

**PROFESSIONAL EDUCATOR LICENSING
AND STANDARDS BOARD**

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PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

**REQUEST FOR PROPOSALS
COLLABORATIVE URBAN AND GREATER
MINNESOTA EDUCATORS OF COLOR GRANT PROGRAM
2023 MINNESOTA STATUTES §122A.635**

DEADLINES

Intent to Submit – by 4:30pm CST on Friday, June 7, 2024

Grant Proposal – by 4:30pm CST on Friday, June 21, 2024

Early submissions are encouraged.

PROJECT FUNDING PERIOD:

Grant Award – late August/early September 2024 through June 30, 2026

Alternative Format:

Upon request, this request for proposals can be made available in an alternative format by contacting Michelle Hersh Vaught, Chief of Staff, Professional Educator Licensing and Standards Board, 1021 Bandana Blvd. E., Suite 222, St. Paul, MN 55108, Email michelle.vaught@state.mn.us Phone: 651-539-4187

**REQUEST FOR PROPOSALS
STATE FISCAL YEAR 2025 – Round 2**

**COLLABORATIVE URBAN AND GREATER MINNESOTA EDUCATORS OF COLOR
(CUGMEC) GRANT PROGRAM**

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REQUEST FOR PROPOSALS COLLABORATIVE URBAN AND GREATER MINNESOTA EDUCTORS OF COLOR (CUGMEC) GRANT PROGRAM

Professional Educator Licensing and Standards Board

I. OVERVIEW

The Professional Educators Licensing and Standards Board (PELSB) makes this competitive grant funding available to increase the number of teacher candidates of color and/or Indigenous teacher candidates who complete teacher preparation programs and meet the requirements for a Tier 3 teaching license. Public or private higher education institutions that offer a PELSB-approved teacher preparation program may apply. Funding must be used to support teacher candidates who are of color and/or who are Indigenous complete teacher preparation programs and become recommended for teaching licensure.

See **Appendix A** for the legislative language that guides the Collaborative Urban and Greater Minnesota Educators of Color Grant Program.

II. FUNDING AVAILABILITY

This grant opportunity provides \$840,000.00 in (Round 2) state fiscal year 2025 funding under [Minnesota Session Laws – 2023, Regular Session, Chapter 55, Article 5, Section 65, Subd. 3.](#) Pursuant to Minnesota Statutes §122A.635, an institution that receives a grant under this section may use the grant funds over a two-to-four-year period to support teacher candidates.

Funding will be allocated through a competitive process with a review by committee for a two-year period. Award notifications will be sent in August.

The state reserves the right to offer award amounts for specific program items listed in the applicant's proposal and/or to offer award amounts that differ from the applicant's request.

III. ELIGIBLE APPLICANTS

Minnesota colleges and universities with PELSB-approved teacher preparation programs.

IV. ESTIMATED GRANT PERIOD

The term of the initial grant period is anticipated to be **from late August/early September 2024**

through June 30, 2026. Per Minn. Stat. §122A.635, an institution that receives a grant under this section may use the grant funds over a two-to-four-year period to support teacher candidates.

V. COMPETITIVE PRIORITIES

In accordance with legislative requirements revised during the regular session of the 93rd legislature, the board must award competitive grants **to increase the number of teacher candidates who are of color or who are American Indian, complete teacher preparation programs, and meet the requirements for a Tier 3 license** under Minn. Stat. §122A.183.

Eligibility for a grant under this section is limited to public or private higher education institutions that offer a teacher preparation program approved by the Professional Educator Licensing and Standards Board. Pursuant to Minn. Stat. §122A.635, which was revised in 2023, the Professional Educator Licensing and Standards Board must award competitive grants to a variety of higher education institution types under this section:

The board must require an applicant institution to submit a plan describing how it would use grant funds to increase the number of teachers who are of color or who are American Indian, and must award grants based on the following criteria, listed in descending order of priority:

Priority 1 – Program outcomes, including graduation or program completion rates, and licensure recommendation rates for candidates who are of color or who are American Indian compared to all candidates enrolled in a teacher preparation program at the institution and, for each outcome measure, the number of those teacher candidates who are of color or who are American Indian;

Priority 2 – The extent to which an institution’s plan is clear in describing how the institution would use grant funds for implementing explicit research-based practices to provide programmatic support to teacher candidates who are of color or who are American Indian. Plans for grant funds may include:

- (i) Recruiting more racially and ethnically diverse candidates for admission to teacher preparation programs
- (ii) Providing differentiated advising, mentoring, or other supportive community-building activities in addition to what the institution provides to all candidate enrolled in the institution;
- (iii) Providing academic tutoring or support to help teacher candidates pass required assessments; and
- (iv) Providing for program staffing expenses;

Priority 3 – An institution’s plan to provide direct financial assistance, such as as scholarships or stipends within the allowable dollar range determined by the board under subdivision 3, paragraph (b), to teacher candidates who are of color or who are American Indian;

