

Funding Opportunity

Applications Due: **Friday, April 29, 2022, by 11:59 pm MDT**

Application Information Webinar: **Tuesday, February 22, 2022, at 4:00 pm MST**

[Intent to Apply](https://app.smartsheet.com/b/form/c228005bf34d4241a98fb42ccafec1d7) Due: **Tuesday, March 1, 2022, by 11:59 pm MST**

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| ESSER K-8 Mathematics Curricula & K-3 READ Act Instructional Program Grant Program  Pursuant to the American Rescue Plan of 2021 |

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**ESSER K-8 Mathematics Curricula & K-3 READ Act Instructional Program Grant Program**

**Applications Due: Friday, April 29, 2022, by 11:59 pm MDT**

# 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 K-8 mathematics curricula and K-3 READ Act-approved instructional programs 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-8 mathematics curricula and K-3 READ Act-approved instructional programs 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 support the purchase of high-quality, standards-aligned core K-8 mathematics curricula and K-3 READ Act-approved instructional programs. An LEP or group of providers (as defined below in “[Eligible Applicants and Priority Criteria](#_heading=h.3znysh7)”) may apply for a grant.

An LEP awarded a grant shall use the grant money to purchase high-quality, standards-aligned core K-8 mathematics curricula and K-3 READ Act-approved instructional programs. To receive a grant under this program, the LEP must purchase curricular materials from the following lists:

* [Eligible Core K-8 Mathematics Curricula for this grant program](https://www.cde.state.co.us/comath/hqim)
  + **Elementary School** (Kindergarten through fifth grade)
    - 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)
    - (Added 3/30/22) 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)
    - 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)
    - (Added 3/30/22) 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** (sixth through eight grade)
    - **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, 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)
    - 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)
    - (Added 3/30/22) 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 (f/k/a LearnZillion) 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)
* [Eligible CORE READ Act Instructional Programs (Kindergarten through third grade)](https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020)
  + **Grades Kindergarten through Third**
    - Amplify - CKLA (2017)
    - Benchmark Education - Benchmark Workshop (2021)
    - Houghton Mifflin - Arriba la Lectura (2020) *Spanish Program*
    - Houghton Mifflin - Into Reading (2020)
    - McGraw Hill - Maravillas (2020) *Spanish Program*
    - McGraw Hill - Open Court Reading (2016)
    - McGraw Hill - Wonders (2017)
    - McGraw Hill - Wonders (2020)
    - Spalding - The Writing Road to Reading (2003)
  + **Grades Kindergarten through Second**
    - Benchmark Education - Benchmark Advance (2021)
    - Center for Collaborative Classroom - Collaborative Literacy (2016)
    - LearnZillion & EL Education - EL Education (2017)
    - Open Up Resources - EL Education
    - Zaner Bloser - The Superkids Reading Program (2017)
  + **Grades First through Third**
    - McGraw Hill - Maravillas (2017) *Spanish Program*

These funds cannot be used for any curricular or instructional resources not identified above. Please see Appendix B for how the list of resources above was created.

In January of 2022, CDE completed a review of additional Kindergarten through third grade program materials. New materials may be added in March of 2022. Please reach out to readact@cde.state.co.us if there are questions related to potential new material submissions.

Additionally, applicants awarded funding under this program will be participants in a networked improvement community (NIC) that include 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.

**Note:** A charter school’s authorizer will be the fiscal agent, if funded.

# Priority Considerations

This program is designed to support LEPs in the purchase of high-quality, standards-aligned core K-8 mathematics curricula and K-3 READ Act-approved instructional programs. Available grant funding will be distributed to eligible applicants based on the application rubric described below in “[Application Scoring](#_heading=h.1y810tw)”. 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 and have demonstrated academic need (based on recent state or local assessment data) for the student group(s):
  + 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](http://www.cde.state.co.us/node/47331) by CDE.
* The ESSER K-8 Mathematics Curricula & K-3 READ Act Instructional Program 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).

