding** | | | | **No findings were received OR N/A** | |
| 4 | | 3 | | | 2 | | | | 0 | |
| 1. Financial Audit Status (answer if NOT required to have a Single Audit, but instead a standard financial audit). | **No audit performed for prior year** | | | **Financial Audit completed for prior year** | | | | **IRS 990 Form** | | | |
| 5 | | | 0 | | | | 0 | | | |
| 1. Submit a copy of most recent Financial Audit. Based on this submission, indicate the percentage of the proposed grant budget being applied for as compared to total operating budget (i.e., grant budget divided by total operating budget). | **40% or greater** | **31% - 39%** | | | **20%- 30%** | | **6%-19%** | | | | **<5%** |
| 4 | 3 | | | 2 | | 1 | | | | 0 |
| **CDE Comments:** | | | | | | | | | | | |
| **Total Points:** | | | | | | | | |  | | |
| **Risk Designation:** | | | | | | | | |  | | |

**High Risk** – More than 20 points

**Medium Risk** – 8-20 points

**Low Risk** – Below 8 points

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject this entity to immediate termination of a grant award agreement up to and including return of any disbursed funds.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Preparer - Typed Name and Title |  | Signature |  | Date |
|  | | |  |  |
| Entity Name | | |  |  |

# Appendix A: End-of-Year Evaluation Reporting Guidelines

Each grantee receiving funding through the ESSER K-12 Mathematics Curricula Program Grant Program is required to report, at a minimum, the following information to the Department on or before October 15, 2023:

* A description of the status of planned activities (e.g., completed, in progress);
* The number of students served annually by the purchase of the new curricular and instructional materials;
* The name(s) of the curricular and instructional resource(s) purchased by grade level;
* The names of schools receiving new curricular and instructional materials under this program (if the materials will not be available district-wide);
* The staff and positions recruited, reassigned, hired, or provided professional development to support the program;
* Any student outcomes (including, but not limited to, academic outcomes, student engagement outcomes, and school climate outcomes) identified through the implementation of the purchased curricular resources;
* Any teacher and/or school leader outcomes identified through the implementation of the purchased curricular resources;
* Any adjustments made to the LEP’s implementation plan, and the reason adjustments were made; and
* How program funds were used by the LEP, and a summary of other resources used, if any, to implement the new curricular and instructional resources.

Additionally, per H.B. 21-1259, CDE will be streamlining reporting requirements for this grant program and other expanded learning opportunities grants funded by state or ESSER funds. This single reporting system will require grant recipients to submit once annually, via the CDE Data Pipeline, the SASID and local assessment results for all students participating in any of these additional supports, along with information regarding their type and level of participation.

LEPs receiving funding will also be required to submit an Annual Financial Report. Details and format for this report will be provided upon award and as part of the budget workbook and/or grant award letter (GAL).

# Appendix B: Eligible Curricula/Instructional Programs

The process for identifying the lists of curricula/instructional programs identified as eligible under the Purpose and Program Activities section is outlined below.

**Mathematics Curricula**

Over the years, several independent, third-party organizations have undertaken reviews of curriculum materials currently available on the market. [The K-12 mathematics list](https://www.cde.state.co.us/comath/hqim) was created by reviewing the ratings given by EdReports.org. Any curricular resource that was identified as “meets expectations” for both alignment and usability through the EdReports.org review is eligible for this grant program. A full listing of eligible math curricula follows. **Materials in bold** are those that also received Tier 1 ratings from the [Louisiana Department of Education](https://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews).

**Elementary School**

* Achievement First Mathematics (K-8, 2021) | [EdReports report](https://www.edreports.org/reports/overview/achievement-first-mathematics-2021)
* Bridges in Mathematics (K-5, 2015) | [EdReports report](https://www.edreports.org/reports/overview/bridges-in-mathematics-2015)
* Eureka Math (K-5, 2015)1 | [EdReports report](https://www.edreports.org/reports/overview/eureka-math-2015)
* enVision Mathematics Common Core (K-8, 2020-2021) | [EdReports report](https://www.edreports.org/reports/overview/envision-mathematics-common-core-2020-2021)
* Fishtank Plus Math (3-8, 2021) | [EdReports report](https://www.edreports.org/reports/overview/fishtank-math-plus-2021)
* **i-Ready Classroom Mathematics (K-5, 2020)** | [EdReports report](https://www.edreports.org/reports/overview/ready-classroom-mathematics-2020) | [Louisiana report](https://www.louisianabelieves.com/docs/default-source/curricular-resources/curriculum-associates-llc---ready-classroom-math-grade-k-5-(-2020).pdf?sfvrsn=da3f9b1f_12)
* Illustrative Math (K-5, Imagine Learning 2021 or Kendall Hunt 2021) | [EdReports report (IL)](https://www.edreports.org/reports/overview/imagine-learning-illustrative-mathematics-k-5-math-2021) | [EdReports report (KH)](https://www.edreports.org/reports/overview/kendall-hunts-illustrative-mathematics-2021)
* HMH Into Math (K-8, 2020) | [EdReports report](https://www.edreports.org/reports/overview/hmh-into-math-2020)
* HMH Math Expressions (K-5, 2018)2 | [EdReports report](https://www.edreports.org/reports/overview/math-expressions-2018)
* ORIGO Stepping Stones 2.0 (K-6, 2022) | [EdReports report](https://www.edreports.org/reports/overview/origo-stepping-stones-20-2022)
* Ready Common Core Mathematics (K-8, 2017) | [EdReports report](https://www.edreports.org/reports/overview/ready-2017)
* Reveal Math (K-5, 2022) | [EdReports report](https://www.edreports.org/reports/overview/reveal-math-2023)
* **Zearn (K-5, 2018)** | [EdReports report](https://www.edreports.org/reports/overview/zearn-2018) | [Louisiana report (K)](https://www.louisianabelieves.com/docs/default-source/curricular-resources/zearn-inc---zearn-math---grade-k-(-2018).pdf?sfvrsn=63659d1f_6) | [Louisiana report (1-5)](https://www.louisianabelieves.com/docs/default-source/curricular-resources/zearn-inc---zearn-math-grades-1-4.pdf?sfvrsn=d1da8b1f_14)