Priority 4 – Whether the institution has previously received a competitive grant under this section and has demonstrated positive outcomes from the use of grant funds for efforts helping teacher candidates who are of color or who are American Indian to enroll in and successfully complete teacher preparation programs and be recommended for licensure;

Priority 5 – Geographic diversity among the institutions, in order to expand the number of grant recipients across the state. Because there is at least a 20 percent increase in the base appropriation for this grant program this year, PELSB must prioritize awarding grants to institutions outside of the Twin Cities metropolitan area. If the board awards a grant based on the criteria in paragraph (a) to a program that has not previously received funding, the board must thereafter give priority to the program equivalent to other programs that have received grants and demonstrated positive outcomes; and

Priority 6 – The percentage of racially and ethnically diverse teacher candidates enrolled in the institution compared to:

- (i) The aggregate percentage of students of color and American Indian students enrolled in the institution, regardless of major, and
- (ii) The percentage of underrepresented racially and ethnically diverse teachers in the economic development region of the state where the institution is located and where a shortage of teachers exists, as reported under [section 122A.091, subdivision 5](#).

The board must not penalize an applicant institution in the grant review process for using grant funds only to provide direct financial support to teacher candidates if that is the institution's priority and if the institution uses other resources to provide programmatic support to candidates. The board must determine award amounts for development, maintenance, or expansion of programs based only on the degree to which applicants meet the criteria in this subdivision, the number of candidates who are of color or who are American Indian supported by an applicant program, and funds available.

The board must determine grant awards in part by multiplying the number of teacher candidates to be provided **direct financial assistance** by the average amount the institution proposes per candidate that is **within the allowable dollar range**. After assessing an institution's adherence to grant criteria and funds available, the board may grant an institution a lower average amount per candidate and the institution may decide to award less per candidate or provide financial assistance to fewer candidates within the allowable range. Additionally, **an institution may use up to 25 percent of the awarded grant funds to provide programmatic support** as described in paragraph (a), clause (3). If the board does not award an applicant institution's full request, the board must allow the institution to modify how it uses grant funds to maximize program outcomes consistent with the requirements of this section.

VI. REPORTING

GENERAL EXPECTATIONS OF GRANTEES

- Prior to executing the grant contract agreement for an award over \$25,000.00, PELSB will conduct a risk assessment related to the applicant's financial capacity.
- For a grant award over \$50,000.00, financial monitoring, and at least one financial reconciliation of grantee expenditures during the grant period is required.
- Maintain a ledger to track grant budget expenditures and payment reimbursements, retaining a copy of all documents that demonstrate budget line-item spending. Records should be retained for

at least six years after grant fund close out.

- If subcontracting is an allowed expenditure in the approved budget, follow applicable state and federal procurement laws and select “responsible vendors” who are not disbarred or suspended, not engaged in unlawful practices, and are qualified.

SPECIFIC PROGRAM EXPECTATIONS

CUGMEC grantees are responsible for preparing a report to PELSB related to grant funds used to support teacher candidates of color or Indigenous teacher candidates by **August 15** of each state fiscal year that the grant funds are active. If the due date falls on a Saturday or Sunday, the report is due by 4:30PM the prior workday. **Even though the grant contract agreement extends for a two-year period, reports on the use of grant funds each state fiscal year are due each year:** on August 15, 2024 for FY24 (July 1, 2023-June 30, 2024) and again on August 15, 2025 for FY25 (July 1, 2024-June 30, 2025).

Pursuant to Minn. Stat. §122A.635, Subd. 4:

By August 15 of each year, an institution awarded a grant under this section must prepare for the board a detailed report regarding the expenditure of grant funds, including the amounts used to recruit, retain, and support teacher candidates of color or American Indian teacher candidates to complete programs and be recommended for licensure.

The report must include:

- (1) The total number of candidates of color, and American Indian teacher candidates who:
 - (i) are enrolled in the institution;
 - (ii) are supported by grant funds with direct financial assistance during the academic reporting year;
 - (iii) are supported with other programmatic supports;
 - (iv) are recruited and newly admitted to a licensure program
 - (v) are enrolled in a licensure program;
 - (vi) have completed a licensure program
 - (vii) were recommended for licensure in the field for which they were prepared;
- (2) The total number of teacher candidates of color or American Indian teacher candidates at each stage from program admission to licensure recommendation as a percentage of all candidate seeking the same licensure at the institution and
- (3) A brief narrative describing the successes and challenges of efforts proposed in the grant application to support candidates with grant funds and lessons learned for future efforts.

By November 1 of each year, the board must post a report on its website summarizing the activities and outcomes of grant recipients and results that promote the sharing of effective practices and lessons learned among grant recipients.

In addition to the above, grantees must participate in cohort meetings and/or a collaborative cohort meeting presentation to PELSB designed to foster the sharing of effective practices in

accordance with Minn. Stat. §122A.635, Subd. 4(b).

New grant recipients will be expected to participate in a site visit conducted by PELSB.

VII. STATEMENT OF INTENT

PELSB will use Statements of Intent to submit a proposal to plan for the proposal review process. Please submit Intent to Submit communications via email to Grants.PELSB@state.mn.us **by 4:30PM Friday, June 7, 2024.**

VIII. APPLICATION INSTRUCTIONS

APPLICATION COVERSHEET

The coversheet must include:

1. An original signature from the Identified Official with Authority (IOwA) to sign on behalf of the applicant institution. If an applicant is represented by a fiscal sponsor/agent, a copy of a letter of agreement should be submitted with the application.
2. Contact information for institutional leadership for your unit, the program contact and/or the accounting or business office manager.
3. The grant amount requested.
4. Which Economic Development Region (EDR/s) your unit serves.

REQUIRED STATE FINANCIAL IDENTIFICATION NUMBER

It is likely that your organization already has this number; please check with your business office.

SWIFT (Minnesota Statewide Integrated Financial Tools System) Vendor Number

This number is required for all applicants. If you are applying with a fiscal agent, the SWIFT number must be for the fiscal agent who will be receiving and administering the grant funds.

APPLICATION NARRATIVE COMPONENTS AND BUDGET

Provide clear and complete narrative responses for the following components and record them in the application template. The total page count for the narrative component must not exceed 10 pages. Applicants are welcome to submit supporting documents and appendices.

Key Terms

Direct financial support Direct financial support covers costs that candidates would otherwise be responsible for, such as tuition, books, and test fees.

Enrolled For the purposes of this grant proposal, an enrolled candidate is a candidate that has been admitted to a licensure program at the unit.

Indirect financial support Indirect financial support includes the cost of program items that aid candidates through the completion and licensure process, such as mentorship, tutoring, etc.

Institution For the purposes of this grant proposal, an “institution” is a public or private college or university with a PELSB-approved teacher preparation program (often referred to as a “unit” in administrative rule).

Program For the purposes of this grant proposal only, a “program” is any teacher licensure program requesting funding to support teacher candidates of color and Indigenous teacher candidates. This may be a program aimed specifically at teacher candidates of color and Indigenous teacher candidates across several licensure areas, or it may be a specific licensure area program.

Program completer A program completer means a candidate who has met a program’s completion requirements. For an initial licensure candidate to be counted as a completer, the candidate must complete student teaching in the licensure area sought and submit the board-adopted teacher performance assessment for official scoring, if applicable. For the purposes of this grant application, a candidate does not need to have passed their licensure exams to be considered a program completer.

Sustaining support For the purposes of this grant proposal, sustaining support includes any program items that have been funded by the CUGMEC grant in the past.

Teacher For the purposes of this grant proposal, pursuant to Minn. Stat. §122A.06, Subd. 2, “Teacher” means a classroom teacher or other similar professional employee required to hold a license from the Professional Educator Licensing and Standards Board.

Unit For the purposes of this grant proposal, a “unit” is a public or private college or university with a PELSB-approved teacher preparation program

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SCORED PROPOSAL

A. Priority 1 – Program Outcomes (37 Points)

PELSB recognizes that applicants may seek funding for specific programs within a unit. For the sake of consistency in comparing data, however, we ask each applicant to complete the tables below using data from your unit. Complete the table below based on the 2022-2023 academic year:

| | |
|--|--|
| Graduation/Program Completion Rate: Please provide the program completion/graduation rate (%) for teacher candidates of color or Indigenous teacher candidates enrolled in a teacher preparation program at your unit. | |
| Please provide the graduation/program completion rate (%) of all graduates enrolled in a teacher preparation program at your unit. | |
| Graduation/Program Completion Number: Please provide the total number of graduates (program completers) who are of color or are Indigenous at your unit. | |
| Please provide the total number of graduates (program completers) at your unit. | |
| Licensure Recommendation Rate: Please provide the rate of teacher candidates of color or Indigenous teacher candidates who have been recommended for Tier 3 licensure in the field that they completed at your institution. | |
| Please provide the rate of all teacher candidates who have been recommended for Tier 3 licensure in the field that they completed at your institution. | |
| Licensure Recommendation Number: Please provide the number of teacher candidates of color or Indigenous teacher candidates who have been recommended for Tier 3 licensure in the field that they completed at your institution. | |
| Please provide the number of all teacher candidates who have been recommended for Tier 3 licensure in the field that they completed at your institution. | |

B. Priority 2 – Clear Plan (34 Points)

Describe the need for this project and a plan for proposed activities to be funded by the grant intended to increase the number of teachers of color or Indigenous teachers.

If your plan includes the provision of **Priority 3 (8 Points) – Direct Assistance** (i.e. scholarships, stipends) for teaching candidates **within the \$1,660.74-\$4,151.85 per candidate allowable range established by PELSB for FY25**, please describe.

If your plan relies on specific program and/or staffing needs, and/or provides **indirect support** (i.e. recruiting, advising, mentoring, supportive community-building, tutoring, including an allowable range of between \$415.00 — \$1,038.00 for program support) for the candidates, please **detail explicit research-based practices and their impact** on helping teacher candidates of color and Indigenous teacher candidates enroll in and complete preparation programs and become recommended for teaching licensure.

Please address whether grant funds will be used **to develop, maintain, and/or expand assistance for teacher candidates of color and Indigenous teacher candidates** to enroll in and complete a PELSB-approved teacher preparation program and become recommended for teaching licensure.

Project Goals, Activities, and Timeline

Please designate any goal, activity, and/or outcome serving the purposes of enrollment, graduation/completion, and licensure, keeping in mind the proposed grant period.

Activities should be planned to occur within state fiscal year 2025 (July 1, 2024 – June 30, 2025), with an additional fiscal year (July 1, 2025 – June 30, 2026) extension allowed without the need for an amendment to the grant contract agreement if funds aren’t spent and submitted for reimbursement by June 30, 2025.

Bearing this in mind, please describe proposed goals and activities (with timelines) that align with the purpose of this funding. For example:

| Goal/Outcome Description | Primary Purpose | Priority | Activity Description | Timeline |
|--|-----------------|--------------------------------------|---------------------------------------|------------------------------|
| Goal 1: Increase teacher candidates of color by 2% | Enrollment | 2 nd most important to... | Teacher candidate of color colloquium | By June 30 th ... |

Progress Monitoring

The state is committed to funding services that create measurable results and outcomes for the targeted population identified by the people of Minnesota via this grant program. Indicators of the

success and effectiveness of the programs and activities funded by this grant must be developed and reported to PELSB **by August 15** of each state fiscal year (July 1 – June 30) of the award.

In this section, identify the individual(s) responsible for collecting data and preparing reports describing and itemizing the information in narrative form, or as organized below:

| Progress Monitoring Criteria/Outcomes | Methods for Collection | Data Used |
|--|---|--|
| <i>Example: 10% increase in enrollment</i> | <i>Example: Unit leader will track candidates newly admitted to a program</i> | <i>Example: Previous and current fall enrollment numbers</i> |
| | | |
| | | |

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C. Priority 3 – Direct Assistance (8 Points)

Direct assistance for teacher candidates must be within the \$1,660.74 - \$4,151.85 per candidate allowable range established by PELSB. Please describe your plans to provide direct assistance to teacher candidates. This will take the form of scholarships, fees, books, etc.

| Number of teacher candidates of color or Indigenous teacher candidates proposed for support | Of the proposed candidates for direct support, how many will receive sustained support ? (i.e. how many were previously supported by CUGMEC funds?) | Amount proposed per candidate, within the allowed \$1,660.74 minimum - \$4,151.85 maximum range |
|--|--|--|
| | | |
| | | |
| | | |

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D. Priority 4 – Previous Award with Positive Outcomes (7 Points)

Has your institution previously received a grant from this program? YES NO

If YES:

1. Which year(s)?
2. Did you participate in all cohort meetings?
3. **Has your most recently funded program resulted in positive (rates in the 70-100% range) enrollment, graduation/completion, and licensure rates?**

If NO:

1. Please provide the number of teacher candidates of color and Indigenous teacher candidates in your program, how you intend to support the candidates with grant funds (direct financial assistance, staff support, etc.), and the impact of using grant funds to support the candidates in these ways. Please make note of any research-based decisions that influence how your program is designed.

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E. Priority 5 – Geographic Diversity (6 Points)

Because there is at least a 20 percent increase in the base appropriation for this grant program this year, PELSB must prioritize awarding grants to institutions outside of the Twin Cities metropolitan area.

Does your program primarily serve teacher candidates in the seven-county Twin Cities metropolitan area (EDR 11)?

If not, which Economic Development Region does it primarily serve?

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**F. Priority 6 – Percentage of Racially and Ethnically Diverse Teacher Candidates
(5 Points)**

Complete the table below based on the 2022-2023 academic year:

| | |
|--|--|
| What is the percentage of racially and ethnically diverse teacher candidates enrolled at your institution? | |
| What is the aggregate percentage of students of color and Indigenous students enrolled at your institution, regardless of major? | |
| What is the percentage of underrepresented racially and ethnically diverse teachers in the <u>Economic Development Region(s)</u> of the state where your unit is located, and where a shortage of teachers exists, as reported under <u>Minn. Stat. §122A.091, Subd. 5</u> ? | |

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G. ADDITIONAL PRIORITIES – BUDGET WITH DESCRIPTIONS (3 Points)

Create and attach a **plainly formatted** Excel budget for the requested grant funds. Specify the amount requested and detail all ***necessary and reasonable*** expenditures anticipated during the project period that align with the project goals and activities. *Necessary* means it is important for the success of the project. *Reasonable* means fair market price is paid for items and services.