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)

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# Available Funds

The State Board of Education approved the use of up to $10 million to fund the purchase of recommended K-8 mathematics and K-3 READ Act-approved core curricula/instructional programs. LEPs are invited to submit applications that budget up to a maximum grant of $500,000 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 more than the awarded amount.

*Clarification (2/22/22): The $150 per student maximum is per student per curricula/instructional program (mathematics and/or reading). The $500,000 maximum is total per application.*

# Allowable Use of Funds

Allowable grant activities are limited to the purchase of approved high-quality, standards-aligned core K-8 mathematics curricula and K-3 READ Act-approved instructional programs (as described in “[Purpose and Program Activities](#_heading=h.1fob9te)”) and curriculum-based professional learning.

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-8 Mathematics Curricula & K-3 READ Act Instructional Program 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.

**Update (3/30/2022):** In alignment with the spending of other ESSER funds, awards under this grant can be used retroactively to cover allowable expenses incurred any time since March 13, 2020.

# Duration of Grant

Funds awarded through this program must be expended no later than June 30, 2023.

# Evaluation and Reporting

Each grantee receiving funding through the ESSER K-8 Mathematics Curricula & K-3 READ Act Instructional Program Grant Program is required to report, at a minimum, the following information to the Department on or before July 31, 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 grants funded by ESSER state reserve 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).

# Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. Therefore, CDE provides a secure, online system known as the Data Pipeline to collect PII for this grant program. PII will be collected, used, shared, and stored in compliance with applicable laws and 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.

# Application Assistance and Intent to Apply

An application information webinar will be held on **Tuesday, February 22, 2022, at 3:30pm MST**. The link for this webinar will be available on the [Curricula and Instructional Programming webpage](http://www.cde.state.co.us/caresact/esser-curriculainstructionalprogramming). During this webinar, CDE staff 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/c228005bf34d4241a98fb42ccafec1d7) by **Tuesday, March 1, 2022, by 11:59pm MST**. 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, 2022, at 11:59 pm MDT.**

**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/270e9aca809c4a66823284b21b294ccf) on the CDE Website by **Friday, April 29, 2022, by 11:59pm MDT.** The Excel Budget Workbook and Program Assurances Form must also be uploaded to the Smartsheet form at the time of submission.

Application resources and required documents to include in the submission are available on [CDE’s Curricula and Instructional Program Grant webpage](http://www.cde.state.co.us/caresact/esser-curriculaandinstructionalprogramming). Incomplete or late applications will not be considered. Applicants should receive an automated confirmation email from the online system upon submission. If you do not, please email [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).

# Required Elements

The ESSER K-8 Mathematics Curricula & K-3 READ Act Instructional Program Grant Program [**online application form**](https://app.smartsheet.com/b/form/270e9aca809c4a66823284b21b294ccf) includes the following elements, all of which must be completed.

**Part I: Applicant Information**

**Part II: Application Narrative**

**Budget** **Workbook** (can be downloaded from the [Curricula and Instructional Program webpage](http://www.cde.state.co.us/caresact/esser-curriculaandinstructionalprogramming))

Upload the completedBudget Workbook (Excel) within the online application.

**Part III: Program Assurances Form**

Upload the Program Assurances Form (PDF or Word file) within the [**online application form**](https://app.smartsheet.com/b/form/270e9aca809c4a66823284b21b294ccf). 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.

**ESSER K-8 Mathematics Curricula & K-3 READ Act Instructional Program Grant Program**

**Applications Due: Friday, April 29, 2022, by 11:59 pm MDT**

**\*\*Please provide the following within the** [**online application form**](https://app.smartsheet.com/b/form/270e9aca809c4a66823284b21b294ccf) **\*\***

The application form does not save works in progress, so applicants may find it useful to complete the application in the tables below and paste the responses into the online application.

# Part I-A: Applicant Information

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lead Local Education Provider (LEP)/BOCES Information** | | | | | | | | |
| **LEP/BOCES Name:** | |  | | | | | **LEP/BOCES Code:** |  |
| **DUNS/Unique Sam.gov Identifier:** | | | |  | | | | |
| **DUNS Expiration Date:** | | |  | | | | | |
| **Mailing Address:** | |  | | | | | | |
| **Requested Funding:** | | $ | | | | | | |
| **Total Cost of Curriculum/ Instructional Program Purchase:** | | $ | | | | | | |
| **Type of Education Provider**  [choose the one check box below that best describes your organization or authorizer] | | | | | | | | |
| ☐ School District ☐ BOCES ☐ Charter School ☐ Facility School ☐ Charter School Institute ☐ CSDB | | | | | | | | |
| **Region**  [choose the one check box below that best indicates the region of Colorado this program will directly impact] | | | | | | | | |
| ☐ Metro ☐ Pikes Peak ☐ North Central ☐ Northwest  ☐ West Central ☐ Southwest ☐ Southeast ☐ Northeast | | | | | | | | |
| **Recipient Schools**  *Preferred Format:* District-Wide ORSchool Name (School Code), School Name (School Code)… | | | | | | | | |
|  | | | | | | | | |
| **Authorized Representative Information** | | | | | | | | |
| **Name:** |  | | | | **Title:** |  | | |
| **Telephone:** |  | | | | **E-mail:** |  | | |
| **Program Contact Information** | | | | | | | | |
| **Name:** |  | | | | **Title:** |  | | |
| **Telephone:** |  | | | | **E-mail:** |  | | |
| **Fiscal Manager Information** | | | | | | | | |
| **Name:** |  | | | | | | | |
| **Telephone:** |  | | | | **E-mail:** |  | | |

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# Part II: Application Narrative

Applicants will be asked to complete the following questions in the ESSER K-8 Mathematics Curricula & K-3 READ Act Instructional Program Grant Program [**online application form**](https://app.smartsheet.com/b/form/270e9aca809c4a66823284b21b294ccf). The application form does not save works in progress, so applicants may find it useful to complete the application in the tables below and paste the responses into the online application.

1. Indicate which approved core K-8 mathematics curricula and/or K-3 READ Act-approved instructional programs (including publication year) you have purchased or intend to purchase by content area, grade level and, if the purchase is not for district-wide implementation, by school. For each, indicate what curricular resources were or will be replaced with the materials covered in this application, and the date those prior resources were adopted." (no more than 500 words)

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2. Describe how teachers, school leaders, parents/guardians/families, and/or community members were engaged in the selection of the chosen core mathematics curricula and/or READ Act-approved instructional programs. (no more than 500 words)

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3. Will the core mathematics and/or READ Act curricular/instructional program(s) purchased through this program be provided to specific schools or adopted district-wide? If specific schools, describe how specific schools will be identified to receive supports in a way that ensures that students most impacted by the pandemic have access to high-quality, standards-aligned curricular and instructional resources. (no more than 500 words)

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4. Describe how the district intends to implement the core mathematics and/or READ Act curricula/instructional programs purchased through this program, including how the district and/or schools will ensure that teachers participate in curriculum-based professional learning opportunities. (no more than 500 words)

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5. Describe how the implementation of the chosen core mathematics curricula and/or READ Act instructional programs will support the acceleration of student learning – particularly for those most impacted by the pandemic. (no more than 500 words)

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6. How many students are expected to be served through the program annually once these mathematics curricula and/or READ Act instructional programs are implemented? \_\_\_\_\_\_\_\_\_\_

7. Describe how your program meets any or all the priority criteria outlined on page 5. (no more than 500 words)

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8. Complete and upload the Excel Budget Workbook to the [**online application form**](https://app.smartsheet.com/b/form/270e9aca809c4a66823284b21b294ccf). Ensure that all costs included in the budget are linked to the program plan within the narrative for funding.

# Part III: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application **ESSER K-8 Mathematics Curricula & K-3 READ Act Instructional Program 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-8 Mathematics and READ Act 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-8 Mathematics Curricula & K-3 READ Act Instructional Program Grant Program, namely to support the purchase of high-quality, standards-aligned mathematics and/or READ Act 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 will annually provide the Colorado Department of Education the evaluation information required in the “[Evaluation and Reporting](#_heading=h.4d34og8)” section of this application including the End-of-Year Report (**Attachment A**) of the Request for Applications.
10. The grantee ensures that it will work with and provide requested data to CDE for the ESSER K-8 Mathematics Curricula & K-3 READ Act Instructional Program Grant Program within the time frames specified and containing such information as the Secretary may reasonably require.
11. The grantee ensures that it will participate in and comply with the CDE’s monitoring process and protocols.
12. The grantee ensures that it will participate in quarterly professional learning community (PLC) meetings with other districts implementing the same curricular resources.
13. The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
14. 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).
15. The LEA 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.
16. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
17. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
18. The grantee ensures that it will, if applicable, comply with the maintenance of equity provisions in section 2004(c) of the ARP.
19. 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| 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/270e9aca809c4a66823284b21b294ccf). 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.

**ESSER K-8 Mathematics Curricula & K-3 READ Act Instructional Program Grant Program**

**Applications Due: Friday, April 29, 2022, by 11:59pm MDT**

# Application Scoring

*CDE Use Only*

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

|  |  |  |
| --- | --- | --- |
| **Priority Considerations**  CDE will indicate whether this application met the priority criteria (see pages 4-5 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 and/or READ Act instructional programs by contributing LEP funding to support the purchase of the curricular materials. | ☐ Yes - 5 Points | ☐ No - 0 Points |
| LEP serves a high percentage of underserved students with demonstrated academic need. | ☐ 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 a “rural” by CDE. | ☐ Yes - 5 Points | ☐ No - 0 Points |
| LEP is designated as a “small rural” by CDE. | ☐ Yes - 5 Points | ☐ No - 0 Points |
| Schools serving students who spent more than 50% of the 2020-2021 school year in remote learning; and/or which are assigned with a Priority Improvement or Turnaround plan. | ☐ Yes - 5 Points | ☐ No - 0 Points |
| **Total** | |  |

**GENERAL COMMENTS:** Indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

**Strengths:**

**Weaknesses:**

**Required Changes:**

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

# 

# 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.

**Scoring Definitions**

Minimally Addressed or Does Not Meet Criteria - information not provided

Met Some but Not All Identified Criteria - requires additional clarification

Addressed Criteria but Did Not Provide Thorough Detail - adequate response, but not thoroughly developed or high-quality response

Met All Criteria with High Quality - clear, concise, and well thought out response

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessment of Needs** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | | **Met All Criteria with High Quality** | **TOTAL** |
| Applicant clearly identifies what core mathematics curricula and/or READ Act instructional programs (including publication year) has been or will be purchased by content area, grade level and, if the purchase is not for district-wide implementation, by school. | 0 | 1 | 3 | | 5 |  |
| Applicant indicated what core mathematics curricula and/or READ Act instructional programs are currently being used and when they were adopted (for each content area, grade level, and, as appropriate, school). | **Information Not Provided or More Information Needed** | | | ***Information Provided*** | | |
| ☐ | | | ☐ | | |
| Applicant engaged teachers, school leaders, parents/guardians/families, and/or community members in the selection of the chosen core mathematics curricula and/or READ Act instructional programs. | 0 | 1 | 3 | | 5 |  |
| Applicant intends to implement core mathematics curricula and/or READ Act instructional programs purchased under this program district-wide or, if only for specific schools, clearly identifies how schools will be identified in such a way that ensures that students most impacted by the pandemic have access to high-quality, standards-aligned curricular and instructional resources. | 0 | 3 | 7 | | 10 |  |
| Applicant describes a strong plan for implementing the core mathematics curricula and/or READ Act instructional programs which includes a description of how the applicant will support teachers and school leaders through curriculum-based professional learning. | 0 | 3 | 7 | | 10 |  |
| Applicant describes how the implementation of the core mathematics curricula and/or READ Act instructional programs purchased under this program will accelerate student learning–particularly for those students most impacted by the pandemic. | 0 | 3 | 7 | | 10 |  |
| Applicant indicated how many students are expected to be served through the program annually once these core mathematics curricula and/or READ Act instructional programs. | **Information Not Provided or More Information Needed** | | | ***Information Provided*** | | |
| ☐ | | | ☐ | | |
| Applicant addressed how grant funding will be used and the proposed use of funds are in alignment with the allowable uses listed above under Allowable Use of Funds. | 0 | 3 | 7 | | 10 |  |
| Applicant submitted an electronic budget in the required format. | **Information Not Provided or More Information Needed** | | | ***Information Provided*** | | |
| ☐ | | | ☐ | | |
| **Reviewer Comments:** | | | | | | |
| **Total** | | | | | |  |

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

Each grantee receiving funding through the ESSER K-8 Mathematics Curricula & K-3 READ Act Instructional Program Grant Program is required to report, at a minimum, the following information to the Department on or before July 31, 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).

# Attachment B: Eligible Curricula/Instructional Programs

The process for identifying the lists of curricula/instructional programs identified as eligible under “[Purpose and Program Activities](#_heading=h.1fob9te)” is outlined below.

**Mathematics Curricula**

Over the years, several independent, third-party organizations have undertaken reviews of curriculum materials currently available on the market. Two prominent reviews are those conducted by (1) EdReports.org and (2) the Louisiana Department of Education. [The K-8 mathematics list](https://www.cde.state.co.us/comath/hqim) was created by cross-referencing the lists of resources reviewed by these two organizations. Any curricular resource that was identified as “green” through the EdReports.org review is eligible for this grant program.

### 

A full listing of eligible math curricula follows. Bolded curricula are both identified as “green” by EdReports.org and “Tier 1” by the Louisiana Department of Education indicating that they are prioritized as described above.

*Elementary School (Kindergarten through fifth grade)*

* 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)
* (Added 3/30/22) 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)
* 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)
* (Added 3/30/22) 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 (sixth through eight grade)*

* **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, 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)
* 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)
* (Added 3/30/22) 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 (f/k/a LearnZillion) 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)

**READ Act Approved Instructional Programming**

The READ Act requires CDE to identify evidence-based instructional programs and professional development programs for use by local education agencies. The [READ Act Advisory List of Instructional Programming](https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020) includes links to providers and programs that have been identified through the 2020 instructional programming review process.

The in-person 2020 review was interrupted due to COVID-related gathering restrictions. All vendors were given the opportunity to submit digital materials to enable remote reviews, and CDE staff and volunteer reviewers worked to complete remote reviews of the remaining programs. As of March 2021, [this list](https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020) has been updated and is now considered complete. Please note that two vendors of Spanish programs have requested to wait until in-person reviews can resume.

This [page](https://www.cde.state.co.us/coloradoliteracy/selectingevidencebasedprograms) includes information and resources for selecting scientifically and evidence-based instructional materials.

*Approved Core Programming*

* + Grades Kindergarten through Third
    - Amplify - CKLA (2017)
    - Benchmark Education - Benchmark Workshop (2021)
    - Houghton Mifflin - Arriba la Lectura (2020) *Spanish Program*
    - Houghton Mifflin - Into Reading (2020)
    - McGraw Hill - Maravillas (2020) *Spanish Program*
    - McGraw Hill - Open Court Reading (2016)
    - McGraw Hill - Wonders (2017)
    - McGraw Hill - Wonders (2020)
    - Spalding - The Writing Road to Reading (2003)
  + Grades Kindergarten through Second
    - Benchmark Education - Benchmark Advance (2021)
    - Center for Collaborative Classroom - Collaborative Literacy (2016)
    - LearnZillion & EL Education - EL Education (2017)
    - Open Up Resources - EL Education
    - Zaner Bloser - The Superkids Reading Program (2017)
  + Grades First through Third
    - McGraw Hill - Maravillas (2017) *Spanish Program*

In January of 2022, CDE completed a review of additional Kindergarten through third grade program materials. New materials may be added in March of 2022. Please reach out to readact@cde.state.co.us if there are questions related to potential new material submissions.

**[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.