

STATE OF WASHINGTON
Washington Student Achievement Council

REQUEST FOR PROPOSALS (RFP)

RFP NO. 15-RFP143

REVISED 1-23-15

NOTE: If you download this RFP from an agency website located at:

<http://www.wsac.wa.gov/21-educators>, 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 any RFP amendments or bidder questions/agency answers.

TITLE: Educators for the 21st Century 2015-16 Professional Development Grant Program

PRE-PROPOSAL WEBINAR: January 9, 2015 – 1:00-3:00 p.m., *Pacific Daylight Time. Attendance is encouraged, but not mandatory. Notify the RFP Coordinator, Mark Bergeson, at markb@wsac.wa.gov by 12:00 p.m. if you would like to participate.*

NOTICE OF INTENT TO APPLY DUE DATE: January 16, 2015 – 5:00 p.m., *Pacific Daylight Time, Olympia, Washington, USA. See Exhibit E for instructions.*

PROPOSAL DUE DATE: March 3, 2015 – 5:00 p.m., *Pacific Daylight Time, Olympia, Washington, USA.*

ESTIMATED TIME PERIOD FOR CONTRACT: April 16, 2015 –August 31, 2016. The Agency reserves the right to extend the contract for up to one additional month at the sole discretion of the Agency.

BIDDER ELIGIBILITY: This solicitation is open to eligible partnerships (see Section 1.3.1) that satisfy the minimum qualifications stated herein and that are available for work in Washington State.

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1. INTRODUCTION

1.1. PURPOSE AND BACKGROUND

The Washington Student Achievement Council, hereafter called "AGENCY," is initiating this Request for Proposals (RFP) to solicit proposals from eligible partnerships (see Section 1.3.1) for professional development projects that will help the state implement the Smarter Balanced Assessment System.

The Smarter Balanced Assessment System consists of three major components: end-of-year summative assessments, interim assessments, and a digital library of resources with built in formative assessments. Projects responding to this RFP must focus on implementation of Smarter Balanced interim assessments. As long as they focus on the interim assessments, projects may also cover Summative Assessments and/or use of the digital library in support of implementation of the assessments.

According to the Smarter Balanced Assessment Consortium, "The Smarter Balanced interim assessments allow teachers to check student progress throughout the year, giving them actionable information to inform instruction. . . . Teachers can use the interim assessments throughout the year to gauge student progress toward mastery of the skills measured by the summative assessment and to assess targeted concepts at strategic points during the school year."¹

Conceptually, interim assessment fits somewhere between formative assessment and summative assessment (see Assessment Types in Section 1.7 Definitions). In general, interim assessments may be designed to serve instructional, evaluative, or predictive purposes.² This RFP is focused on use of Smarter Balanced interim assessments for instructional purposes, to provide information on student skill gaps to educators, so they can adapt instruction and curriculum or provide other supports to respond to student needs identified by the assessment.

This use of interim assessment is nearer to the formative than the summative end of the assessment spectrum. However, interim assessment differs from most formative assessment in that interim assessment data may be aggregated for use not only at the student or classroom levels but also at the school or school district levels. This provides an important opportunity for schools that are willing to take it.

For more information on interim assessments and the Smarter Balanced Assessment System, including how to gain access, please see Resources (Exhibit D).

Implementing the Smarter Balanced Assessment System is a significant part of the statewide effort to implement the Common Core State Standards (CCSS). CCSS implementation with fidelity requires:

1. shifts in the ways educators think about and understand their subject matter;
2. instructional shifts (i.e. shifts in the way teachers teach their subject matter); and
3. shifts in the ways principals support teachers.

¹ Smarter Balanced Assessment Consortium. Retrieved from: <http://www.smarterbalanced.org/interim-assessments/>.

² Perie, M. (2014) Building Valid and Useful Interim assessments. Lawrence, KS. Smarter Balanced Assessment Consortium. