STATE OF WASHINGTON
Higher Education Coordinating Board (in Cooperation with the Office of Superintendent of Public Instruction)

REQUEST FOR PROPOSALS (RFP)

RFP NO. 13-RFP127

TITLE: Higher Education Coordinating Board (HECB) and Office of Superintendent of Public Instruction (OSPI) Professional Development Grant Program

FUNDING: Funded by the No Child Left Behind Act of 2001:

- Title II, Part A, Subpart 3 Teacher and Principal Training and Recruiting Fund (U. S. Department of Education CFDA 84.367B) and
- Title II, Part B Mathematics and Science Partnership program (U. S. Department of Education CFDA 84.366B)

NOTICE OF INTENT TO APPLY DUE DATE: May 8, 2012 – 5:00 p.m., Pacific Daylight Time, Olympia, Washington. Only emailed notices will be accepted.

PROPOSAL DUE DATE: May 30, 2012 – 5:00 p.m., Pacific Daylight Time, Olympia, Washington. Only emailed proposals will be accepted.

ESTIMATED TIME PERIOD FOR CONTRACT: July 1, 2012 – June 30, 2013. The HECB reserves the right to extend the contract for up to two additional one-year periods at the sole discretion of the HECB. However, extensions involving OSPI funds will not be granted without OSPI approval.

APPLICANT ELIGIBILITY: This competition is open to eligible partnerships that satisfy the minimum qualifications stated herein and that are available for work in Washington State.

NOTE: If you download this RFP from an agency website you are responsible for sending your name, address, e-mail address, and telephone number to the RFP Coordinator in order for your organization to receive RFP amendments and other information.

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Higher Education Coordinating Board and Office of Superintendent of Public Instruction Professional Development Project Grant Program Request for Proposals (RFP)

Questions regarding the RFP and the review and selection process must be directed to the RFP Coordinator, Mark Bergeson, at markb@hecb.wa.gov or 360-753-7881. The RFP Coordinator is the sole point of contact for this RFP. Any communication that is not a written communication from the RFP Coordinator will be considered non-binding.

I. Anticipated Timeline

- April 27, 2012 – Release of request for proposals
- May 4, 2012 – Bidder's conference (attendance encouraged, but not mandatory)
- **May 8, 2012 (5:00 p.m.) –Notice of Intent to Apply due** (required, but not scored)
- **May 30, 2012 (5:00 p.m.) – Proposals due**
- June 13, 2012 – Finalist interviews
- June 15, 2012 – Notification of awards
- June 18, 2012 – Contract negotiation begins

II. Bidder's Conference

A bidder's conference is scheduled to be held on May 4, 2012 from 10:00 a.m.-noon and again (repeat session) from 1:00 p.m.-3:00 p.m., Pacific Daylight Time in the Cascade A room at the State Board for Technical and Community Colleges office at 1300 Quince Street SE, Olympia Washington 98502. All prospective applicants should attend; however, attendance is not mandatory. RSVP by providing the following information to the RFP coordinator by 1:00 p.m. on May 2, 2012:

- Contact person name and title
- Contact person email
- Contact person phone number
- K20 Online Resource Reservation System (KORRS) site resource name[1]
- Number of attendees
- Names and titles of attendees (and indicate whether each is attending in person or via ITV)

HECB will be bound only to HECB'S written answers to questions. Questions arising at the bidders' conference will be documented and responded to orally and in written form. A copy of the questions and responses will be sent to each applicant who timely submitted a Notice of Intent to Apply (NOI) or who made the RFP Coordinator aware of its interest in receiving the questions and responses.

[1] The KORRS site resource name should be available from the person who schedules ITV services for your organization.

III. Revisions to this Request for Proposals

The Higher Education Coordinating Board (HECB) reserves the right to revise or cancel this Request for Proposals (RFP), in whole or in part, prior to execution of a contract. In the event that such action becomes necessary, the HECB will publish revisions or a cancellation notice on its website. Updates are currently available at: http://www.hecb.wa.gov/Educatorsfor21stCentury.

Applicants who wish to be kept up to date on the status of this RFP and receive revision or cancellation notices are responsible for e-mailing a contact name and e-mail address to the RFP coordinator. Applicants may rely only on written status statements issued by the RFP coordinator. Any other communication will be considered to be unofficial and non-binding.

IV. Introduction/Background

The Higher Education Coordinating Board (HECB) and the Office of the Superintendent of Public Instruction (OSPI) plan to administer a professional development grant program focused on implementation for grades 6-12 of the *Common Core State Standards for Mathematics* and/or the *Washington State K-12 Science Learning Standards* (in conjunction with the Crosscutting Concepts and Scientific and Engineering Practices from the National Research Council's *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*). It is anticipated that the program will fund one or two[2] professional development projects conducted by partnerships of one or more higher education institutions and one or more high-need school districts.[3] Although the HECB and OSPI will jointly fund and administer the program, the HECB is the fiscal agent of the HECB/OSPI partnership and is therefore the agency to contact with questions regarding this RFP.

Projects must deliver professional development designed to increase the subject matter knowledge of in-service teachers and help them implement the *Standards* and *Framework* (if applicable) to improve standards-based instructional practices and student achievement. Projects also may address implementation of the *Common Core State Standards for English Language Arts*, provided that the project's main emphasis is on mathematics and/or science. Ideally, project partnerships will have sufficient expertise to provide integrated professional development activities that address learning standards and content knowledge across multiple districts in the state.

Contingent on the availability of federal funding, a project may receive up to $1.7 million dollars (one hundred percent federal and zero percent from other sources) during the course of a three year period beginning July 2012. Projects that do not address both mathematics and science would receive a reduced award, as outlined in the Funding Availability Constraints section of this RFP. Under current federal statutes, the anticipated federal funding sources are:

- CFDA 84.367B No Child Left Behind Act Title II Part A Subpart 3 (HECB) $900,000
- CFDA 84.366B No Child Left Behind Act Title II Part B (OSPI) $800,000

These programs are important components of the No Child Left Behind legislation. They encourage scientifically based professional development as a means for improving student academic performance.

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[2] If two or more projects are funded, the No Child Left Behind Act requires that they be equitably distributed geographically.

[3] See Appendix A for a list of high-need school districts. Projects may include additional school districts (whether high-need or not), but must serve at least one high-need school district.

Subpart 3 of Title II, Part A of the No Child Left Behind Act (NCLB) authorizes a competitive grant program to fund professional development partnerships between institutions of higher education and school districts. The intent of this partnership grant program is to increase student academic achievement in core subject areas (including mathematics, science, English, and Language Arts) by enhancing classroom teachers' **content knowledge** and ability to use *State Standards* to improve instructional practices; and to enhance principals' and assistant principals' content knowledge (if appropriate) and instructional leadership skills. The Higher Education Coordinating Board is responsible for the administration of this program. $900,000 of the anticipated funding listed above is contingent on continued federal funding for this program.

NCLB Title II, Part B authorizes a Mathematics and Science Partnership (MSP) competitive grant program to fund professional development partnerships between institutions of higher education and school districts. The intent of this partnership grant program is to increase academic achievement of students in mathematics and science by enhancing the **content knowledge** and teaching skills of classroom teachers. The Office of Superintendent of Public Instruction (OSPI) is responsible for the administration of the MSP Program. $800,000 of the anticipated funding listed above is contingent on continued federal funding for this program.

Recognizing the high degree of overlap between these Title II programs, the HECB and OSPI have agreed to jointly fund and administer a competitive grant program designed to capitalize on the similarities between the two programs. Combining funding streams in this way allows a project to accomplish more than funding under a single funding stream would allow.

For example, the federal Title II Part A Subpart 3 program provides funding for professional development designed to increase content knowledge (if appropriate) and instructional leadership skills of principals and assistant principals, whereas the federal Title II Part B program does not. A project funded by both federal programs is able to provide professional development for both teachers and principals, provided that it tracks costs attributable to principal/assistant principal professional development separately from those attributable to teacher professional development. A project funded by both programs is also able to serve more educators than would be feasible under either program alone.

However, there is an administrative cost because applicants' accounting and documentation systems must provide adequate documentation for charges to each funding stream and compliance with each federal program's requirements.[4]

The No Child Left Behind Act is the current authorization of the Elementary and Secondary Education Act (ESEA). With ESEA reauthorization under consideration by Congress, the funding climate is uncertain because reauthorization could dramatically reduce available funding. Therefore, projects must have a modular design that includes termination points after 18 months and three years, with measurable mid-project and end-of-project objectives.

V. Program Description/Key Features and Requirements

Allowable Uses of Funds

Projects must comply with all state and federal legal and administrative requirements regarding use of grant funds. Federal requirements include those generally applicable to many programs, such as the Education Department Administrative Regulations (EDGAR) and federal cost principles; as well as

[4] For example, see EDGAR sections 76.730, 76.731 and 76.760.

program-specific requirements applicable to the NCLB Title II Part A Subpart 3, and NCLB Title II Part B programs. Program-specific requirements include those in NCLB Sections 2102, 2131-2134, 2201-2202, 9101, and 9501. In cases where program-specific requirements regarding allowable activities or expenditures conflict, the most restrictive will govern the project. Funded projects must use grant funds to supplement, and not supplant, state and/or local funds that would otherwise be used for proposed activities.

For purposes of this RFP, NCLB sections 2134 and 2202 indicate that project funds must be used for professional development activities in mathematics and/or science that:

1. Improves teachers' subject matter knowledge in the academic subjects they teach;
2. Promotes strong teaching skills by ensuring teachers are able to use the *Common Core State Standards* and/or *Washington State K-12 Science Learning Standards* to enhance their instructional practices; and
3. Improves principal/assistant principal subject matter knowledge (if appropriate) and instructional leadership skills specific to mathematics and/or science.[5]

The project's professional development design (including the professional development approach and materials used) must be supported by evidence of success in multiple settings and scientifically based research (see glossary). Projects are encouraged to use evidence that meets the standards of the federal "What Works" clearinghouse (http://ies.ed.gov/ncee/wwc/).

Washington State Priorities

This RFP seeks projects that will:

- Provide professional development to in-service 6th-12th grade educators in high-need districts throughout Washington.
- Help implement the *Common Core State Standards for Mathematics* and/or *Washington State K-12 Science Learning Standards* (in conjunction with the *Framework for K-12 Science Education*), building upon the good work already completed to define college readiness for math, English, and science; and equip teachers across the state to teach the content reflected in the *Standards* and *Framework* (if applicable).
- Develop educator capacity to effectively deliver curriculum that promotes the learning necessary to prepare students for postsecondary education and training.
- Create professional development opportunities that build on each other to provide a pathway toward Highly Qualified Teacher (see glossary) status, higher-level degrees, or other credentials.

To help implement the state's recent adoption of the *Common Core State Standards for Mathematics*, this RFP will target 6th-12th grade mathematics. In response to the adoption of the 2009 *Washington State K-12 Science Learning Standards* and the release of the *Framework for K-12 Science Education*, this RFP will also target 6th-12th grade science, specifically the examination and implementation of the

[5] Professional development for principals/assistant principals is allowed only under NCLB Title II Part A Subpart 3, and therefore must be budgeted separately and paid for entirely out of NCLB Title II Part A Subpart 3 funds.

Framework for K-12 Science Education's **Crosscutting Concepts** and the **Science and Engineering Practices**, which support Essential Academic Learning Requirements (EALRs) 1 and 3 within the *Washington State K-12 Science Learning Standards*.

Project Mission

Given the allowable uses of funds and the Washington State priorities, all project goals, objectives, and activities must be designed to accomplish the following Project Mission:

The mission of each funded project is to implement the *Common Core State Standards for Mathematics* and/or *Washington State K-12 Science Learning Standards* (in conjunction with the Crosscutting Concepts and Engineering Practices of the *Framework for K-12 Science Education*[6]) for grades 6-12 by providing professional development that accomplishes all of the following:

1. Improves teachers' subject matter knowledge in the academic subjects they teach;
2. Promotes strong teaching skills by ensuring teachers are able to use the *Common Core State Standards for Mathematics* and/or *Washington State K-12 Science Learning Standards* (in conjunction with the *Framework for K-12 Science Education*) to enhance their instructional practices; and
3. Improves principal/assistant principal subject matter knowledge (if appropriate) and instructional leadership skills specific to mathematics and/or science.

This requirement is intended to ensure that participating teachers gain subject-matter knowledge (including pedagogical content knowledge) and standards-based teaching skills in their subject areas, and that participating principals and assistant principals gain subject-matter knowledge (if appropriate) and instructional leadership skills to help them be instructional leaders in these subject areas. The professional development provided to principals/assistant principals must be designed specifically to enhance their ability to lead mathematics and/or science teachers.

Project Optional Additional Focus on English Language Arts

As long as a project's primary focus is on accomplishing the Project Mission, projects may also implement Specified Standards within the *Common Core State Standards for English Language Arts* for grades 6-12 by providing professional development[7] that accomplishes all of the following:

1. Improves teachers' subject matter knowledge in the academic subjects they teach;
2. Promotes strong teaching skills by ensuring teachers are able to use the *Common Core State Standards for English Language Arts* to enhance their instructional practices; and

[6] National Research Council. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*.

[7] English Language Arts professional development is allowed only under NCLB Title II Part A Subpart 3, and therefore must be budgeted separately and paid for entirely out of NCLB Title II Part A Subpart 3 funds.

3. Improves principal/ assistant principal subject matter knowledge (if appropriate) and instructional leadership skills specific to English Language Arts.

The Specified Standards are the Reading Standards for Literacy in Science and Technical Subjects 6-12 and/or the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12.

Partnership Eligibility

Only eligible partnerships may apply for and receive funding under this RFP. Each eligible partnership may submit only one proposal, although a particular partner may be a member of more than one eligible partnership. No individual may appear as project director or co-director on more than one proposal.

Eligible partnerships must include all of the following required partners:

1. A private or public Washington state institution of higher education (IHE) and its division that prepares teachers and principals;
2. An institution of higher education's mathematics and/or science department[8] that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which the teachers served by the project teach; and
3. At least one high-need school district from the list in Appendix A (see glossary for definition of high-need school district and derivation of the list in Appendix A).

The fiscal agent for the eligible partnership must be the institution of higher education providing the division or department specified in item 1 or 2 above. The fiscal agent submits the eligible partnership's proposal to the HECB, negotiates a contract with the HECB, invoices the HECB for work done by the eligible partnership, and serves as the lead partner of the eligible partnership and the main contact with the HECB throughout every phase of the project. The fiscal agent partner is responsible for ensuring that all other partners are aware of all relevant general and program-specific legal and administrative requirements and abide by them. The US Department of Education has determined that non-fiscal agent partners are not subgrantees of the fiscal agent partner, though they may have a contractual agreement with the fiscal agent partner.

The project director (or at least one co-director) must be a tenured or tenure-track faculty member in the division or department specified in item 1 or 2 above. This faculty member must provide effort comparable to or greater than the effort of other key personnel in the project.

In addition to the required partners, eligible partnerships may include any of the following optional partners:

1. Additional institutions of higher education, including community and technical colleges;
2. Additional institution of higher education academic departments;[9]
3. Additional school districts (whether on the high-need list or not) and schools (public or nonprofit private);

[8] A partnership whose project serves both mathematics and science teachers must include both a mathematics department and a science department.

[9] A partnership whose project serves English Language Arts teachers must include an English or similar department, in addition to math and/or science departments.

4. Educational Service Districts;
5. Nonprofit educational organizations of demonstrated effectiveness in improving the quality of mathematics and science teachers; or
6. Businesses.

There must be an active and well-defined partnership between institution of higher education faculty and school district personnel in all aspects of the project, including planning, delivery, and evaluation of the professional development. All of the required partners must play key roles in planning and implementing the project; and the required IHE partners must play significant instructional roles and may not merely provide evaluation services. Optional partners may serve key roles as well. Furthermore, one type of optional partner, nonprofit private schools, must be offered a key role in planning and implementation, as discussed in the next paragraph.

The eligible partnership must offer equitable participation (see glossary) to personnel from private nonprofit secondary or elementary schools in accordance with ESEA Section 9501 and applicable regulations. Each eligible partnership must contact private nonprofit schools in districts it will serve and notify them of the proposed project. If any nonprofit private schools are interested, the eligible partnership must give them meaningful and timely opportunities for participation in the design and implementation of the project, equivalent to the opportunities given to public schools. Eligible partnerships must document their contact efforts. Public school district offices may be able to help with contact efforts.

Period of Performance

The period of performance of any contract resulting from this RFP is tentatively scheduled to begin on or about July 1, 2012 and to end on June 30, 2013. The HECB reserves the right to extend the contract for up to two one-year periods. Amendments extending the period of performance, if any, shall be at the sole discretion of the HECB. However, extensions involving OSPI funds will not be granted without OSPI approval.

Required and Encouraged Project Attributes

Project attributes are organized into various types: target audience, project needs assessment, project goals and objectives, project activities, and project evaluation and accountability. Required attributes are characterized by the words “must,” “will,” or “shall.”

Target Audience:

1. Projects must serve some districts directly and must also provide a mechanism for broad access that includes shared material and Creative Commons licensing. Projects are encouraged to develop a statewide reach through use of a combination of in-person and distance learning. At a minimum, the work products and other resources produced by the project must be freely accessible for educators throughout Washington to use. Eligible Partnerships may use an existing platform or, if no appropriate platform is already available, develop their own. The platform must serve as a place where educators can collaborate to modify and improve work products such as lesson or unit plans. It must allow users to provide feedback for continuous improvement and to adapt the work products/resources for their own use.

2. Projects must serve more than one district, and focus, to the extent possible, on school teams (including principals/assistant principals). In order for a school to participate in the project, its principal or assistant principal must actively participate in the project's professional development activities for at least 16 hours/year.
3. Projects are encouraged to serve districts that represent a range of geographic diversity (urban, suburban, rural, and remote rural).

Project Needs Assessment:

1. Each project's design must address the results of a recent comprehensive assessment of teacher quality and professional development needs[10] and student needs with respect to the teaching and learning of mathematics and/or science in schools and districts that comprise the eligible partnership. The comprehensive assessment of professional development needs must demonstrate a district's need (and readiness) to implement the *Common Core State Standards for Mathematics* and/or the *Washington State K-12 Science Learning Standards* (in conjunction with the *Framework for Science Education*).
2. Projects that include an English Language Arts component must also address the results of a comprehensive needs assessment with respect to the teaching and learning of English Language Arts in schools and districts that comprise the eligible partnership. The comprehensive assessment of professional development needs must demonstrate a district's need (and readiness) to implement *Common Core State Standards for English Language Arts*.

Project Goals and Objectives:

1. Mid-project and end-of-project goals and objectives must be well defined and explicitly linked to the professional development needs of the teachers and to the Project Mission requirements (and, if applicable, to the Project Additional Optional Focus on English Language Arts).
2. Alignment of goals and objectives to the *Common Core State Standards*, and/or *Washington State K-12 Science Learning Standards* (as well as the *Framework for K-12 Science Education*) must be well defined.
3. Time-sensitive measurable objectives that will be accomplished must be developed and indicate progress in terms of:
    a. Reducing the number of teachers who are not adequately prepared to teach mathematics, science, or English Language Arts (if applicable); while increasing the number of teachers who are adequately prepared to teach those subjects;
    b. Increasing the academic achievement of students taught by the teachers involved in the project (pre- and post-project student test scores are required); and
    c. A theory of action plan or logic model that is linked to the goals and objectives of the project.

[10] This includes professional development needs of teachers who do not meet the federal definition of Highly Qualified Teacher (see glossary).

Project Activities:

1. Each project must provide enhanced and ongoing professional development for a total of at least 80 contact hours per year for in-service 6th-12th grade teachers and 16 contact hours per year for in-service principals/assistant principals for 3 years.
2. Project activities must be directly and clearly linked to project goals and objectives, which must be aligned with ongoing district needs assessments and school improvement plans (if applicable). Project activities must address identified measurable outcomes through clear strategies that provide roadmaps to achieving mid-project and end-of-project goals and objectives.
3. Activities to be carried out by the eligible partnership will be based on a review of scientifically based research. Each project must select and use professional development resources that have a proven track record of success based on assessment of changes in teacher practice and student performance.
4. Alignment of activities to the *Common Core State Standards*, and/or *Washington State K-12 Science Learning Standards* (as well as the *Framework for K-12 Science Education*) must be well defined.
5. Alignment of activities to *Learning Forward's Standards for Professional Learning* (*ht*tp://www.learningforward.org/standards/index.cfm) must be well defined.
6. The professional development must provide for work-embedded application of new learning, continuous reflection, and ongoing support.
7. The professional development must be rigorous and challenging in academic content and develop teachers' content and pedagogical content knowledge in the subjects that they teach.
8. The professional development must develop educator capacity to effectively deliver curriculum that promotes the learning necessary to prepare students for postsecondary education and training.
9. Project activities must be scalable in terms of being adaptable to larger or smaller delivery systems.
10. The project must produce and test useable work products.

Project Evaluation and Accountability:

1. Each project must hire an external evaluator who must be actively involved, from the planning stages through completion of the final reports. The evaluator designs and manages an evaluation and accountability system that ***includes measurable objectives related to BOTH process evaluation (implementation) and outcome evaluation.*** The external evaluator may be affiliated with a partnering IHE, but he/she must not take an active role in the program delivery. Candidates for external evaluator must have substantial relevant experience, and there must be no actual or apparent conflict of interest in the project's choice of candidate. Examples of common conflicts of interest include: the evaluator was a mentor for or mentee of, has a subordinate professional relationship with, or has a significant personal relationship with a member of the project team or a project participant.
2. The external evaluator must collaborate closely with program staff to collect and analyze data, and to provide feedback to project stakeholders, including the partnership participants, schools, districts, HECB, OSPI, and US Department of Education.

3. Each proposal must include an evaluation plan, as specified in the instructions in this RFP. The evaluation must meet Federal Government Performance and Results Act (GPRA) reporting guidelines.
4. As directed by the HECB and OSPI, and US Department of Education, projects must provide periodic reports and data regarding progress in meeting the objectives described in the evaluation plan, as well as other information required by any of these agencies.

Review Process

The HECB and OSPI may screen all project proposals for: formatting; completeness; eligibility of partners; computational correctness and internal consistency of participant statistics reported on forms and in the proposal narrative; properly completed budget forms that contain numbers supported in sufficient detail by a budget narrative; and compliance with other RFP or legal requirements. Based on this screening, HECB and OSPI may: waive minor administrative requirements, disqualify a proposal, or request modifications to make the proposal eligible for programmatic review. The applicant will have 48 hours to respond to requests for modifications.

Grants will be awarded through a competitive review process. The programmatic review and scoring of each proposal will be based on criteria designed to support sustained and intensive high-quality professional development. Using a numerical scoring system, this process is intended to identify the applications that best meet the needs of Washington's eligible schools.

A reviewer or reviewers will evaluate eligible proposals according to the criteria reflected in the scoring rubric in Appendix B. Reviewers may also comment on proposals. The reviewer(s) will forward scores and comments to a panel designated by the HECB and OSPI. This information will inform the panel's selection of finalist proposals.

Finalist project planners may be asked to present their proposals in-person to the panel. In determining whether to fund a project fully, partially, or at all, the panel may consider multiple factors, such as: reviewer scores, comments, and/or recommendations; proposal components (e.g. budgets); and finalist presentations and responses to questions raised during them. Decisions regarding the relative merit of competing proposals and funding level (if any) are final.

Following the presentation, HECB staff will contact the selected project's director or co-directors to discuss any modifications of the proposal that may be required. In order to maximize the impact of limited funds, applicants may be asked to revise the project budget and/or scope of work. Successful negotiations will result in a contract between the HECB and the winning eligible partnership's fiscal agent partner. Work will begin in accordance with the contract.

If no proposals are selected for advancement to the finalist stage or no finalist is selected as a winner, the HECB and OSPI may either request modifications to previously submitted proposals or end the competition without making an award.

Review Criteria

Scoring rubrics are available in Appendix B. HECB and OSPI may emphasize specific factors in making decisions to fund proposals, such as evidence that the project will help the state accomplish its priorities.

Rejection of Proposals

Failure to comply with any part of the RFP (including, but not limited to funding specifications, proposal preparation instructions, or deadlines) may result in rejection of the proposal as non-responsive.

No Obligation to Contract

This RFP does not obligate the state of Washington or the HECB to contract for services specified herein.

Project Administration

Notification of the Award:

Once the review process is completed, the project director(s) will be notified of the status of the proposal. Notification of awards is anticipated by June 15, 2012. Following that, the HECB will negotiate contracts with award recipients as quickly as possible, to facilitate projects beginning professional development activities as soon as possible after July 1, 2012.

Reporting Requirements:

Funded eligible partnerships are required to report to HECB, OSPI, and US Department of Education regarding their progress in meeting the objectives and targets described in their evaluation and accountability plan, as well as other information required by any of the three agencies. Projects will compile and deliver a complete professional development packet (as described below) to HECB and OSPI at the conclusion of the grant.

Funded projects must submit a 1-2 page Abstract shortly after the project begins, semi-annual HECB/OSPI progress reports, the US Department of Education's Annual Progress Report (APR),[11] and a final report at the end of the project. Formats for the Abstract and reports will be provided after the project has been approved. Progress reports must sufficiently document the effectiveness of the project to warrant subsequent continued funding.

Projects will compile and deliver electronically a professional development packet to the HECB and OSPI at the conclusion of the grant. The professional development packet will include all participant materials (e.g. handouts, activities, and references), instructor notes, curriculum development, and any other necessary components that would enable replication of all professional development sessions and free use by other educators through Creative Commons licensing. This requirement must be included as part of any partnership agreements between the project's fiscal agent partner and other project partners.

[11] A sample APR may be viewed at: http://www.ed-msp.net/public_documents/document/resource/FINAL%20PP10%20APR%201-18-12%20wDefs.pdf

Monitoring:

In addition to a project's own evaluation efforts, the HECB and OSPI will make monitoring visits and may conduct other independent evaluation and analysis, including but not limited to: participant and project director surveys, focus groups, classroom observation, and analysis of student work samples or other measures of teacher or student performance. HECB/OSPI evaluation efforts will comply with all federal and state laws protecting privacy, including the Family Educational Rights and Privacy Act (FERPA).

VI. Required Notice of Intent to Apply (required but not be scored)

A. Submission Deadline

In order to be eligible to submit a proposal, an eligible partnership must first submit a Notice of Intent (NOI) **by *5:00 p.m.*** on ***Tuesday, May 8, 2012.*** Only eligible partnerships that submit a NOI by this deadline and receive notification of its acceptance by the HECB will have their proposals considered. The NOI must be submitted electronically as a single .PDF file e-mailed to the RFP Coordinator (markb@hecb.wa.gov). Please send it sufficiently early to allow for transmission over the internet to be complete by 5:00 p.m.

B. Format and Length

NOIs must be submitted in 11 point Times New Roman font, with margins not less than 1 inch. All pages must be numbered. NOIs may not exceed 2 pages in length.

C. Components

NOIs must contain the following information, in the following order:

1. Project director (and co-director, if applicable) name, title, and contact information (email, phone number, and mailing address). **No individual may serve as director or co-director for more than one project**.
2. Name of the institution of higher education that will be the eligible partnership's fiscal agent.
3. Names of required partners:
    a. Name of the required partner that is a division that prepares teachers and principals.
    b. Name of required partner that is a mathematics or science department that offers one or more academic majors in disciplines or content areas corresponding to the academic areas in which the teachers receiving the professional development from the project teach.
    c. Names of high-need school district partners.
4. Names of optional partners.
    a. Names of other (i.e. not listed in Appendix A) school district partners.
    b. Names of other optional partners.

5. Identify target audience (urban/rural; number of teachers, principals, and assistant principals to be served; and grade level(s) taught).
6. Estimate the number of students per year who will be impacted by the professional development provided to their teachers by the project.
7. Specify the project's primary academic focus area(s) (mathematics, science, mathematics and science).
8. Specify whether the project will have an optional English Language Arts focus as well.
9. Brief summary of project goals and objectives (not more than 6).
10. Brief summary of professional development activities (including project start and end dates, type and duration of summer activities and academic year follow-up activities).
11. Ballpark estimate of funding needed.

The HECB and OSPI understand that information supplied in the NOI may change by the time the proposal is submitted.

VII. Proposal Instructions

A. Submission Deadline

In order to be eligible for consideration for funding, an eligible partnership must submit its proposal by ***5:00 p.m.*** on ***Wednesday, May 30, 2012.*** The proposal must be submitted electronically as a single .PDF file e-mailed to the RFP Coordinator (markb@hecb.wa.gov). Please send it sufficiently early to allow for transmission over the internet to be complete by 5:00 p.m.

B. Proposal Format and Length

The page limit for proposal components 3-8 (see below), including all supporting diagrams, figures, and tables, is 15 pages, with margins not less than 1 inch all around. The font must be 11 point or larger Times New Roman. All pages in components 3-8 must be sequentially numbered, with the first page of component 3 numbered "1" and subsequent pages numbered on the basis of their position in the proposal relative to page 1 of component 3. Only the first 15 pages of components 3-8 will be forwarded to reviewers. All figures, tables, etc. that support a narrative must be included in the body of that narrative and may not be put in attachments or appendices. They count against the 15 page limit.

C. Proposal Components

Only required components will be forwarded to reviewers. The following proposal components are required, and must be included in the proposal in the order listed below, with the headings listed in bold face below:[12]

[12] Editable versions of forms are available from the RFP Coordinator (markb@hecb.wa.gov).

1. **Form 1 Cover Sheet** (Must be signed by an authorized executive official with authority to legally bind the applicant.)
2. **Form 2 Eligible Partnership Profile**
3. **Needs Assessment Narrative**
4. **Goals and Objectives Narrative**
5. **Form 3 Professional Development Activities Timeline**
6. **Professional Development Activities Plan, Including Research/Evidence Base and Work Products**
7. **Evaluation and Accountability Plan**
8. **Commitment and Capacity of Partnership Narrative**
9. Budget forms[13] and accompanying Budget Narrative for each (except the Master Budget)
    a. **Form 4 Master Budget** – This budget sums up all of the content area budgets listed below but, unlike them, is not accompanied by a supporting budget narrative.
    b. **Form 5 Content Area Budget-Mathematics (Teachers)**
        (1) **Budget Narrative – Mathematics (Teachers)**
    c. **Form 6 Content Area Budget-Mathematics (Principals/Assistant Principals)**
        (1) **Budget Narrative – Mathematics (Principals/Assistant Principals)**
    d. **Form 7 Content Area Budget-Science (Teachers)**
        (1) **Budget Narrative – Science (Teachers)**
    e. **Form 8 Content Area Budget-Science (Principals/Assistant Principals)**
        (1) **Budget Narrative – Science (Principals/Assistant Principals)**
    f. **Form 9 Content Area Budget-English Language Arts (Teachers)**
        (1) **Budget Narrative – English Language Arts (Teachers)**
    g. **Form 10 Content Area Budget-English Language Arts (Principals/Assistant Principals)**
        (1) **Budget Narrative – English Language Arts (Principals/Assistant Principals)**
10. Other Forms and Attachments:
    a. **Form 11 Statement of Assurances** (Both the project director and an authorized executive official with authority to legally bind the applicant must sign.)
    b. **Form 12 Required Partner Contributions and Commitments – Institution of Higher Education Division that Prepares Teachers and Principals** (This must be signed by a chairperson or equivalent and may not exceed 1 page in length.)
    c. **Form 13 Required Partner Contributions and Commitments – Institution of Higher Education Mathematics or Science Department** (This must be signed by a chairperson or equivalent and may not exceed 1 page in length.)

[13] All projects are required to submit Form 4 and all applicable content area budget forms and accompanying budget narratives. If a budget form does not apply (e.g. forms 7-8 for a project without a science component), do not submit it or an accompanying budget narrative.

d. **Form 14 Required Partner Contributions and Commitments – High-Need School District** (This must be signed by a superintendent and may not exceed 1 page in length. Submit one for each high-need school district.)

e. **Form 15 Partner Contributions and Commitments – Other School District** (This must be signed by a superintendent and may not exceed 1 page in length. Submit one for each other school district.)

f. **Form 16 Partner Contributions and Commitments – Additional Partner** (This must be signed by an authorized signatory person and may not exceed 1 page in length. Submit one for each additional partner.)

g. **Form 17 Participant Assurance Form** (Submit one form per school. Each school's form must be signed by each participating teacher and principal/assistant principal.)

h. The following attachments:

(1) **Bibliography** – Attach a bibliography of scientifically based research cited in support of project methodology. Include only research referenced in the proposal.

(2) **Key Personnel Curriculum Vita** (including evaluators) – Attach curriculum vitas of key project personnel (one page maximum for each), briefly outlining academic qualifications, relevant employment history, relevant courses taught, relevant research interests and publications, and successful involvement with similar projects. Do not include home address, home phone, or home email.

After the documents listed above have been transmitted to the HECB electronically, keep the originals with signatures on file. They must be forwarded to HECB if the project is funded.

Proposal Component 1
Form 1 Cover Sheet

Provide the information required by the Cover Sheet (Form 1). Include a summary of the project that briefly and concisely describes the project's anticipated objectives, activities, and timeline. Readers will use this to gain an overview of the project. In addition, cover sheets for funded projects may be posted on the OSPI and HECB websites or otherwise used to inform the public. Complete the form and have an authorized executive official of the fiscal agent partner sign it. An authorized executive official is the president or other official with authority to bind the applicant legally. After it is transmitted electronically, the signed original must be retained and forwarded to HECB if the project is funded. The numbers of participants and hours reported must be consistent with those reported in the Eligible Partnership Profile (Form 2) and Professional Development Activities Timeline (Form 3). The DUNS number is required, and the project cannot be funded if the DUNS number is not provided.

Proposal Component 2
Form 2 Eligible Partnership Profile

Provide the information required by the Eligible Partnership Profile (Form 2). Provide bullets describing each partner's role and also list key project personnel and their roles. The numbers of participants and hours reported must be consistent with those reported in the Cover Sheet (Form 1) and Professional Development Activities Timeline (Form 3).

Proposal Component 3
Needs Assessment Narrative (see Appendix B rubric section 1 for scoring criteria)

This section shall include a description and the results of a comprehensive assessment of the teacher professional development needs and student needs with respect to the teaching and learning of mathematics, science, and/or English Language Arts (if applicable) in partner schools and districts. The comprehensive assessment of professional development needs must demonstrate a district's need and readiness to implement *Common Core State Standards* and/or the *Washington State K-12 Science Learning Standards* (in conjunction with the *Framework for K-12 Science Education*). Partners must collectively identify and prioritize the baseline professional development needs of involved teachers and the academic needs of their students, including:

- The number and percentage of 6th-12th grade teachers in the partner schools who have sufficient and insufficient mathematics, science and/or English Language Arts (if applicable) content knowledge;
- Specific student math, science and/or English Language Arts (if applicable) learning needs in partner schools based on student achievement data; and
- The number and percentage of students to be impacted by this project.

This baseline data must be determined using a relevant assessment of teacher professional development needs and student needs. This section will include a description of the methods used to collect this information. The results of this comprehensive assessment must be used in the establishment of the goals and objectives for this proposal.

Proposal Component 4
Goals and Objectives Narrative (see Appendix B rubric section 2 for scoring criteria)

Describe the specific mid-project and end-of-project goals and objectives. Explicitly link these goals and objectives to the professional development needs of the teachers and to the Project Mission requirements (and, if applicable, to the Project Additional Optional Focus on English Language Arts). This section must include time-sensitive measurable objectives that will be accomplished and indicate progress in terms of:

- Reducing the number of teachers who are not adequately prepared to teach mathematics, science, and/or English Language Arts (if applicable); while increasing the number of teachers who are adequately prepared to teach these subjects;
- Increasing the academic achievement of students taught by the teachers involved in the project (pre- and post-project student test scores are required); and
- A theory of action plan or logic model that is linked to the goals and objectives of the project.

Alignment of goals and objectives to the *Common Core State Standards* and/or *Washington State K-12 Science Learning Standards* (as well as the *Framework for K-12 Science Education*) must be well defined.

Proposal Component 5
Form 3 Professional Development Activities Timeline
(see Appendix B rubric section 3 criterion 3.d)

The timeline must list project activities, mode of delivery, number of participants of each type (teacher and principal/assistant principal), and hours provided during each activity to each type of participant. The numbers of participants and hours reported on Form 3 must be consistent with those reported in the Cover Sheet (Form 1) and Eligible Partnership Profile (Form 2).

Proposal Component 6
Professional Development Activities Plan, Including Research/Evidence Base and Work Products
(see Appendix B rubric section 3 for scoring criteria)

The Professional Development Activities Plan must include:

1. A description of relevant prior project efforts by the project director(s) to improve mathematics, science, and/or English Language Arts (if applicable) teacher content knowledge and use of content standards to improve instruction and student achievement; lessons learned from these prior efforts; and how this project will relate to and build on those efforts.

2. A description (outlining the targeted concepts) of all the planned professional development activities.

3. Evidence that project activities are directly and clearly linked to project goals and objectives and will address identified measurable outcomes through clear strategies that provide roadmaps to achieving mid-project and end-of-project goals and objectives.

4. A description of how the activities to be carried out by the eligible partnership are based on a review of scientifically based research,[14] and an explanation of how the activities are expected to strengthen the quality of mathematics, science, and/or English Language Arts (if applicable) instruction and improve student academic achievement. Each project must select and use professional development resources that have a proven track record of success based on assessment of changes in teacher practice and student performance.

5. An explanation of how the planned activities will be aligned with the targeted concepts within the *Common Core State Standards* and/or *Washington State K-12 Science Learning Standards* (as well as the Crosscutting Concepts and Scientific and Engineering Practices from the *Framework for K-12 Science Education*). This explanation must indicate which concepts within the *Standards* and/or *Framework* the project will target and why. It must include a description of how the project's professional development activities will ensure participants are able to use the *Common Core State Standards* and/or *Washington State K-12 Science Learning Standards* (in conjunction with the *Framework*) to improve discipline-specific instructional practices and student achievement.

6. An explanation of how the project's professional development activities will ensure that principals/assistant principals have the instructional leadership skills and subject matter

[14] This means that project methodology has been documented to be effective by research studies that have the characteristics listed in the definition of scientifically based research in the glossary of this RFP. Project proposals may only reference research that clearly supports proposed project activities.

knowledge (if appropriate) to be effective leaders for mathematics, science, and/or English Language Arts (if applicable) teachers.

7. An explanation of how the planned activities will be aligned with Learning Forward *Standards for Professional Learning* (http://www.learningforward.org/standards/index.cfm).

8. A description that illustrates how the professional development provides for work-embedded application of new learning, continuous reflection, and ongoing support.

9. Evidence that the professional development is rigorous and challenging in academic content and develops teachers' content and pedagogical content knowledge in the subjects that they teach.

10. A description of how project activities will develop educator capacity to effectively deliver curriculum that promotes the learning necessary to prepare students for postsecondary education and training.

11. The proposal must clearly articulate how this project will integrate with other reform efforts (if any) within schools and districts served. If there are no other reform efforts, the proposal must say so.

- The proposal must clearly indicate what useable work products the project's activities will result in, and how they would be vetted and made broadly available for sharing with other educators in Washington.

Proposal Component 7
Evaluation and Accountability Plan (see Appendix B rubric 4 for scoring criteria)

Each eligible partnership must develop and implement an evaluation and accountability plan that serves both formative and summative functions. The plan must include external evaluation but may include internal evaluation components as well. It must identify the instruments and strategies used for formative and summative evaluation, and include a plan for recruiting and retaining participant and comparison/control teachers for the life of the project. It must include measurable objectives:

- To increase the number of mathematics and science teachers who participate in content-based professional development activities; and
- For improved student academic achievement on State mathematics and science assessments or, where applicable, an International Mathematics and Science Study assessment.

It may include measurable objectives for:

- Increased participation by students in advanced courses in mathematics and science;
- Increased percentages of elementary school teachers with academic majors or minors, or group majors or minors, in mathematics, engineering, or the sciences; and/or
- Increased percentages of secondary school classes in mathematics and science taught by teachers with academic majors in mathematics, engineering, and science.

Rigorous evaluations and accountability have become central aspects of programs funded by the US Department of Education. In particular, the Department strongly encourages the use of random assignment evaluation designs for summative evaluations in which intervention and comparison groups

are constructed by randomly assigning some teachers to participate in the program activities and others to not participate. Random assignment from a pool of volunteers to intervention and comparison groups (at least 30 participants in each group) is an acceptable form of randomization for the purposes of this evaluation. Adequate recruitment must take place to compensate for attrition rates.

In cases where random assignment is not practical, US Department of Education suggests the use of a comparison group of teachers that are carefully matched (prior to the implementation of the intervention) to the targeted population. Matching characteristics might include: teacher and school demographics; number of undergraduate or graduate course credits completed in the content area, educational degree, years of teaching, current grade level band, education specialization, other professional development hours or work experience in related content areas, National Board certification status, etc. At a minimum, the teachers should be matched for length of time teaching (0-3 years, 4-6 years, 7-8 years, or 9 or more years), the grade band that they are currently teaching, their educational degree, and their area of education specialization (topic or focus). Comparison groups should not be comprised of teachers that had the opportunity to participate in the intervention but declined.

Regardless of the evaluation design chosen, reporting on the equivalence of the groups in the evaluation report is required. This will include at minimum a comparison between the groups on the teacher characteristics listed above.

Projects must identify and use valid and reliable (research-based) measurement tools or strategies. Each project must use a valid and reliable measure of teacher content knowledge in math and/or science. The external evaluator or senior staff member of the project will coordinate the administration of the teacher content knowledge measures to project participants before professional development begins and again after all professional development has been completed, with interim content knowledge measurements included as appropriate. The content knowledge measure must also be administered to a comparison group at two appropriate time points. Project staff and evaluators must ensure that when administering the instruments and disseminating data, proprietary information of the instruments and the personal privacy of participants are fully protected.

The evaluation plan must identify the instruments and strategies used for formative and summative evaluation, and include a plan for recruiting and retaining participant and comparison/control (if applicable) teachers for the life of the project. The evaluation plan must plan for attrition of participants and describe strategies used to ensure that the design will maintain sufficient sample size and statistical power in analysis. In order to maintain the adequate sample size, more teachers should be recruited as it is expected that there will be attrition. Use of historical data if available is recommended, but one may assume a 30% attrition rate and plan recruitment strategies accordingly to account for this.

The US Department of Education Mathematics and Science Partnership website includes a guiding document called *Criteria for Classifying Designs of Final Year MSP Evaluations*, which applicants responding to this RFP may use as a reference. The document may be found at: http://www.ed-msp.net/index.php?option=com_content&view=article&id=45&Itemid=41. The funded partnership will report periodically to the HECB and OSPI and annually to the US Department of Education (via an Annual Performance Report (APR)) regarding its progress in meeting the objectives described in the funded partnership's evaluation plan and such other information as may be required by any of these agencies.

Describe the experimental design in detail including implementation. The plan will include evaluation procedures that measure:

- Progress toward meeting the goals and objectives established in response to the identified needs;

- Teacher content knowledge and implementation efforts;
- Student academic achievement in mathematics, science, and/or English Language Arts (if applicable); and teacher implementation of *Common Core State Standards* and/or the *Washington State K-12 Science Learning Standards* (in conjunction with the *Framework for K-12 Science Education*) to improve their practice.

The Evaluation and Accountability Plan must include a short statement of the research questions that the project seeks to answer (e.g., "Does the project increase teacher mathematics content knowledge; if so, by how much?"). It must also describe the evaluation methodology, including mid-project and end-of-project measureable objectives and performance measures. It must also describe the logic model underlying its design.

Include plans for both formative and summative evaluation. In the formative sense, evaluation should provide evidence of the strengths and weaknesses of the project, informing the funded partnership's understanding of what works and what does not in order to guide project modifications as needed. The evaluation should be designed to respond to the summative need for an objective analysis of data in order to determine the effectiveness of the project in contributing to teacher and student growth. A description of the statistical tests that the evaluator plans to use for analyzing the outcomes of the project should be provided in the narrative. Specify how and when data will be collected and analyzed and how results of the analysis will be used to monitor progress, make changes in project design if necessary, and provide accountability information about the project's performance.

Proposal Component 8
Commitment and Capacity of Partnership Narrative (see Appendix B rubric section 5 for scoring criteria)

This section must show evidence of meaningful partnerships that exhibit characteristics including the following:

- Evidence that all partners participated in the planning and development of this proposal.
- Evidence that all partners will play a role in the ongoing planning, delivery, and evaluation of the proposed project.
- A detailed description of the duties and responsibilities of all project personnel, which demonstrates alignment with the goals and objectives of the proposal.
- Identification of all staff that will carry out the proposed activities and the specific institutional resources to support the activities. Vitas for key personnel will be submitted along with the completed Partner Contributions and Commitments forms for each participating partner (Forms 12-16, limit one page each).
- Description of the eligible partnership's governance structure specific to decision-making, communication, and fiscal responsibilities.
- Description and evidence of how private schools were informed and given an opportunity for equitable participation.
- A detailed description of how the eligible partnership will sustain the activities funded under this proposal after the grant period has expired. This description must include a plan for building and using leadership capacity.

- Recruitment of participants must begin by the school district(s) before submitting the proposal. Evidence of a good faith effort of recruitment by the partners must be submitted using the Participant Assurance Form (Form 17).

Proposal Component 9
Budget Forms and Accompanying Budget Narrative for Each (except the Master Budget)
(see Appendix B rubric section 6 for scoring criteria)

Because of various legal and administrative requirements, projects must submit separate budget forms and budget narratives for each applicable academic content area (mathematics, science, English Language Arts) and target audience (teachers versus principals/assistant principals):

- Form 4 Master Budget – This budget sums up all of the content area budgets listed below but, unlike them, is not accompanied by a supporting budget narrative.
- Form 5 Content Area Budget-Mathematics (Teachers)
  Budget Narrative – Mathematics (Teachers)
- Form 6 Content Area Budget-Mathematics (Principals/Assistant Principals)
  Budget Narrative – Mathematics (Principals/Assistant Principals)
- Form 7 Content Area Budget-Science (Teachers)
  Budget Narrative – Science (Teachers)
- Form 8 Content Area Budget-Science (Principals/Assistant Principals)
  Budget Narrative – Science (Principals/Assistant Principals)
- Form 9 Content Area Budget-English Language Arts (Teachers)
  Budget Narrative – English Language Arts (Teachers)
- Form 10 Content Area Budget-English Language Arts (Principals/Assistant Principals)
  Budget Narrative – English Language Arts (Principals/Assistant Principals)

On each budget form, the budget must be split out by partner category. Categories 1 and 2 refer to single required partners, which must be identified by name in the column headers. All high-need school districts may be reported together as a group in category 3 (do not specify names in the column header but do specify names in the supporting budget narrative), and all optional partners may be reported together as a group in category 4 (do not specify names in the column header but do specify names in the supporting budget narrative). Indirect charged by a partner is considered to be used by that partner and must be budgeted for in the category corresponding to that partner. No single partner may use more than 50 percent of the funds made available to the partnership. Please remember to check the check box at the bottom of each budget form to provide assurance that no partner in the eligible partnership will use more than 50 percent of the funds made available to the partnership.

Within each partner category, the budget amounts must be split out by budget period and expenditure type (e.g. salaries, materials, travel, etc.). Budgets are subject to the constraints described in the Funding Availability Constraints and Fund Use Constraints sections of this RFP. These constraints must be followed by projects and reflected in project budgets.

Provide a budget narrative for each form that explains how the numbers on the budget form were calculated. The budgets must be commensurate with the scope and nature of the professional

development and evaluation provided, and the budget narratives must provide sufficient detail to enable readers to understand how each budget amount was calculated and to judge whether a budgeted expenditure is reasonable and necessary. For example, budget narratives must list all key personnel (by name (if known) and job title) and describe how the budgeted compensation for each was calculated. Supplies and materials must be detailed by type (e.g. books, copies, kits, modules, etc.), unit cost, and quantity. Travel costs must be broken out by type (e.g. lodging, mileage reimbursement, and meals), unit cost, and quantity. For indirect costs, the budget narrative must show both the rate applied and the base it was applied to. The HECB and OSPI reserve the right to negotiate and approve or disapprove budget items.

The total 3-year budget for the project (including both teacher professional development and principal/assistant principal professional development across all content areas) may not exceed $1.7 million dollars. That $1.7 million is subject to the following Funding Availability and Fund Use constraints.

Funding Availability Constraints

The maximum amount that a project may request over a 36 month period is $1,700,000, subject to the constraints described below. The number of projects approved will be determined by the quality of proposals submitted and the size of negotiated final budgets relative to the total funds available. The HECB and OSPI anticipate awarding a total of only one or two projects as a result of this RFP.

The availability and amount of funding for each year of each project is contingent on:

1. HECB and OSPI evaluation and approval of the project's proposal and subsequent performance;
2. HECB and OSPI assessment of the likelihood of successful future performance, based on progress reports, evaluation reports, and other forms of project monitoring;
3. HECB and OSPI approval of each project's year 2 and year 3 continuation applications; and
4. The availability of federal funding to support the project. All HECB and OSPI funding for the project is contingent upon ongoing federal funding of the NCLB Title II Part A Subpart 3 and NCLB Title II Part B federal awards at historical levels. If Congress reauthorizes the ESEA within a project's lifetime or reduces its awards from historical levels, the new law and/or funding levels may require that the project significantly modify its activities and/or budget, or that it cease operating.

The availability and amount of project funding is also subject to the following timing constraints, which project budgets must comply with:

1. Up to $600,000 is available during 7/1/12-6/30/13.
2. Up to $600,000 is available during 7/1/13-6/30/14.
3. Up to $500,000 is available during 7/1/14-6/30/15.

In addition, the availability and amount of project funding is subject to the following academic content area constraints, which project budgets must comply with for 7/1/12-6/30/15:

1. The project must budget at least $600,000 to provide professional development focused on mathematics and/or science.

2. Up to $850,000 may be budgeted for professional development focused on mathematics.
3. Up to $850,000 may be budgeted for professional development focused on science.
4. Up to $250,000 may be budgeted for professional development focused on English Language Arts (as outlined in the Project Optional Additional Focus on English Language Arts section of the RFP).[15]
5. If a project is focusing on either mathematics or science (but not both) in conjunction with English Language Arts, then the project's overall budget may not exceed $850,000.

Furthermore, the availability and amount of project funding is subject to the following target audience constraints, which project budgets must comply with for 7/1/12-6/30/15:

1. The amount available to fund professional development for teachers 85-95 percent of the overall amount budgeted for the project.
2. The amount available to fund professional development for principals/assistant principals[16] is 5-15 percent of the overall amount budgeted for the project.

Example: A project could budget $180,000 per year for math teacher professional development, $20,000 per year for math-related principal professional development, $75,000 per year for ELA teacher professional development, and $8,000 per year for ELA-related principal professional development for each of three years. This example satisfies all of the timing, academic content area, and target audience constraints above.

- It meets the timing constraints because it uses only $283,000 per year.
- It satisfies the first two academic content area constraints because the 7/1/12-6/30/15 budget for math-related professional development ($540,000 for teachers + $60,000 for principals) is at least $600,000 and does not exceed $850,000. It satisfies the third academic content area constraint because the 7/1/12-6/30/15 science budget ($0) does not exceed $850,000. It satisfies the fourth academic content area constraint because the 7/1/12-6/30/15 budget for ELA-related professional development ($225,000 for teachers + $24,000 for principals) is not more than $250,000. It satisfies the fifth academic content area constraint because the 7/1/12-6/30/15 math professional development budget ($540,000 for teachers + $60,000 for principals) plus the 7/1/12-6/30/15 English Language Arts professional development budget ($225,000 for teachers + $24,000 for principals) equals $849,000, which does not exceed $850,000.
- It satisfies the target audience constraints because the 7/1/12-6/30/15 budget for teachers ($540,000 + $225,000 = $765,000) is 90 percent of the overall project budget of $849,000, and 90 percent lies in the required 85-95 percent range. Since the teacher budget is 90 percent of the total, the principal/assistant principal budget is 10 percent, which lies within the required 5-15 percent range.

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[15] The applicant must budget for English Language Arts separately from mathematics and science, and the eligible partnership's accounting and documentation systems must track English Language Arts expenditures separately from other project expenditures. This is because such expenditures are only allowable under NCLB Title II Part A Subpart 3.

[16] The applicant must budget for principals/assistant principals separately from teachers, and the eligible partnership's accounting and documentation systems must track principal/assistant principal-related expenditures separately from other project expenditures. This is because such expenditures are only allowable under NCLB Title II Part A Subpart 3.

Fund Use Constraints

Funds must be used to accomplish the Project Mission in a way that supplements rather than supplants, state and/or local funds that would otherwise be used for proposed activities. Furthermore, no single partner in the eligible partnership may use more than 50 percent of the grant funds available for the project. In general, grant funds may only be used for expenditures on eligible costs.

Eligible Costs include:

1. Direct costs of professional development in mathematics, science, and/or English Language Arts, provided that such costs are incurred in carrying out the Project Mission. The following are eligible direct costs:
    a. Salaries, wages, and benefits for project personnel, at their regular pay rates. Charges for work performed by higher education faculty members during the academic year must follow all federal cost principles, including 2 CFR Part 220 Appendix A Section J.10.d, which states in part "Charges for work performed on sponsored agreements by faculty members during the academic year will be based on the individual faculty member's regular compensation for the continuous period which, under the policy of the institution concerned, constitutes the basis of his salary. Charges for work performed on sponsored agreements during all or any portion of such period are allowable at the base salary rate. In no event will charges to sponsored agreements, irrespective of the basis of computation, exceed the proportionate share of the base salary for that period."
    b. Salaries, wages, and benefits for public school substitute teachers.
    c. Stipends for participating and control group teachers, principals, and assistant principals, but only to compensate them for time outside of their normal work hours. Stipends must be commensurate with the normal amount participants in the district(s) served by the project get paid for participating in professional development activities. Stipends for public school participants may be paid via the teacher's school. However, stipends for private school participants must be paid directly to the participants rather than through their schools. Projects are encouraged to find a way to accomplish this that minimizes private school participants' tax burden.
    d. Supplies and materials for professional development activities, project evaluation, and project administration.
    e. Fees for professional development presentations by qualified contractors, if approved in advance by the HECB and OSPI. Such presentations must be an integral part of the professional development planned by the project and not just add-ons.
    f. Fees for contracted services of project evaluators. However, evaluation services provided by partners' employees may only be compensated as "Salaries, wages, and benefits for project personnel" at the employees' regular pay rates. Approximately 10% of the project budget should be allocated to project evaluation, which may include stipends to control or comparison teachers for their time and effort (outside of their normal work schedule) in evaluation.
    g. In-state travel costs necessary for professional development activity attendance by participants and planning or attendance by project personnel.
    h. In-state travel costs necessary for up to two key project personnel (which may include an evaluator) to participate in two OSPI project director meetings and one US Department of

Education Title II Part B Mathematics and Science Partnership regional meeting per calendar year. Attendance at the OSPI meetings is mandatory and at the US Department of Education meeting is optional but recommended. Costs related to attendance of OSPI/US Department of Education meetings must be tracked separately from other costs, and the budget for them may not exceed $7,500 per year. There is a separate line item for these costs entitled "Administrative travel - OSPI/US Department of Education meetings" on the budget forms.

i. Meals that comply with state and federal rules on travel and meetings.

2. Related indirect costs, computed according to the formulas described in EDGAR sections 76.564-76.569. Indirect may not exceed an appropriate indirect cost base multiplied by the lesser of 8 percent or a federally approved restricted indirect cost rate. The US Department of Education has determined that non-fiscal-agent partners <u>are not</u> subgrantees of the eligible partnership's fiscal agent. This means that only one layer of indirect may be charged by the funded eligible partnership.

Ineligible Costs include:

1. Costs associated with writing and presenting the proposal and other costs incurred prior to there being a signed agreement.
2. Faculty academic year compensation in excess of a proportionate share of base salary (see 2 CFR Part 220 Appendix A Section J.10.d).
3. Salaries, wages, and benefits for private school substitute teachers.
4. Any other private-school-related cost that would be paid to the school rather than the individual participant. Private schools may not receive any money from the project—rather, private school participants must be paid directly by the project.
5. Materials for classroom use.
6. Space rental.
7. Parking fees charged by any partner in the eligible partnership.
8. Costs incurred to support research of individual scholars or faculty members.
9. Equipment purchases, including but not limited to computers, projectors, smart boards, cell phones, or other similar equipment.
10. Travel to in- or out-of-state professional meetings/conferences other than the US Department Of Education Mathematics and Science Partnership regional meetings, unless it is demonstrated that attendance will directly and significantly advance the project. Prior approval from the HECB and OSPI must be sought before inclusion in the budget.
11. Tuition or related fees (whether for project participants or for graduate students serving as project personnel).
12. Clock hour fees.
13. Indirect costs in excess of those outlined in the Eligible Costs section of this RFP.

The HECB and OSPI reserve the right to disqualify expenditures deemed out of compliance with legal or administrative requirements, including but not limited to the requirements outlined in this RFP. If a cost does not fall into one of the categories above, ask the RFP coordinator for technical assistance in determining whether the cost is eligible, and if so, how to categorize it on the budget form(s). Exceptions

to eligible and ineligible costs may be considered, but require prior written HECB approval in order to be allowed in a project's budget. HECB will consult with OSPI before granting such approval.

Financial and/or in-kind contributions are not required but are taken into positive consideration during proposal review. Include descriptions of all such contributions in the budget narrative and include value estimates, when appropriate, on the "Additional funding or in-kind contribution from funding sources outside of grant" line of the budget form. In the budget narrative, specify whether each contribution is in-kind or financial, and explain how the value estimates were arrived at. All school districts that receive federal funds (including funds received awarded as a result of this RFP) must maintain time and effort documentation. This requirement is included in the assurances that the eligible partnership must submit.

Proposal Component 10
Forms and Attachments

Attach the following forms and attachments in the order listed. After signed forms are transmitted electronically, the signed originals must be retained and forwarded to HECB if the project is funded.

a. **Form 11 Statement of Assurances** (Both the project director and an authorized executive official with authority to legally bind the applicant must sign.)

b. **Form 12 Required Partner Contributions and Commitments – Institution of Higher Education Division that Prepares Teachers and Principals** (This must be signed by chairperson or equivalent and may not exceed 1 page in length.)

c. **Form 13 Required Partner Contributions and Commitments – Institution of Higher Education Mathematics or Science Department** (This must be signed by a chairperson or equivalent and may not exceed 1 page in length.)

d. **Form 14 Required Partner Contributions and Commitments – High-Need School District** (This must be signed by a superintendent and may not exceed 1 page in length.)

e. **Form 15 Partner Contributions and Commitments – Other School District** (This must be signed by a superintendent and may not exceed 1 page in length.)

f. **Form 16 Partner Contributions and Commitments – Additional Partner** (This must be signed by an authorized signatory person and may not exceed 1 page in length.)

g. **Form 17 Participant Assurance Form** (One form per school. Each school's form must be signed by each participating teacher and principal/assistant principal.)

h. The following attachments:

   (1) **Bibliography** – Attach a bibliography of scientifically based research referenced in support of project methodology. Include only research referred to in the proposal.

   (2) **Key Personnel Curriculum Vita (including evaluators) –** Attach curriculum vitas of key project personnel (one page maximum for each), briefly outlining academic qualifications, relevant employment history, relevant courses taught, relevant research interests and publications, and successful involvement with similar projects. Do not include home address, home phone, or home email.

Glossary

Please note that section numbers in [square brackets] refer to No Child Left Behind Act sections.

EQUITABLE PARTICIPATION

1. Participation is considered to be equitable if the public and private educational agencies and institutions:
2. Assess, address, and evaluate the needs and progress of public and private teachers in the same manner;
3. Provide approximately the same amount of training and, where appropriate, instruction to teachers with similar needs;
4. Spend an equal amount of funds per student to serve public and private school teachers; and
5. Provide private school teachers with an opportunity to participate in program activities equivalent to the opportunity provided public school teachers.

To ensure timely and meaningful consultation, an eligible partnership must consult with appropriate private school officials during the design and development of the project. It is important that attention be given to the timing of the consultation so that decisions that affect the opportunities of eligible private school teachers to participate in project activities are made only after discussions have taken place.

Professional development services provided to private school teachers and other educational personnel must be equitable in comparison to those provided to their public school counterparts. To ensure that it is providing equitable professional development services to private school teachers and other educational personnel, the eligible partnership must consider ways to:

- Assess, address, and evaluate the needs and progress of both public and private school teachers;
- Spend an equal amount of funds per student to serve the needs of public and private school teachers and their students;
- Provide private school teachers with an opportunity to participate in project activities equivalent to the opportunity provided public school teachers; and offer educational services to private school teachers that are secular, neutral, and non-ideological [Section 9501(a)(2)].

If the professional development needs of the private school teachers are different from those of public school teachers, the LEA, in consultation with private school representatives, should develop a separate program.

As part of the application process, eligible partnerships must assure that they will comply with Section 9501 of ESEA (regarding participation by private school children and teachers). They must consult with appropriate private school officials during the design, development, and implementation of the professional development program on such issues as:

- How the needs of children and teachers will be identified:
- What services will be offered;
- How, where, and by whom the services will be provided;

- How the services will be assessed and how the results of the assessment will be used to improve those services;
- The size and scope of the equitable services;
- The amount of funds available for those services; and
- How and when the eligible partnership will make decisions about the delivery of services.

To meet its general record-keeping responsibility, a each eligible partnership should document that: (a) representatives of private schools were informed of the availability of the project's professional development services; (b) the needs of private and public school teachers were identified as part of a district-wide needs assessment; (c) private school officials were consulted and provided an opportunity for input into the planning of the project's activities; and (d) the eligible partnership designed a project that would permit their equitable participation. The eligible partnership also should maintain records of its efforts to resolve any complaints made by private school representatives that the project is not serving their teachers on an equitable basis.

HIGHLY QUALIFIED TEACHER

1. When the term "highly qualified teacher" is used with respect to any public elementary school or secondary school teacher teaching in a State, it means that:
    a. The teacher has obtained full State certification as a teacher (including certification obtained through alternate routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in the State's public charter school law; and
        i. The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

2. When the term "highly qualified teacher" is used with respect to:
    b. An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (a) above, and:
        i. Holds at least a bachelor's degree; and
        ii. Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of basic elementary school curriculum); or
    c. A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (a) above, holds at least a bachelor's degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
        i. Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or

ii. Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.-

3. When the term "highly qualified teacher" is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph above:
   d. holds at least a bachelor's degree, and:
   e. Has met the applicable standard requirements, which includes an option for a test; or
   f. Demonstrates competency in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that-
      i. Is set by the State for both grade appropriate academic subject-matter knowledge and teaching skills;
      ii. Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
      iii. Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
      iv. Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
      v. Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
      vi. Is made available to the public upon request; and
      vii. May involve multiple, objective measures of teacher competency [Section 9101(23)].

4. When the term "highly qualified teacher" is used with respect to any public elementary school or secondary school special education teacher teaching in a State, it means that:
   a. The teacher has obtained full State certification as a special education teacher (including certification obtained through alternate routes to certification) or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in the State's public charter school law; and
      i. The teacher has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
      ii. The teacher holds at least a bachelor's degree.

HIGH-NEED SCHOOL DISTRICT (or HIGH-NEED LOCAL EDUCATIONAL AGENCY)

1. The term "high-need school district" means a school district:
2. That serves not fewer than 10,000 children from families with incomes below the poverty line (based on federal census data); or
3. For which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; *and*

4. For which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or
5. For which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing. [Section 2102(3)]

The list of high-need districts in Appendix A was developed by applying this definition to federal 2010 census data and OSPI 2010-11 Highly Qualified Teacher and Emergency/Conditional Certificate data.

OUT-OF-FIELD TEACHER

A teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified [Section 2102(5)].

SCIENTIFICALLY BASED RESEARCH

The term "scientifically based research":

1. Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
2. Includes research that:
    a. Employs systematic, empirical methods that draw on observation or experiment;
    b. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
    c. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
    d. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
    e. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
    f. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review [Section 9101(37)].

Appendix A

List of High-Need School Districts*		
Line Number	**District Name**	**Age 5-17 Population per 2010 Census**
1	Bickleton	66
2	Cape Flattery	452
3	Clover Park	12,875
4	Crescent	368
5	Ephrata	2,404
6	Franklin Pierce	8,385
7	Grandview	3,696
8	Inchelium	228
9	Kelso	5,439
10	Mary Walker	648
11	Mossyrock	634
12	Mount Adams	1,127
13	North Franklin	2,088
14	Northport	216
15	Okanogan	981
16	Orondo	379
17	Othello	3,868
18	Pasco	16,420
19	Quillayute Valley	1,279
20	Republic	470
21	Shelton	3,751
22	Spokane	33,964
23	Sunnyside	6,201
24	Tacoma	33,397
25	Taholah	219
26	Tonasket	1,031
27	Toppenish	3,603
28	Wahluke	2,113
29	Wapato	3,435
30	White Pass	452
31	Winlock	816
32	Woodland	2,340
33	Yakima	15,607
34	Zillah	1,199

*This list includes all districts that have been determined to meet the definition of high-need school district (local educational agency) outlined in Section 2102(3) of the No Child Left Behind Act, based on 2010 census data and 2010-11 academic year OSPI Highly Qualified Teacher and Emergency/Conditional Certificate data.

Appendix B

Scoring Rubric (100 points plus 2 incentive points possible)

If one or more criteria corresponding to proposal requirements outlined in the RFP are scored "Below Standard," the proposal may be rejected.

1. Needs Assessment (11 points possible):

Does the needs assessment narrative indicate a clear statement of needs derived from multiple sources and multiple years if available?

Criteria	Exceeds Standard	Meets Standard	Below Standard
1a. Baseline data	**4 points** There is clear evidence of baseline data from three or more teacher and/or student sources (i.e., norm-referenced assessments, state assessment results, district benchmark assessments, college transcripts) to demonstrate mathematics, science, and/or English Language Arts (if applicable) education needs of the school population. • Both teacher and student data are provided; • Number and percentage of students to be impacted per site is indicated; • Specific student learning needs are provided; and • Data is disaggregated by concept and school.	**3 points** There is clear evidence of baseline data from two teacher and/or student sources (i.e., norm-referenced assessments, state assessment results, district benchmark assessments, college transcripts) to demonstrate mathematics, science, and/or English Language Arts (if applicable) education needs of the school population. • Both teacher and student data are provided; • Number and percentage of students to be impacted per site is indicated; • Specific student learning needs are provided; and • Data is disaggregated by concept and school.	**0 points** • Limited baseline data is given; • Needs identified are not adequately supported by evidence; or • Data is not appropriately disaggregated.

Criteria	Exceeds Standard	Meets Standard	Below Standard
1b. Identification of professional development needs	**4 points** Provides information on the number and percentage of 6th-12th grade teachers who have sufficient and insufficient content knowledge in mathematics, science, and/or English Language Arts (if applicable), disaggregated by school. The needs assessment also includes a correlation between teachers' content knowledge in mathematics, science, and/or English Language Arts (if applicable) and student achievement.	**3 points** Provides information on the number and percentage of 6th-12th grade teachers who have sufficient and insufficient content knowledge in mathematics, science, and/or English Language Arts (if applicable), disaggregated by school.	**0 points** Vague or limited information is given about the number of 6th-12th grade teachers with sufficient and insufficient content knowledge in mathematics, science, and/or English Language Arts (if applicable). Data is not appropriately disaggregated.
1c. Prioritization of professional development needs	**3 points** There is clear evidence included that partners have collectively determined which professional development needs are of the highest priority and will be addressed by the project. The needs assessment demonstrates a clear alignment between needs and the proposed professional development goals, objectives, and activities.	**2 points** Some evidence is provided to show that the targeted professional development needs were selected with collective input from project partners. The needs assessment demonstrates a clear alignment between needs and the proposed professional development goals, objectives, and activities.	**0 points** Limited or no evidence is given to indicate why the eligible partnership selected the targeted professional development needs; or the targeted professional development needs do not align with the proposed professional development goals, objectives, and activities.

2. Goals and Objectives (16 points possible):

Does the goals and objectives narrative closely link project goals and objectives to the professional development needs of the teachers and to accomplishment of the Project Mission?

Criteria	Exceeds Standard	Meets Standard	Below Standard
2a. Description of the project's mid-project and end-of-project goals and objectives	**4 points** Goals are clear and objectives are specific, measurable, attainable, results-oriented, and time bound. Objectives include reducing the number of teachers not adequately prepared to teach mathematics, science, and/or English Language Arts (if applicable); and increasing the academic achievement of students taught by teachers participating in the project.	**3 points** Goals and objectives are well defined and measurable. Objectives include reducing the number of teachers not adequately prepared to teach mathematics, science, and/or English Language Arts (if applicable); and increasing the academic achievement of students taught by teachers participating in the project.	**0 points** Goals or objectives are poorly designed and/or not measurable.
2b. Goals and objectives are linked to professional development needs	**4 points** Goals and objectives of the project are specifically linked to the professional development needs of the teachers.	**3 points** Goals and objectives of the project are linked to the professional development needs of the teachers.	**0 points** Goals or objectives of the project are poorly correlated with the needs assessment.
2c. Theory of action plan or logic model is linked to goals and objectives of project	**4 points** Describes a detailed theory of action plan or logic model that clearly links to the goals and objectives of the project.	**3 points** Describes a theory of action plan or logic model that links to the goals and objectives of the project.	**0 points** Little or no connection is made between the theory of action plan or logic model to the goals and objectives of the project.
2d. Mathematics and/or science goals and objectives are linked to accomplishment of the Project Mission	**4 points** All of the project's mathematics- and/or science-related goals and objectives are specifically linked to accomplishment of the Project Mission outlined in the RFP.	**3 points** All of the project's mathematics- and/or science-related goals and objectives are linked to accomplishment of the Project Mission outlined in the RFP.	**0 points** Some of the project's mathematics- and/or science-related goals or objectives are not linked to accomplishment of the Project Mission outlined in the RFP.

3. Research/Evidence Base and Efficacy of Professional Development Activities Plan (29 points possible)

Is the plan for professional development activities guided by research and the Learning Forward *Standards For Professional Learning*? Does the plan clearly describe how carefully designed activities link to the goals and objectives, with emphasis on content knowledge, pedagogical content knowledge, and content standards?

Criteria	Exceeds Standard	Meets Standard	Below Standard
3a. Connecting prior professional development efforts to proposed project	**2 points** Provides a detailed description of prior efforts to improve teacher content knowledge and student achievement in mathematics, science, and/or English Language Arts (if applicable); lessons learned from these prior efforts; and how this project will build on those efforts.	**1 point** Describes prior efforts to improve teacher content knowledge and student achievement in mathematics, science, and/or English Language Arts (if applicable); and relates how this project will build on those efforts.	**0 points** Does not adequately address prior efforts to improve teacher content knowledge and student achievement in mathematics, science, and/or English Language Arts (if applicable) or how this project will build on those efforts.
3b. Activities are linked to mid-project and end-of-project goals and objectives of proposal	**4 points** Detailed evidence is provided that activities will address measurable outcomes through clear strategies that will lead to achievement of the goals and objectives.	**3 points** Evidence is provided that activities will lead to achievement of the goals and objectives.	**0 points** Little or no correlation is made between activities and achievement of the goals or objectives.
3c. Supporting research linking professional development strategies and increased student achievement in mathematics	**4 points** Clearly outlines how the professional development strategies are valid and reliable, based on a review of scientifically based research; and how the strategies will both strengthen the quality of instruction and increase student academic achievement in mathematics, science, and/or English Language Arts (if applicable).	**3 points** Includes clearly documented scientifically based research that the professional development strategies will both strengthen the quality of instruction and increase student academic achievement in mathematics, science, and/or English Language Arts (if applicable).	**0 points** Proposal includes references but provides little evidence of research linking professional development strategies to strengthened quality of instruction or increased student academic achievement in mathematics, science, and/or English Language Arts (if applicable).

Criteria	Exceeds Standard	Meets Standard	Below Standard
3d. Description and timeline of professional development activities	**4 points** Includes a clear and detailed description (outlining the targeted concepts) and timeline of all the professional development activities (at least 80 hours/year for teachers and at least 16 hours/year for principals/assistant principals). Timeline includes each type of activity, and its duration and number of participants served. Timeline substantiates that all professional development activities are completed by June 30, 2015.	**3 points** Includes a general description (outlining the targeted concepts) and timeline of all the professional development activities (at least 80 hours/year for teachers and at least 16 hours/year for principals/assistant principals). Timeline includes each type of activity, and its duration and number of participants served. Timeline substantiates that all professional development activities are completed by June 30, 2015.	**0 points** Includes an incomplete description and/or timeline.
3e. Planned activities are aligned with *Common Core State Standards* and/or the *Washington State K-12 Science Learning Standards* (as well as the Crosscutting Concepts and Scientific and Engineering Practices from the *Framework for K-12 Science Education)*	**4 points** Includes a clear and detailed description of how the proposed professional development will be aligned to targeted concepts within the *Common Core State Standards* and/or the *Washington State K-12 Science Learning Standards* (as well as the Crosscutting Concepts and Scientific and Engineering Practices from the *Framework for K-12 Science Education).*	**3 points** Describes professional development that is aligned to targeted concepts within the *Common Core State Standards* and/or the *Washington State K-12 Science Learning Standards* (as well as the Crosscutting Concepts and Scientific and Engineering Practices from the *Framework for K-12 Science Education).*	**0 points** Provides an inadequate description of how the professional development is aligned to targeted concepts within the *Common Core State Standards and/or Washington State K-12 Science Learning Standards* (as well as Crosscutting Concepts and Scientific and Engineering Practices from the *Framework for K-12 Science Education).*

Criteria	Exceeds Standard	Meets Standard	Below Standard
3f. Planned activities are aligned with Learning Forward *Standards for Professional Learning*	**3 points** Describes a detailed plan that clearly illustrates how the proposed professional development is aligned with the Learning Forward *Standards*, and provides for work-embedded application of new learning, continuous reflection, and ongoing support.	**2 points** Describes how the proposed professional development is aligned with the Learning Forward *Standards*, and provides for work-embedded application of new learning, continuous reflection, and ongoing support.	**0 points** Does not provide sufficient evidence describing how the proposed professional development is aligned with the Learning Forward *Standards*, and/or does not provide for work-embedded application of new learning, continuous reflection, and ongoing support.
3g. Planned activities are rigorous and contain challenging content and develop pedagogical content knowledge	**4 points** Includes substantial evidence that the professional development is rigorous and challenging in academic content and explicitly addresses teacher content knowledge and pedagogical content knowledge.	**3 points** Includes substantial evidence that the professional development is rigorous and challenging in academic content and also develops pedagogical content knowledge.	**0 points** Provides insufficient evidence that the professional development is rigorous or challenging in academic content; and/or it appears that the professional development focuses primarily on pedagogy that is not content-specific.
3h. Planned activities will result in useable work products that can be broadly shared with other educators	**4 points** Includes a complete detailed description of useable work products that will be available for sharing with other teachers and the platform where such sharing will occur.	**3 points** Includes a general description of useable work products that will be available for sharing with other teachers and the platform where such sharing will occur.	**0 points** Includes an inadequate description or an incomplete description of useable work products that will be available for sharing with other teachers or the platform where such sharing will occur.

4. Partnership Evaluation and Accountability Plan (17 points possible):

Does the plan identify evaluation methods that the project will use and explain why those methods are appropriate for the identified needs the proposal addresses?

Criteria	Exceeds Standard	Meets Standard	Below Standard
4a. Design of evaluation plan is based on quasi-experimental or experimental design	**5 points** Describes a detailed evaluation plan based on experimental design, with defined treatment and comparison groups with adequate sample sizes (at least 30 teachers) in each group, in which intervention and comparison groups are constructed by randomly assigning some teachers to participate in the project activities and others to not participate.	**4 points** Describes a detailed evaluation plan based on a quasi-experimental design in which intervention and carefully matched comparison groups are constructed, with adequate sample sizes (at least 30 teachers) in each group.	**0 points** Describes an evaluation plan that does not include experimental or quasi-experimental design.
4b. Intervention and comparison groups	**4 points** Strategies for recruitment and retention of intervention and comparison groups to maintain sample size throughout the project are well developed and detailed, as are matching characteristics (including, at a minimum, the length of time teaching, grade band, educational degree, and area of education specialization) and methods for reporting the equivalence of the groups.	**3 points** Strategies for recruitment and retention of intervention and comparison groups to maintain sample size throughout the project are included. Matching characteristics (including, at a minimum, the length of time teaching, grade band, educational degree, and area of education specialization) and methods for reporting the equivalence of the groups are provided.	**0 points** Strategies for recruitment and retention of intervention and comparison groups to maintain sample size are not adequately addressed; and/or matching characteristics and methods for reporting the equivalence of the groups are not provided or do not meet standard.

Criteria	Exceeds Standard	Meets Standard	Below Standard
4c. Measurable evidence for impact of project on student achievement and teacher effectiveness goals	**4 points** Required measures (teacher content knowledge and state assessments), classroom observations of changes in teacher practice, and other additional measures are used to show the impact of the professional development on teacher effectiveness and student academic achievement; and the evaluation plan includes pre- and post-testing of teacher content knowledge for the intervention and comparison groups. Plans to collect and report student achievement data for both groups are included.	**3 points** Required measures (teacher content knowledge and state assessments) are used to show the impact of the professional development on teacher effectiveness and student academic achievement; and the evaluation plan includes pre- and post-testing of teacher content knowledge for the intervention and comparison groups.	**0 points** Required measures (teacher content knowledge and state assessments) are not included, and/or the evaluation plan does not include pre- and post-testing of teacher content knowledge for the intervention and comparison groups.
4d. Summative and formative assessment	**4 points** A short statement of the research questions to be answered is included. A description of both summative and formative assessment procedures and the planned analysis of results is included and well developed. A description of the statistical tests that will be used in the analyses is well developed and detailed including within group and across group comparisons.	**3 points** A short statement of the research questions to be answered is included. A description of both summative and formative assessment procedures and the planned analysis of results is included. A description of the statistical tests that will be used in the analyses is included.	**0 points** A short statement of the research questions to be answered is not included; or summative or formative assessment procedures are not adequately described; or planned analysis of results is inadequate; or a description of the statistical tests that will be used in the analyses is not included or lacks necessary details.

5. Commitment and Capacity of Partnership (12 points possible*):

Does the narrative clearly demonstrate the submitting eligible partnership has the capability of managing the project, organizing the work and meeting deadlines?

***Up to 2 additional incentive points may be awarded if projects serve districts that represent a range of geographic diversity (urban, suburban, rural, and remote rural).**

Criteria	Exceeds Standard	Meets Standard	Below Standard
5a. Partner roles and staff responsibilities	**4 points** The proposal clearly describes each partner's role in the planning and development of the proposal as well as the ongoing planning, delivery, and evaluation of the proposed project. The proposal includes a detailed description of the duties and responsibilities of all project personnel, which demonstrates alignment with the goals and objectives of the proposal. *All Partner Contributions and Commitments Forms* are completed.	**3 points** The proposal outlines each partner's role in the planning and development of the proposal as well as the ongoing planning, delivery, and evaluation of the proposed project. The proposal includes an outline of the duties and responsibilities of all project personnel and how they are aligned to the goals and objectives of the proposal. *All Partner Contributions and Commitments Forms* are completed.	**0 points** Inadequate evidence is provided regarding the role of one or more partners or the duties and responsibilities of all project personnel.
5b. Capacity of partnership	**4 points** Vitas for key personnel and a detailed description of faculty/staff effort and other specific institutional resources to support project activities indicate sufficient capacity to carry out the project. Evidence indicates project personnel have a proven track record carrying out similar projects.	**3 points** Vitas for key personnel and a description of faculty/staff effort and other specific institutional resources to support project activities indicate sufficient capacity to carry out the project.	**0 points** Explanation of capacity is inadequate and may be missing one or more elements.
5c. Partnership governance	**Not applicable**	**1 point** The partnership's governing structure specific to decision making, communication, and fiscal responsibilities is well defined. The proposal includes a description of how private nonprofit schools were informed and given an opportunity for equitable participation.	**0 points** Inadequate information is provided related to partnership governance or how private schools were informed and offered given an opportunity for equitable participation.

Criteria	Exceeds Standard	Meets Standard	Below Standard
5d. Sustainability	**4 points** There is a clear and specific plan for project continuation after this grant ends. The plan addresses the obstacles to future funding, how assessment data will be used, how the project will be promoted within the schools and school districts, and how leadership capacity at the principal and teacher levels will be fostered.	**3 points** There is a general description of how the project will be sustained and continued after this grant ends is outlined in the plan. The plan addresses all of the following within the outline: how assessment data will be used, how the project will be promoted within the schools and school districts and how leadership capacity at the principal and teacher levels will be fostered.	**0 points** There is an inadequate plan for how the partnership will continue or project outcomes will be sustained when funding from this grant is no longer available.

6. Partnership Budget and Cost Effectiveness (9 points possible):

Is the budget clearly tied to the scope and requirements of the project? Does each budget narrative describe the calculations for determining the amounts shown on the corresponding budget form? Does the budget provide for evaluation of the activities?

Criteria	Exceeds Standard	Meets Standard	Below Standard
6a. Budget details	**Not Applicable**	**4 points** The proposal includes all applicable budget forms, along with a supporting budget narrative for each (except for the Master Budget form). Each budget narrative clearly shows how specific costs were calculated for each line item within each partner category over the duration of the project.	**0 points** Budget narratives do not clearly show how specific costs were calculated for each line item within each partner category over the duration of the project.
6b. Cost effectiveness	**5 points** The amount included in each budget category is commensurate with the services or goods proposed, and the overall cost of the project is appropriate for the professional development provided and the number of educators served. In addition, partners or entities outside the partnership provide meaningful financial or in-kind contributions.	**3 points** The amount included in each budget category is commensurate with the services or goods proposed, and the overall cost of the project is appropriate for the professional development provided and the number of educators served.	**0 points** The amount included in each budget category is not commensurate with the services or goods proposed, and/or the overall cost of the project is not appropriate for the professional development provided and the number of educators served.

7. Proposal Quality (5 points possible):

Is the proposal clear and easy to read? Do its components make sense together as a cohesive whole and contribute to a compelling case for the project's success?

Criteria	Exceeds Standard	Meets Standard	Below Standard
7a.	**5 points** With only one or two minor exceptions, the proposal's components make sense together as a cohesive whole; and each section of the proposal contributes to a compelling case for the project's success. The proposal is easy to read and understand.	**4 points** With only one or two minor exceptions, the proposal's components make sense together as a cohesive whole; and each section of the proposal contributes to a compelling case for the project's success.	**4 points** Proposal components are inconsistent or out of sync with each other in more than one or two minor ways; or a section or sections do not contribute to a compelling case for the project's success.

Appendix C Forms

Form 1: Cover Sheet 46

Form 2: Eligible Partnership Profile 47

Form 3: Professional Development Activities Timeline 48

Form 4: Master Budget 49

Form 5: Content Area Budget – Mathematics (Teachers) 50

Form 6: Content Area Budget – Mathematics (Principals/Assistant Principals) 51

Form 7: Content Area Budget – Science (Teachers) 52

Form 8: Content Area Budget – Science (Principals/Assistant Principals) 53

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FORM 1
COVER SHEET

1. **Applicant Organization** (fiscal agent partner):
2. **DUNS Number** (required—no funding without it):
2. **Address:**
3. **Title of Project:**
4. **Project Director Contact Information** (if there are co-directors, list information for all):

   Name:
   Title:
   Academic Unit:
   Address:
   Phone:
   Email:

5. **Project Duration (planned start and end dates, e.g. 7/1/12-6/30/15):**
6. **Primary Project Focus (mathematics, science, mathematics and science):**
7. **Will there also be an English Language Arts focus (yes or no)?**
8. **Educators Served (must be consistent with numbers on Forms 2 and 3):**
   a. Number of high-need school districts to be served by project:
   b. Number of other school districts to be served by project:
   c. Number of teacher participants to be served by project (and grade levels taught):
   d. Hours of face-to-face professional development to be provided to each teacher participant:
   e. Hours of online professional development to be provided to each teacher participant:
   f. Number of principal/assistant principal participants to be served by project:
   g. Hours of face-to-face professional development to be provided to each principal/assistant principal participant:
   h. Hours of online professional development to be provided to each principal/assistant principal participant:
   i. Number of Students impacted by project:
9. **Total Funding Requested (**must be consistent with budget forms)**: $_____**
10. **Project Summary** (500 words or less)**:**

Include a summary of project objectives, project activities, and what content and concepts, including *Common Core State Standards* concepts as well as *Framework* concepts (if applicable), will be addressed.

I certify that this proposal complies with all applicable laws, regulations, and policies; and carries the full endorsement of the applicant organization.

_____	_____	_____
Authorized Executive Official (Signature)	Title	Date

FORM 2
ELIGIBLE PARTNERSHIP PROFILE

Provide the partner information required in the table below (add rows as necessary) and put an asterix by the fiscal agent organization's name. Partners in categories 1-3 are required in order for the partnership to be eligible for funding. Our partnership will consist of:

Category of partner (asterix the fiscal agent)	**Partner information**
Category 1. Required teacher/principal preparation partner	Institution name: Academic unit name: Unit's role in project (provide at least 3 descriptive bullets): Faculty involved (list name and role of each, e.g. project director, instructor, etc.):
Category 2. Required mathematics or science department partner	Institution name: Academic unit name: Unit's role in project (provide at least 3 descriptive bullets): Faculty involved (list name and role of each, e.g. project director, instructor, etc.):
Category 3. High-need school district (add rows as necessary to accommodate multiple high-need school districts)	District name: Role in project (at least 1bullet): Number of teacher participants and grade level taught: Number of principal and assistant principal participants:
Category 4. Other school district or nonprofit private school (add rows as necessary to accommodate multiple non-high-need school districts and private schools)	District or nonprofit private school name: Role in project (at least 1 bullet): Number of teacher participants and grade level taught: Number of principal and assistant principal participants:
Category 5. Other partners (add rows as necessary to accommodate additional partners)	Institution or organization name: Academic unit name if applicable: Role in project (provide at least 3 descriptive bullets): Key personnel involved (list name and role of each):

Possible unit/district/organization roles include: lead organization, project management and administration, design professional development, identify and recruit teachers for professional development and/or comparison group, provide professional development, participate in/receive professional development, provide mentors/coaches/teacher leaders, project evaluation, collect and/or provide data, analyze data, provide technical assistance to teachers and/or project, provide teacher support (e.g., substitute teachers, release time, planning time, teacher leaders), advise project, and other (please specify what "other" is).

Possible faculty roles include: project director or co-director, provide math education instruction for workshops, provide math content instruction for workshops, provide science education instruction for workshops, provide science content instruction for workshops, provide English Language Arts education instruction for workshops, provide English Language Arts content instruction for workshops, professional learning community facilitator, online learning facilitator, coach, conduct academic year site visits, provide professional development for principals/assistant principals, evaluation, and other (please specify what "other" is).

FORM 3
PROFESSIONAL DEVELOPMENT ACTIVITIES TIMELINE

Provide a timeline for activities using the following format (a few rows are filled in as an example—please overwrite them with real data). Please summarize the content covered by each activity. Add rows as necessary. Please note that the numbers of participants and hours reported here must be consistent with the numbers reported on the Cover Sheet (Form 1) and Eligible Partnership Profile (Form 2):

Project Professional Development Activity and Number of Hours per Participant	Math, Science, or English Language Arts Content to be Covered	Location	Start Date	End Date
1. Summer institutes provided by education and mathematics faculty: Summer Institute 1a: 36 Teachers @ 40 hours each; 5 Principals @ 4 hours each Summer Institute 1b: 36 Teachers @ 40 hours each; 5 principals @ 4 hours each Summer Institute 1c: 36 Teachers @ 40 hours each; 5 principals @ 4 hours each	Content covered: Summer Institute 1a: Algebraic Functions Summer Institute 1b: Transformational Geometry Summer Institute 1c: Transformational Geometry continued	1a. Wenatchee Valley College campus 1b. Wenatchee High School 1c. Wenatchee High School	1a. 7/30/12 1b. 7/15/13 1c. 7/7/14	1a. 8/3/12 1b. 7/20/13 1c. 7/11/14
2. Three weekend workshops per year during the academic year offered by faculty with ESD coaches: 36 Teachers @ 12 hours each per workshop; 5 Principals @ 3 hours each per workshop	Content covered: Year 1: Algebraic Functions Years 2 and 3: Transformational Geometry	Wenatchee High School	October, January, and May each year (exact dates to be determined)	October, January, and May each year (exact dates to be determined)
2. Professional learning community meetings among teachers and principals: 36 teachers @ 20 hours per year each; 5 Principals @ 3 hours per year each	Content covered: Year 1: Algebraic Functions Years 2 and 3: Transformational Geometry	Individual school buildings	7/1/12	5/15/15 (ongoing--schedule to be determined separately for each school)
3. On-line wiki facilitated by ESD staff: 36 Teachers @ 25 hours per year	3. Content covered: Year 1: Algebraic Functions Years 2 and 3: Transformational Geometry	Individual school buildings and participants' home computers	10/31/12	5/15/15 (ongoing-no fixed schedule)
Etc. (add rows as necessary)				

FORM 4
MASTER BUDGET (SUMS UP CONTENT AREA BUDGETS)

	LINE ITEMS	CATEGORY 1 Required Institution of Higher Education Teacher and Principal Preparation Partner (enter name in parenthesis)			CATEGORY 2 Required Institution of Higher Education School of Mathematics or Science Department Partner (enter name in parenthesis)			CATEGORY 3 All High-Need School District Partners (at least one is required) (do not enter names here, but name each in budget narrative)			CATEGORY 4 All Optional Partners (do not enter names here, but name each in budget narrative)			TOTAL BUDGET (sum across columns)
	Budget Period==>	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	
	Administrative direct costs	Do not fill in shaded area												
1.	Salary/wages-evaluator(s)													$0
2.	Employee benefits-evaluator(s)													$0
3.	Purchased services-evaluator contracts													$0
4.	Salary/wages-project director(s) administrative													$0
5.	Salary/wages-other administrative (specify)													$0
6.	Employee benefits-administrative (director & other)													$0
7.	Administrative materials & supplies (no equipment)													$0
8.	Administrative travel-OSPI/US Department of Education meetings													$0
9.	Administrative travel-other (specify)													$0
10.	Other Administrative (specify and do not include any tuition or indirect)													$0
11.	*Total administrative direct costs (add lines 1-10)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
	Instructional direct costs	Do not fill in shaded area												
12.	Salary/wages-instructional faculty													$0
13.	Salary/wages-other instructional (specify)													$0
14.	Employee benefits-instructional													$0
15.	Instructional faculty/staff travel													$0
16.	Purchased instructional services (contractors-if approved in advance by HECB and OSPI)													$0
17.	Instructional materials & supplies (no equipment)													$0
19.	Participant travel													$0
20.	Other Instructional costs (specify and do not include any tuition or indirect)													$0
21.	*Total instructional direct expenditures (add lines 12-20)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
22.	*TOTAL DIRECT EXPENDITURES (line 11 + line 21)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
23.	Indirect costs (subject to limits outlined in RFP)													$0
24.	*TOTAL GRANT FUNDS REQUESTED (line 22 + line 23)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
25.	Additional funding or in-kind contribution from funding sources outside of grant													$0

☐ **Check here to provide assurance that no partner in the eligible partnership will use more than 50 percent of the grant funds made available to the partnership.**

FORM 5
CONTENT AREA BUDGET - MATHEMATICS (TEACHERS)

	LINE ITEMS	CATEGORY 1 Required Institution of Higher Education Teacher and Principal Preparation Partner (enter name in parenthesis)			CATEGORY 2 Required Institution of Higher Education School of Mathematics or Science Department Partner (enter name in parenthesis)			CATEGORY 3 All High-Need School District Partners (at least one is required) (do not enter names here, but name each in budget narrative)			CATEGORY 4 All Optional Partners (do not enter names here, but name each in budget narrative)			TOTAL BUDGET (sum across columns)
	Budget Period==>	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	
	Administrative direct costs	Do not fill in shaded area												
1.	Salary/wages-evaluator(s)													$0
2.	Employee benefits-evaluator(s)													$0
3.	Purchased services-evaluator contracts													$0
4.	Salary/wages-project director(s) administrative													$0
5.	Salary/wages-other administrative (specify)													$0
6.	Employee benefits-administrative (director & other)													$0
7.	Administrative materials & supplies (no equipment)													$0
8.	Administrative travel-OSPI/US Department of Education meetings													$0
9.	Administrative travel-other (specify)													$0
10.	Other Administrative (specify and do not include any tuition or indirect)													$0
11.	*Total administrative direct costs (add lines 1-10)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
	Instructional direct costs	Do not fill in shaded area												
12.	Salary/wages-instructional faculty													$0
13.	Salary/wages-other instructional (specify)													$0
14.	Employee benefits-instructional													$0
15.	Instructional faculty/staff travel													$0
16.	Purchased instructional services (contractors-if approved in advance by HECB and OSPI)													$0
17.	Instructional materials & supplies (no equipment)													$0
19.	Participant travel													$0
20.	Other Instructional costs (specify and do not include any tuition or indirect)													$0
21.	*Total instructional direct expenditures (add lines 12-20)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
22.	*TOTAL DIRECT EXPENDITURES (line 11 + line 21)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
23.	Indirect costs (subject to limits outlined in RFP)													$0
24.	*TOTAL GRANT FUNDS REQUESTED (line 22 + line 23)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
25.	Additional funding or in-kind contribution from funding sources outside of grant													$0

☐ **Check here to provide assurance that no partner in the eligible partnership will use more than 50 percent of the grant funds made available to the partnership.**

FORM 6
CONTENT AREA BUDGET - MATHEMATICS (PRINCIPALS/ASSISTANT PRINCIPALS)

	LINE ITEMS	CATEGORY 1 Required Institution of Higher Education Teacher and Principal Preparation Partner (enter name in parenthesis)			CATEGORY 2 Required Institution of Higher Education School of Mathematics or Science Department Partner (enter name in parenthesis)			CATEGORY 3 All High-Need School District Partners (at least one is required) (do not enter names here, but name each in budget narrative)			CATEGORY 4 All Optional Partners (do not enter names here, but name each in budget narrative)			TOTAL BUDGET (sum across columns)
	Budget Period==>	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	
	Administrative direct costs	Do not fill in shaded area												
1.	Salary/wages-evaluator(s)													$0
2.	Employee benefits-evaluator(s)													$0
3.	Purchased services-evaluator contracts													$0
4.	Salary/wages-project director(s) administrative													$0
5.	Salary/wages-other administrative (specify)													$0
6.	Employee benefits-administrative (director & other)													$0
7.	Administrative materials & supplies (no equipment)													$0
8.	Administrative travel-OSPI/US Department of Education meetings													$0
9.	Administrative travel-other (specify)													$0
10.	Other Administrative (specify and do not include any tuition or indirect)													$0
11.	*Total administrative direct costs (add lines 1-10)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
	Instructional direct costs	Do not fill in shaded area												
12.	Salary/wages-instructional faculty													$0
13.	Salary/wages-other instructional (specify)													$0
14.	Employee benefits-instructional													$0
15.	Instructional faculty/staff travel													$0
16.	Purchased instructional services (contractors-if approved in advance by HECB and OSPI)													$0
17.	Instructional materials & supplies (no equipment)													$0
19.	Participant travel													$0
20.	Other Instructional costs (specify and do not include any tuition or indirect)													$0
21.	*Total instructional direct expenditures (add lines 12-20)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
22.	*TOTAL DIRECT EXPENDITURES (line 11 + line 21)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
23.	Indirect costs (subject to limits outlined in RFP)													$0
24.	*TOTAL GRANT FUNDS REQUESTED (line 22 + line 23)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
25.	Additional funding or in-kind contribution from funding sources outside of grant													$0

☐ Check here to provide assurance that no partner in the eligible partnership will use more than 50 percent of the grant funds made available to the partnership.

FORM 7
CONTENT AREA BUDGET - SCIENCE (TEACHERS)

	LINE ITEMS	CATEGORY 1 Required Institution of Higher Education Teacher and Principal Preparation Partner (enter name in parenthesis)			CATEGORY 2 Required Institution of Higher Education School of Mathematics or Science Department Partner (enter name in parenthesis)			CATEGORY 3 All High-Need School District Partners (at least one is required) (do not enter names here, but name each in budget narrative)			CATEGORY 4 All Optional Partners (do not enter names here, but name each in budget narrative)			TOTAL BUDGET (sum across columns)
	Budget Period==>	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	
	Administrative direct costs	Do not fill in shaded area												
1.	Salary/wages-evaluator(s)													$0
2.	Employee benefits-evaluator(s)													$0
3.	Purchased services-evaluator contracts													$0
4.	Salary/wages-project director(s) administrative													$0
5.	Salary/wages-other administrative (specify)													$0
6.	Employee benefits-administrative (director & other)													$0
7.	Administrative materials & supplies (no equipment)													$0
8.	Administrative travel-OSPI/US Department of Education meetings													$0
9.	Administrative travel-other (specify)													$0
10.	Other Administrative (specify and do not include any tuition or indirect)													$0
11.	*Total administrative direct costs (add lines 1-10)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
	Instructional direct costs	Do not fill in shaded area												
12.	Salary/wages-instructional faculty													$0
13.	Salary/wages-other instructional (specify)													$0
14.	Employee benefits-instructional													$0
15.	Instructional faculty/staff travel													$0
16.	Purchased instructional services (contractors-if approved in advance by HECB and OSPI)													$0
17.	Instructional materials & supplies (no equipment)													$0
19.	Participant travel													$0
20.	Other Instructional costs (specify and do not include any tuition or indirect)													$0
21.	*Total instructional direct expenditures (add lines 12-20)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
22.	*TOTAL DIRECT EXPENDITURES (line 11 + line 21)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
23.	Indirect costs (subject to limits outlined in RFP)													$0
24.	*TOTAL GRANT FUNDS REQUESTED (line 22 + line 23)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
25.	Additional funding or in-kind contribution from funding sources outside of grant													$0

☐ **Check here to provide assurance that no partner in the eligible partnership will use more than 50 percent of the grant funds made available to the partnership.**

FORM 8
CONTENT AREA BUDGET - SCIENCE (PRINCIPALS/ASSISTANT PRINCIPALS)

	LINE ITEMS	CATEGORY 1 Required Institution of Higher Education Teacher and Principal Preparation Partner (enter name in parenthesis)			CATEGORY 2 Required Institution of Higher Education School of Mathematics or Science Department Partner (enter name in parenthesis)			CATEGORY 3 All High-Need School District Partners (at least one is required) (do not enter names here, but name each in budget narrative)			CATEGORY 4 All Optional Partners (do not enter names here, but name each in budget narrative)			TOTAL BUDGET (sum across columns)
	Budget Period==>	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	
	Administrative direct costs	Do not fill in shaded area												
1.	Salary/wages-evaluator(s)													$0
2.	Employee benefits-evaluator(s)													$0
3.	Purchased services-evaluator contracts													$0
4.	Salary/wages-project director(s) administrative													$0
5.	Salary/wages-other administrative (specify)													$0
6.	Employee benefits-administrative (director & other)													$0
7.	Administrative materials & supplies (no equipment)													$0
8.	Administrative travel-OSPI/US Department of Education meetings													$0
9.	Administrative travel-other (specify)													$0
10.	Other Administrative (specify and do not include any tuition or indirect)													$0
11.	*Total administrative direct costs (add lines 1-10)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
	Instructional direct costs	Do not fill in shaded area												
12.	Salary/wages-instructional faculty													$0
13.	Salary/wages-other instructional (specify)													$0
14.	Employee benefits-instructional													$0
15.	Instructional faculty/staff travel													$0
16.	Purchased instructional services (contractors-if approved in advance by HECB and OSPI)													$0
17.	Instructional materials & supplies (no equipment)													$0
19.	Participant travel													$0
20.	Other Instructional costs (specify and do not include any tuition or indirect)													$0
21.	*Total instructional direct expenditures (add lines 12-20)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
22.	*TOTAL DIRECT EXPENDITURES (line 11 + line 21)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
23.	Indirect costs (subject to limits outlined in RFP)													$0
24.	*TOTAL GRANT FUNDS REQUESTED (line 22 + line 23)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
25.	Additional funding or in-kind contribution from funding sources outside of grant													$0

☐ **Check here to provide assurance that no partner in the eligible partnership will use more than 50 percent of the grant funds made available to the partnership.**

FORM 9
CONTENT AREA BUDGET - ENGLISH LANGUAGE ARTS (TEACHERS)

	LINE ITEMS	CATEGORY 1 Required Institution of Higher Education Teacher and Principal Preparation Partner (enter name in parenthesis)			CATEGORY 2 Required Institution of Higher Education School of Mathematics or Science Department Partner (enter name in parenthesis)			CATEGORY 3 All High-Need School District Partners (at least one is required) (do not enter names here, but name each in budget narrative)			CATEGORY 4 All Optional Partners (do not enter names here, but name each in budget narrative)			TOTAL BUDGET (sum across columns)
	Budget Period==>	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	
	Administrative direct costs	Do not fill in shaded area												
1.	Salary/wages-evaluator(s)													$0
2.	Employee benefits-evaluator(s)													$0
3.	Purchased services-evaluator contracts													$0
4.	Salary/wages-project director(s) administrative													$0
5.	Salary/wages-other administrative (specify)													$0
6.	Employee benefits-administrative (director & other)													$0
7.	Administrative materials & supplies (no equipment)													$0
8.	Administrative travel-OSPI/US Department of Education meetings													$0
9.	Administrative travel-other (specify)													$0
10.	Other Administrative (specify and do not include any tuition or indirect)													$0
11.	*Total administrative direct costs (add lines 1-10)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
	Instructional direct costs	Do not fill in shaded area												
12.	Salary/wages-instructional faculty													$0
13.	Salary/wages-other instructional (specify)													$0
14.	Employee benefits-instructional													$0
15.	Instructional faculty/staff travel													$0
16.	Purchased instructional services (contractors-if approved in advance by HECB and OSPI)													$0
17.	Instructional materials & supplies (no equipment)													$0
19.	Participant travel													$0
20.	Other Instructional costs (specify and do not include any tuition or indirect)													$0
21.	*Total instructional direct expenditures (add lines 12-20)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
22.	*TOTAL DIRECT EXPENDITURES (line 11 + line 21)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
23.	Indirect costs (subject to limits outlined in RFP)													$0
24.	*TOTAL GRANT FUNDS REQUESTED (line 22 + line 23)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
25.	Additional funding or in-kind contribution from funding sources outside of grant													$0

☐ **Check here to provide assurance that no partner in the eligible partnership will use more than 50 percent of the grant funds made available to the partnership.**

FORM 10
CONTENT AREA BUDGET - ENGLISH LANGUAGE ARTS (PRINCIPALS/ASSISTANT PRINCIPALS)

	LINE ITEMS	CATEGORY 1 Required Institution of Higher Education Teacher and Principal Preparation Partner (enter name in parenthesis)			CATEGORY 2 Required Institution of Higher Education School of Mathematics or Science Department Partner (enter name in parenthesis)			CATEGORY 3 All High-Need School District Partners (at least one is required) (do not enter names here, but name each in budget narrative)			CATEGORY 4 All Optional Partners (do not enter names here, but name each in budget narrative)			TOTAL BUDGET (sum across columns)
	Budget Period==>	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	7/1/12-6/30/13	7/1/13-12/31/14	7/1/14-6/30/15	
	Administrative direct costs	Do not fill in shaded area												
1.	Salary/wages-evaluator(s)													$0
2.	Employee benefits-evaluator(s)													$0
3.	Purchased services-evaluator contracts													$0
4.	Salary/wages-project director(s) administrative													$0
5.	Salary/wages-other administrative (specify)													$0
6.	Employee benefits-administrative (director & other)													$0
7.	Administrative materials & supplies (no equipment)													$0
8.	Administrative travel-OSPI/US Department of Education meetings													$0
9.	Administrative travel-other (specify)													$0
10.	Other Administrative (specify and do not include any tuition or indirect)													$0
11.	*Total administrative direct costs (add lines 1-10)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
	Instructional direct costs	Do not fill in shaded area												
12.	Salary/wages-instructional faculty													$0
13.	Salary/wages-other instructional (specify)													$0
14.	Employee benefits-instructional													$0
15.	Instructional faculty/staff travel													$0
16.	Purchased instructional services (contractors-if approved in advance by HECB and OSPI)													$0
17.	Instructional materials & supplies (no equipment)													$0
19.	Participant travel													$0
20.	Other Instructional costs (specify and do not include any tuition or indirect)													$0
21.	*Total instructional direct expenditures (add lines 12-20)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
22.	*TOTAL DIRECT EXPENDITURES (line 11 + line 21)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
23.	Indirect costs (subject to limits outlined in RFP)													$0
24.	*TOTAL GRANT FUNDS REQUESTED (line 22 + line 23)*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*	*$0*
25.	Additional funding or in-kind contribution from funding sources outside of grant													$0

☐ **Check here to provide assurance that no partner in the eligible partnership will use more than 50 percent of the grant funds made available to the partnership.**

FORM 11
STATEMENT OF ASSURANCES

Each applicant hereby certifies to the Washington State Higher Education Coordinating Board (HECB) and Office of Superintendent of Public Instruction (OSPI) that:

1. The information submitted in the proposal is true and correct, to the best of the applicant's knowledge;
2. The applicant understands that neither the HECB nor OSPI will reimburse the applicant for any costs incurred in the preparation of this proposal or for costs associated with applicant interviews;
3. The applicant and its partners have complied with NCLB Section 9501 (equitable participation for personnel from nonprofit private schools);
4. Neither the applicant nor any partners or principals (including but not limited to school principals) is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency (if the applicant and its partners are unable to certify to any of the statements in this certification, such prospective participant must attach an explanation to this proposal); and
5. Certification for Contracts, Grants, Loans, and Cooperative Agreements:

   The undersigned certifies, to the best of his or her knowledge and belief, that:

   a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

   b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

   c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Furthermore, each applicant hereby provides assurances to the HECB and OSPI that if a grant is received pursuant to this request for proposals, the applicant will:

6. Conduct the professional development described in this Request for Proposals, as amended in writing by mutual agreement between that applicant and the HECB;
7. Obtain written certification that any participating paraprofessionals are highly qualified (i.e., they have at least two years of classroom experience and postsecondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers);
8. Comply with all applicable provisions of the Elementary and Secondary Education Act;
9. Comply with requirements to audit the grant-funded program in accordance with the Federal Office of Management and Budget (OMB) Circular A-133, and supply the HECB with a copy of the audit report for each fiscal year in which those grant funds were expended within 60 days of the completion of the audit;
10. Comply with Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicapped), Title IX of the Education Amendments of 1972 (gender equity), and the Age Discrimination Act of 1975;
11. Comply with the requirements of the Drug Free Workplace Act of 1988;
12. Keep all records necessary for fiscal and program auditing and give the Washington State Higher Education Coordinating Board, the United States Department of Education or the State Auditor through any authorized representatives, access to and the right to examine all records, books, papers, or documents related to the grant;
13. Retain all fiscal records for a period of at least six years after the end of the grant;
14. Comply with the administrative procedures of the HECB and OSPI and all requirements of the United States Department of Education's General Administrative Regulations (EDGAR);
15. Provide all reports and other information required by the HECB, OSPI, and/or the U.S. Department of Education;
16. Comply with Executive Order 13513, which prohibits grant recipients, subrecipients, and their grant personnel from text messaging while driving a government owned vehicle or their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email while driving; and
17. Provide an assurance signed by representatives of all partners that the eligible partnership represented by the applicant will do all of the following:
    a. Compile and deliver a professional development packet to the HECB and OSPI at the conclusion of the grant. The professional development packet will include all participant materials (e.g. handouts, activities, and references), instructor notes, curriculum development, and any other necessary components that would enable replication of all professional development sessions.

b. Provide access to professional development materials for regular review by OSPI and HECB.

c. Provide follow-up on-site support during the year to participants as their professional development.

d. Submit periodic reports to HECB, OSPI and US Department of Education by specified deadlines. Reports include, but are not limited to an Annual Performance Report, including project profile and narrative.

e. Participate in scheduled meetings led by OSPI and/or HECB.

f. Host at least one site visit during the year from the OSPI and/or HECB.

g. Communicate proactively with OSPI and HECB about project status, successes, needs, challenges, and technical assistance.

h. Consult with all private schools in the school districts served and report on contact consultation efforts in the proposal.

i. Conduct a project evaluation which includes pre- and post-measures of teacher content knowledge and student achievement and report findings to OSPI and the HECB.

j. Ensure that all school district partners maintain required time and effort documentation.

_____
Applicant Organization Name

Pint Project Director Name	Print Name of Executive official with authority to legally bind applicant
Title	Title
Signature	Signature
Date	Date

FORM 12
REQUIRED PARTNER CONTRIBUTIONS AND COMMITMENTS – INSTITUTION OF HIGHER EDUCATION DIVISION THAT PREPARES TEACHERS AND PRINCIPALS

Institution:	
Academic Unit:	
Contact:	
Title:	

Phone:	
Fax:	
Email:	

Address:					
City:		**State:**		**Zip Code:**	

Describe what support the institution will provide to enhance partnership activities, such as: faculty to plan and instruct; on-site support for teachers during the school year; providing facilities etc.

Institution of Higher Education	
Academic Unit Name:	
Typed Name of Chairperson (or Equivalent) of the Academic Unit:	
Authorized Signature of Chairperson (or Equivalent):	

FORM 13
REQUIRED PARTNER CONTRIBUTIONS AND COMMITMENTS – INSTITUTION OF HIGHER EDUCATION MATHEMATICS OR SCIENCE DEPARTMENT

Institution:	
Department:	
Contact:	
Title:	

Phone:	
Fax:	
Email:	

Address:					
City:		**State:**		**Zip Code:**	

Describe what support the institution will provide to enhance partnership activities, such as: faculty to plan and instruct; on-site support for teachers during the school year; providing facilities etc.

Institution of Higher Education	
Department Name:	
Typed Name of Chairperson (or Equivalent) of the Mathematics or Science Department:	
Authorized Signature of Chairperson (or Equivalent):	

FORM 14
REQUIRED PARTNER CONTRIBUTIONS AND COMMITMENTS – HIGH-NEED SCHOOL DISTRICT

(Duplicate this form for each High-Need School District partner.)

District:		**Phone:**	
Contact:		**Fax:**	
Title:		**Email:**	
% Free and Reduced Lunches		**Number of Teachers Involved**	

Mailing Address:					
City:		**State:**		**Zip Code:**	

Describe how the high-need district will support the partnership activities, such as: assisting with identifying and recruiting teachers; providing administrative support by allowing time for teachers to meet and plan; linking project work to individual teachers' professional development plans; providing time for professional learning communities; providing substitute teachers; providing facilities; etc.

HIGH-NEED SCHOOL DISTRICT	
District Name:	
Typed Name of Superintendent:	
Signature of Superintendent:	

FORM 15
PARTNER CONTRIBUTIONS AND COMMITMENTS – OTHER SCHOOL DISTRICT

(Duplicate this form for each School District partner not listed in Appendix A.)

District:			**Phone:**	
Contact:			**Fax:**	
Title:			**Email:**	
% Free and Reduced Lunches			**Number of Teachers Involved**	

Mailing Address:					
City:		**State:**		**Zip Code:**	

Describe how the partner will support the partnership activities, such as: assisting with identifying and recruiting teachers; providing administrative support by allowing time for teachers to meet and plan; linking project work to individual teachers' professional development plans; providing time for professional learning communities; providing substitute teachers; providing facilities; etc.

DISTRICT	
District Name:	
Typed Name of Superintendent:	
Signature of Superintendent:	

FORM 16
PARTNER CONTRIBUTIONS AND COMMITMENTS – ADDITIONAL PARTNER

(Duplicate this form for each additional partner.)

Organization (and Academic Unit, if Applicable):		**Phone:**	
Contact:		**Fax:**	
Title:		**Email:**	

Mailing Address:					
City:		**State:**		**Zip Code:**	

Describe the role of this partner and describe specific ways that this partner will support the partnership activities.

ADDITIONAL PARTNERS Additional partners may include: additional institutions of higher education (including community and technical colleges), institution of higher education academic departments, schools, Educational Service Districts, nonprofit educational organizations of demonstrated effectiveness in improving the quality of mathematics and science teachers, or businesses.	
Name of Person or Institution:	
Typed Name of Authorized Signatory:	
Signature of Authorized Signatory:	

FORM 17
PARTICIPANT ASSURANCE FORM

(Complete one form for each participating public school, whether located in a high-need or other district. Add rows as necessary.)

School Name: _____ School District Name: _____

The following teachers, principals, and assistant principals have reviewed, discussed, and agreed to perform their role and time commitment in implementing the project, if funded:

	Name	Title	Signature
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
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16.			
17.			
18.			
19.			
20.			