The budget **must** include a brief narrative description of each itemized line. Please see the suggested format below:

| Program Item | Budget Amount | Narrative Description |
|--------------|---------------|-----------------------|
| Item A | \$X | Abcdefghijkl..... |
| Item B | \$X | Abcdefghijkl..... |
| Item C | \$X | Abcdefghijkl..... |
| Item D | \$X | Abcdefghijkl..... |
| Total | \$X | |

Reviewers should be able to determine if the budget aligns with the project activities and primary purpose of the funding, as well as if the planned budget expense are **necessary** and **reasonable** for the success and purpose of the project.

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APPLICATION SUBMISSION AND SIGNATURE

Applications must be emailed to Grants.PELSB@state.mn.us by 4:30PM on Friday, June 21, 2024. **Late applications will not be accepted.**

Submit the application in the following format:

1. Documents should be saved and labelled with the name of your institution.

Example: "PELSB University FY25 RII CUGMEC Proposal"

2. The subject line of the email should state:

"FY25 RII CUGMEC Grant Application – [Your Institution's Name]"

2. Attach the signed application and budget as a combined PDF file.

3. Additionally, attach the budget as an Excel document.

4. Submit the documents to Grants.PELSB@state.mn.us by Friday, June 21, 2024, 4:30PM Central Daylight/Standard Time. **Links, zip files, or Google documents will not be accepted.**

Costs associated with preparing the application must be borne by the applicant, and the applicant bears the burden of proof of timely submission.

IX. APPLICATION SCREENING AND REVIEW

Phase 1: Screening

Applicants that meet the following criteria will be forwarded on for review:

1. Received in the designated email inbox by the due date and time.
2. Application includes a completed proposal and budget.
3. Applicant is a higher education institution with a PELSB-approved teacher preparation program.

Phase 2: Application Components Reviewed and Scored

Applications will be reviewed by multiple reviewers serving on an advisory group. The criteria and components to be scored are summarized below. 100 total points are possible.

EVALUATION RUBRIC

| Criteria | Not Recommended | Recommended | Highly Recommended |
|---|---|---|---|
| A. Priority 1 – Program Outcomes (37 Points) | 5 Points: Number of Teacher of Color and Indigenous Teacher (TOCAIT) candidate graduates, program completers, and candidates recommended for licensure are less than 70%. | 35 Points: Number of TOCAIT candidate graduates, program completers, and recommended for licensure are in the 70%-79% range. | 37 Points: Number of TOCAIT candidate graduates, program completers, and candidates recommended for licensure are in the 80%-100% range. |
| B. Priority 2 – Clear Plan (34 Points) | <p>15 points: Project narrative does not clearly address prompts and/or description of capacity and/or past activities is insufficient.</p> <p>Applicant does not have a clear plan based on explicit, research-based practices for indirectly supporting teacher candidates of color or indigenous teacher candidates and/or a clear plan to directly support the candidates.</p> <p>The application does not convey a sufficient capacity for success in helping the candidates complete teacher preparation programs.</p> | <p>30 Points: Project narrative addresses prompts well.</p> <p>Narrative has a clear plan based on explicit, research-based practices for indirectly supporting teacher candidates of color or indigenous teacher candidates and/or a clear plan to directly support the candidates.</p> <p>The application conveys a strong capacity for success in helping the candidates complete teacher preparation programs.</p> | <p>34 Points: Explanations in project narrative are exemplary.</p> <p>Narrative conveys both continuing success and a strong capacity for success in helping teacher candidates of color or indigenous teacher candidates complete teacher preparation programs.</p> <p>The application presents a clear plan based on explicit, research-based practices for indirectly supporting the candidates and/or a clear plan to directly support teacher candidates of color or indigenous teacher candidates.</p> |
| C. Priority 3 – Direct Assistance (8 Points) | 0 Points: The plan does not include direct assistance for teaching candidates within the \$1,660.74 - \$4,151.85 per candidate allowable range. | 8 Points: The plan includes direct assistance for teaching candidates within the \$1,660.74 - \$4,151.85 per candidate allowable range. | |

| Criteria | Not Recommended | Recommended | Highly Recommended |
|---|---|--|---|
| D. Priority 4 – Previous Award with a Positive Outcome (7 Points) | 0 Points: No prior award or the most recent prior award resulted in teacher candidate enrollment, completion/graduation, and licensure rates lower than the 70% range. | 5 Points: The most recent prior award resulted in teacher candidate enrollment, completion/graduation, and licensure rates in the 70-79% range. | 7 Points: The most recent prior award resulted in teacher candidate enrollment, completion/graduation, and licensure rates in the 80-100% range. |
| E. Priority 5 – Geographic Diversity (6 Points) | 0 Points: The unit does not <i>primarily</i> serve teacher candidates in EDRs outside the Twin Cities Metro Area EDR 11 | 4 Points: The unit <i>primarily</i> serves teacher candidates in EDRs outside the Twin Cities Metro Area EDR 11 | 6 points: This unit <i>primarily</i> serves teacher candidates <i>in an EDR distinct from all other units applying for these grant funds.</i> |
| F. Priority 6 – Racial and Ethnic Diversity of Teacher Candidates (5 Points) | 2 Points: The percentage of candidates who are of color or Indigenous in the teacher preparation program is below the percentage of diverse students at the institution. | 3 Points: The percentage of candidates who are of color or Indigenous in the teacher preparation program is equal to the percentage of diverse students at the institution. | 5 Points: The percentage of candidates who are of color or Indigenous in the teacher preparation program exceeds both the percentage of diverse students at the institution and teachers in the EDR. |
| Budget (3 Points) | 1 Point: The budget is not itemized and/or does not clearly match what is described in the rest of the proposal. | 2 Points: The budget provides an itemized description of how funds will be spent. | 3 Points: The budget provides a clearly-itemized description of how funds will be spent. Each item matches what is described in the rest of the proposal. |

Phase 3: Review of Advisory Body (Reviewers) Recommendations

PELSB staff will review the outcomes resulting from the reviewers' evaluation of applications. PELSB may offer grant awards that differ from the applicant's grant request, including award amounts for specific program items.

During this phase, PELSB staff or grant services staff may contact an applicant to obtain clarification on one or more sections of their application. PELSB staff or grant services staff may contact reviewers to obtain clarification or their feedback.

All funding decisions made by PELSB are final.

Pre-Award Risk Assessment

Before executing a grant contract agreement for an award of \$25,000 or higher, PELSB must conduct a risk assessment on financial capacity and prior performance. See XII. FINANCIAL REVIEW PROCESS for materials to submit.

Delays

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

- The need for budget and/or work plan clarifications
- Invalid SWIFT Vendor Number
- Lack of submission of material for Pre-Award Risk Assessment See XII. FINANCIAL REVIEW PROCESS for materials to submit.

Reviewer feedback is considered public information, but not until all grant contract agreements have been negotiated and fully executed.

X. ASSISTANCE DURING PROPOSAL SOLICITATION

The frequently asked question and answer document (FAQ) will be available by **May 22, 2024**. A recorded information session for interested applicants will be available on the [Grants page](#) of PELSB's website.

PELSB Chief of Staff, Michelle Hersh Vaught, is available to provide additional information and answer questions. Questions should be sent to Michelle.Vaught@state.mn.us using the subject line "CUGMEC Grant RII" or conveyed by calling 651-539-4187.

Questions related to the grant opportunity may only be answered by PELSB's grant program representative identified above, or their successor. Information received from an unauthorized source is not binding and could result in misinformation.

XI. GRANT ADMINISTRATION REGULATIONS

Administrative guidelines will be sent to grantees which will outline details on the grant award process, applicable regulations, monitoring expectations, fiscal procedures, reporting requirements, and more. Administrative guidelines will be sent to grantees upon grant contract agreement execution.

XII. FINANCIAL REVIEW PROCESS

All post-secondary institutions that are also for profit or non-profit Non-Governmental Organizations (NGOs) applying for grants in the state of Minnesota must undergo a financial review prior to receiving a grant award of \$25,000.00 or higher.

In order to comply with Minnesota's Policy on the Financial Review of Nongovernmental Organizations, please submit one the following documents with your application, based on the following criteria:

- Grant applicants with an annual income of under \$50,000, or that have not been in existence long enough to have completed an IRS Form 990 or audit, should submit their most recent board-reviewed financial statements.
- Grant applicants with a total annual revenue of \$50,000 or more and less than \$750,000 should submit their most recent IRS Form 990
- Grant applicants with a total annual revenue of over \$750,000 should submit their most recent certified financial audit

XIII. AWARDS

Award notifications will be sent out in August. The agency *anticipates* that the grant award process will be complete by late August/early September 2024.

Applicants recommended for an award must wait until they receive a fully signed grant contract agreement **before** providing any services and incurring expenditures. Any expenses paid prior to the full execution of the grant contract agreement are not reimbursable and are the responsibility of the applicant/grantee.

XIV. GRANT CONTRACT AGREEMENTS

State grant contract agreement templates are found in the **Forms and FAQ tab** on the Grants Management Policies, Statutes, and Forms page of the website for Minnesota's Office of Grants Management.

XV. TIMELINE FOR PROPOSALS, AWARDS, AND FUNDED PROJECTS

| | |
|----------------------|---|
| By May 23, 2024 | RII FY25 CUGMEC Request for Proposals available to applicants Information Session posted to the Grants page of PELSB's website |
| June 7, 2024 | Deadline for Receipt of Intent to Submit |
| June 21, 2024 | Deadline for Receipt of Proposal |
| August 2024 | Notification of Recommended Grant Awards |
| Aug/Sept, 2024 | Project Period begins with Date Grant Contract Agreement is Fully Signed |

Provide **one** electronic copy via email **by 4:30PM Central Daylight/Standard Time, June 21, 2024 to Grants.PELSB@state.mn.us**. Please do not cc or send additional copies.

Any proposal submitted late will not be accepted.