**Middle School**

* Achievement First Mathematics (K-8, 2021) | [EdReports report](https://www.edreports.org/reports/overview/achievement-first-mathematics-2021)
* **Agile Mind (6-8, 2016)** | [EdReports report](https://www.edreports.org/reports/overview/agile-mind-middle-school-mathematics-2016) | [Louisiana report](https://www.louisianabelieves.com/docs/default-source/curricular-resources/agile-mind-educational-holdings-inc---agile-mind-mathematics-grades-6-8.pdf?sfvrsn=f00c971f_8)
* Carnegie Learning Middle School Math Solution (6-8, 2022) | [EdReports report](https://www.edreports.org/reports/overview/carnegie-learning-middle-school-math-solution-2022-2022)
* **Carnegie Learning Middle School Math Solution (6-8, 2018)** | [EdReports report](https://www.edreports.org/reports/overview/carnegie-learning-math-solution-2018) | [Louisiana report](https://www.louisianabelieves.com/docs/default-source/curricular-resources/carnegie-learning-inc-middle-school-math-learning-solutions-courses-1-3-grades-6-8-(-2018).pdf?sfvrsn=2913981f_4)
* Core Curriculum by MidSchoolMath (5-8, 2021) | [EdReports report](https://www.edreports.org/reports/overview/core-curriculum-by-midschoolmath-2021)
* Desmos Math 6-8 (6-8, 2022) | [EdReports report](https://www.edreports.org/reports/overview/desmos-math-6-8-2022-2022)
* EdGems Math (6-8, 2018) | [EdReports report](https://www.edreports.org/reports/overview/edgems-math-2018)
* enVision Mathematics Common Core (K-8, 2020-2021) | [EdReports report](https://www.edreports.org/reports/overview/envision-mathematics-common-core-2020-2021)
* Fishtank Plus Math (3-8, 2021) | [EdReports report](https://www.edreports.org/reports/overview/fishtank-math-plus-2021)
* HMH Into Math (K-8, 2020) | [EdReports report](https://www.edreports.org/reports/overview/hmh-into-math-2020)
* **i-Ready Classroom Mathematics (6-8, 2021)** | [EdReports report](https://www.edreports.org/reports/overview/i-ready-classroom-mathematics-2021) | [Louisiana report](https://www.louisianabelieves.com/docs/default-source/curricular-resources/curriculum-associates-llc---ready-classroom-mathematics-grade-6-(-2021).pdf?sfvrsn=b456718_4)
* **Illustrative Math (6-8, Kendall Hunt 2019, Imagine Learning 2019, or McGraw-Hill 2020)** | [EdReports report (KH)](https://www.edreports.org/reports/overview/kendall-hunts-illustrative-mathematics-6-8-math-2019) | [EdReports report (LZ)](https://www.edreports.org/reports/overview/learnzillion-illustrative-mathematics-6-8-math-2019) | [EdReports report (MH)](https://www.edreports.org/reports/overview/mcgraw-hill-illustrative-mathematics-6-8-math-2020) | [Louisiana report (KH)](https://www.louisianabelieves.com/docs/default-source/curricular-resources/kendall-hunt---illustrative-mathematics-grades-6-8-(-2019).pdf?sfvrsn=fd459f1f_10) | [Louisiana report (LZ)](https://www.louisianabelieves.com/docs/default-source/curricular-resources/learnzillion---illustrative-mathematics-grades-6-8.pdf?sfvrsn=c32d931f_8) | [Louisiana report (MH)](https://www.louisianabelieves.com/docs/default-source/curricular-resources/mcgraw-hill---illustrative-math-grades-6-8-(-2020).pdf?sfvrsn=a7939c1f_6)
* **OpenUp Resources 6-8 Math (6-8, 2017)** | [EdReports report](https://www.edreports.org/reports/overview/open-up-resources-6-8-math-2017) | [Louisiana report](https://www.louisianabelieves.com/docs/default-source/curricular-resources/open-up-resources---illustrative-mathematics-middle-school-math-grades-6-8.pdf?sfvrsn=cf72921f_8)
* Ready Common Core Mathematics (K-8, 2017) | [EdReports report](https://www.edreports.org/reports/overview/ready-2017)
* Reveal Math (6-8, 2020) | [EdReports report](https://www.edreports.org/reports/overview/reveal-math-2020)

**High School**

* **Agile Mind (2017)** | [EdReports report](https://www.edreports.org/reports/overview/agile-mind-2016) | [Louisiana report](https://www.louisianabelieves.com/docs/default-source/curricular-resources/agile-mind-educational-holdings-inc---agile-mind-louisiana-mathematics-algebra-i-geometry-and-algebra-ii.pdf?sfvrsn=2c60951f_8)
* Agile Mind Integrated Mathematics (2019) | [EdReports report](https://www.edreports.org/reports/overview/agile-mind-integrated-mathematics-2019)
* Carnegie Learning High School Math Solution Traditional (AGA, 2022) | [EdReports report](https://www.edreports.org/reports/overview/carnegie-learning-math-solution-traditional-2022)
* **Carnegie Learning High School Math Solution Traditional (AGA, 2018)** | [EdReports report](https://www.edreports.org/reports/overview/carnegie-learning-math-solution-traditional-2018) | [Louisiana report](https://www.louisianabelieves.com/docs/default-source/curricular-resources/carnegie-learning-inc---algebra-1-geometry-algebra-11--(-2018).pdf?sfvrsn=834c9a1f_8)
* Carnegie Learning High School Math Solution Integrated (9-11, 2022) | [EdReports report](https://www.edreports.org/reports/overview/carnegie-learning-middle-school-math-solutions-2022)
* Carnegie Learning High School Math Solution Integrated (9-11, 2018) | [EdReports report](https://www.edreports.org/reports/overview/carnegie-learning-math-solution-integrated-2018)
* Core-Plus Mathematics (2015) | [EdReports report](https://www.edreports.org/reports/overview/core-plus-mathematics-2015)
* CPM Core Connections Traditional (2015)3 | [EdReports report](https://www.edreports.org/reports/overview/cpm-traditional-2015)
* CPM Core Connections Integrated (see footnote, 2015) | [EdReports report](https://www.edreports.org/reports/overview/cpm-integrated-2015)
* Discovering Mathematics (AGA, 2014/2015/2017) | [EdReports report](https://www.edreports.org/reports/overview/discovering-mathematics-algebra-2014-geometry-2015-advanced-algebra-2017)
* **enVision Mathematics A/G/A (2018)** | [EdReports report](https://www.edreports.org/reports/overview/envision-aga-2018) | [Louisiana report](https://www.louisianabelieves.com/docs/default-source/curricular-resources/pearson-education-dba-savvas-learning-llc---envision---algebra-i-geometry-algebra-ii-(-2018).pdf?sfvrsn=db3f9b1f_6)
* enVision Integrated Mathematics (2019) | [EdReports report](https://www.edreports.org/reports/overview/envision-integrated-mathematics-2020)
* HMH into AGA (2020) | [EdReports report](https://www.edreports.org/reports/overview/hmh-into-aga-2020)
* **Illustrative Math (AGA, Kendall Hunt 2019, Imagine Learning 2019, or McGraw-Hill 2021)** | [EdReports report (KH)](https://www.edreports.org/reports/overview/kendall-hunts-illustrative-mathematics-traditional-2019) | [EdReports report (LZ)](https://www.edreports.org/reports/overview/learnzillion-illustrative-mathematics-traditional-2019) | [EdReports report (MH)](https://www.edreports.org/reports/overview/mcgraw-hill-illustrative-mathematics-traditional-2021) | [Louisiana report (KH)](https://www.louisianabelieves.com/docs/default-source/curricular-resources/kendall-hunt---illustrative-math---algebra-i-geometry-algebra-ii-(-2019).pdf?sfvrsn=eb0991f_2) | [Louisiana report (LZ)](https://www.louisianabelieves.com/docs/default-source/curricular-resources/learnzillion---illustrative-mathematics-algebra-i-geometry-and-algebra-ii-(-2019).pdf?sfvrsn=53256718_2) | [Louisiana report (MH)](https://www.louisianabelieves.com/docs/default-source/curricular-resources/mcgraw-hill---illustrative-math-algebra-i-geometry-and-algebra-ii-(@2021).pdf?sfvrsn=934f6618_2)
* OpenUp High School Mathematics Traditional (2021) | [EdReports report](https://www.edreports.org/reports/overview/open-up-high-school-mathematics-integrated-2021)
* OpenUp High School Mathematics Integrated (2021) | [EdReports report](https://www.edreports.org/reports/overview/open-up-high-school-mathematics-traditional-2021)
* Reveal Math Traditional (2020) | [EdReports report](https://www.edreports.org/reports/overview/reveal-math-traditional-2020)
* Reveal Math Integrated (2020) | [EdReports report](https://www.edreports.org/reports/overview/reveal-math-integrated-2020)

Footnotes:

1. Eureka Math (K-5, 2013) was recommended by both EdReports and Louisiana. Eureka Math (K-5, 2015) has not been reviewed by Louisiana.
2. The 2018 version of Math Expressions gets all high marks from EdReports **except** for Grade 6. Louisiana placed the 2013 versions of Math Expressions K-5 at Tier 2 but has not rated the 2018 version.
3. CPM Traditional is a rare case where EdReports gives the materials high ratings across the board, but Louisiana placed the materials at Tier 2 (for Algebra) and Tier 3 (for Geometry and Algebra 2).