All proposals will be acknowledged upon receipt. **Each late or ineligible applicant will be notified that their proposal will not be considered.** Additional copies of applications will not be accepted.

XVI. GRANT CLOSE-OUT, SUSPENSION, AND TERMINATION

Close-Out

Each grant shall be closed out as promptly as feasible after expiration or termination. The grant recipient shall submit all financial, performance, evaluation, and other reports required by the terms of the grant. The close-out of a grant does not affect the retention period for State and/or Federal rights of access to grant records.

Suspension

When a grant recipient has failed to comply with the terms a grant, PELSB may, upon reasonable notice to the grant recipient, suspend the grant in whole or in part. The notice of suspension will state the reason(s) for the suspension, any corrective action required of the grant recipient, and the effective date.

Termination

PELSB may terminate any grant in whole, or in part, at any time before the date of expiration whenever the agency determines that the grant recipient has failed to comply with the terms of the grant. PELSB shall promptly notify the grant recipient in writing of the termination and the reason(s) for the termination, together with the effective date.

XVII. CONFLICTS OF INTEREST

PELSB works to actively prevent individual and organizational conflicts of interest, both actual and potential, in reference to applicants and to reviewers per Minn. Stat. §16B.98 and Minnesota's Conflict of Interest Policy 08-01 Grants Conflict of Interest. Organizational conflicts of interest occur when:

- A grantee's objectivity in carrying out the grant is impaired or compromised due to competing duties or loyalties
- A grantee, potential grantee, or grant applicant has an unfair competitive advantage through being furnished unauthorized proprietary information or source selection information that is not available to all competitors

In cases where a conflict of interest is suspected, disclosed, or discovered, the applicants or grantees will be notified and actions may be pursued including, but not limited to, disqualification from eligibility for the grant award or termination of the grant contract agreement.

XVIII. PUBLIC DATA

Pursuant to Minn. Stat. §13.599, Subdivs. 1 and 3:

The names and addresses of grant applicants will become public data once all proposal responses are opened.

All remaining data the proposal responses, except trade secret data as defined and classified in Minn. Stat. §13.37, will become public data after the evaluation process has been completed. For the purposes of this grant, "completion of the evaluation process" means all grant contract agreements have been fully executed.

XIX. AFFIRMATIVE ACTION AND NON-DISCRIMINATION REQUIREMENTS

Pursuant to Minn. Stat. §363A.02 and Minnesota Rules, Part 5000.3500:

A. The grantee agrees not to discriminate against any employee or applicant for employment because of race, color, creed, religion, national origin, sex, marital status, status in regard to public assistance, membership or activity in a local commission, disability, sexual orientation, or age in regard to any position for which the employee or applicant for employment is qualified. The grantee agrees to take affirmative steps to employ, advance in employment, upgrade, train, and recruit minority persons, women, and persons with disabilities.

B. The grantee must not discriminate against any employee or applicant for employment because of physical or mental disability in regard to any position for which the employee or applicant for employment is qualified. The grantee agrees to take affirmative action to employ, advance in employment, and otherwise treat qualified disabled persons without discrimination based upon their physical or mental disability in all employment practices such as the following: employment, upgrading, demotion or transfer, recruitment, advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship.

C. The grantee agrees to comply with the rules and relevant orders that the Minnesota Department of Human Rights has issued pursuant to the Minnesota Human Rights Act.

APPENDIX A: COPY OF STATUTE

Minnesota Statutes 2023, Section 122A.635

COLLABORATIVE URBAN AND GREATER MINNESOTA EDUCATORS OF COLOR GRANT PROGRAM

Subdivision 1. **Establishment.** The Professional Educator Licensing and Standards Board must award competitive grants to increase the number of teacher candidates who are of color or who are American Indian, complete teacher preparation programs, and meet the requirements for a Tier 3 license under section [122A.183](#). Eligibility for a grant under this section is limited to public or private higher education institutions that offer a teacher preparation program approved by the Professional Educator Licensing and Standards Board.

Subd. 2. **Competitive grants.** (a) The Professional Educator Licensing and Standards Board must award competitive grants to a variety of higher education institution types under this section. The board must require an applicant institution to submit a plan describing how it would use grant funds to increase the number of teachers who are of color or who are American Indian, and must award grants based on the following criteria, listed in descending order of priority:

(1) program outcomes, including graduation or program completion rates and licensure recommendation rates for candidates who are of color or who are American Indian compared to all candidates enrolled in a teacher preparation program at the institution and, for each outcome measure, the number of teacher candidates who are of color or who are American Indian;

(2) the extent to which an institution's plan is clear in describing how the institution would use grant funds for implementing explicit research-based practices to provide programmatic support to teacher candidates who are of color or who are American Indian. Plans for grant funds may include:

(i) recruiting more racially and ethnically diverse candidates for admission to teacher preparation programs;

(ii) providing differentiated advising, mentoring, or other supportive community-building activities in addition to what the institution provides to all candidates enrolled in the institution;

(iii) providing academic tutoring or support to help teacher candidates pass required assessments; and

(iv) providing for program staffing expenses;

(3) an institution's plan to provide direct financial assistance as scholarships or stipends within the allowable dollar range determined by the board under subdivision 3, paragraph (b), to teacher candidates who are of color or who are American Indian;

(4) whether the institution has previously received a competitive grant under this section and has demonstrated positive outcomes from the use of grant funds for efforts helping teacher candidates who are of color or who are American Indian to enroll in and successfully complete teacher preparation programs and be recommended for licensure;

(5) geographic diversity among the institutions. In order to expand the number of grant recipients throughout the state, whenever there is at least a 20 percent increase in the base appropriation for this grant program, the board must prioritize awarding grants to institutions outside of the Twin Cities metropolitan area. If the board awards a grant based on the criteria in paragraph (a) to a program that

has not previously received funding, the board must thereafter give priority to the program equivalent to other programs that have received grants and demonstrated positive outcomes; and

(6) the percentage of racially and ethnically diverse teacher candidates enrolled in the institution compared to:

(i) the aggregate percentage of students of color and American Indian students enrolled in the institution, regardless of major; and

(ii) the percentage of underrepresented racially and ethnically diverse teachers in the economic development region of the state where the institution is located and where a shortage of diverse teachers exists, as reported under section [122A.091, subdivision 5](#).

(b) The board must not penalize an applicant institution in the grant review process for using grant funds only to provide direct financial support to teacher candidates if that is the institution's priority and the institution uses other resources to provide programmatic support to candidates.

(c) The board must determine award amounts for development, maintenance, or expansion of programs based only on the degree to which applicants meet the criteria in this subdivision, the number of candidates who are of color or who are American Indian supported by an applicant program, and funds available.

(d) The board must determine grant awards in part by multiplying the number of teacher candidates to be provided direct financial assistance by the average amount the institution proposes per candidate that is within the allowable dollar range. After assessing an institution's adherence to grant criteria and funds available, the board may grant an institution a lower average amount per candidate and the institution may decide to award less per candidate or provide financial assistance to fewer candidates within the allowable range. Additionally, an institution may use up to 25 percent of the awarded grant funds to provide programmatic support as described in paragraph (a), clause (3). If the board does not award an applicant institution's full request, the board must allow the institution to modify how it uses grant funds to maximize program outcomes consistent with the requirements of this section.

Subd. 3. Grant program administration.

(a) The Professional Educator Licensing and Standards Board may enter into an interagency agreement with the Office of Higher Education. The agreement may include a transfer of funds to the Office of Higher Education to help establish and administer the competitive grant process. The board must award grants to institutions located in various economic development regions throughout the state, but must not predetermine the number of institutions to be awarded grants under this section or set a limit for the amount that any one institution may receive as part of the competitive grant application process.

(b) The board must establish a standard allowable dollar range for the amount of direct financial assistance an applicant institution may provide to each candidate. To determine the range, the board may collect de-identified data from institutions that received a grant during the previous grant period and calculate the average scholarship amount awarded to all candidates across all institutions using the most recent fiscal year data available. The calculation may be used to determine a scholarship range that is no more than 25 percent of this amount and no less than half the average of this amount. The purpose of direct financial assistance is to assist candidates matriculating through completing licensure programs if they demonstrate financial need after considering other grants and scholarships provided.

(c) All grants must be awarded by August 15 of the fiscal year in which the grants are to be used. An institution that receives a grant under this section may use the grant funds over a two- to four-year period to sustain support for teacher candidates at any stage from recruitment and program admission to graduation and licensure application.

Subd. 4. Report.

(a) By August 15 of each year, an institution awarded a grant under this section must prepare for the board a detailed report regarding the expenditure of grant funds, including the amounts used to recruit, retain, and support teacher candidates of color or American Indian teacher candidates to complete programs and be recommended for licensure. The report must include:

(1) the total number of teacher candidates of color and American Indian teacher candidates who:

(i) are enrolled in the institution;

(ii) are supported by grant funds with direct financial assistance during the academic reporting year;

(iii) are supported with other programmatic supports;

(iv) are recruited and newly admitted to a licensure program;

(v) are enrolled in a licensure program;

(vi) have completed a licensure program; and

(vii) were recommended for licensure in the field for which they were prepared;

(2) the total number of teacher candidates of color or American Indian teacher candidates at each stage from program admission to licensure recommendation as a percentage of all candidates seeking the same licensure at the institution; and

(3) a brief narrative describing the successes and challenges of efforts proposed in the grant application to support candidates with grant funds, and lessons learned for future efforts.

(b) By November 1 of each year, the board must post a report on its website summarizing the activities and outcomes of grant recipients and results that promote sharing of effective practices and lessons learned among grant recipients.

History:

[1Sp2019 c 11 art 3 s 15](#); [2020 c 83 art 1 s 25](#); [2023 c 55 art 5 s 55](#)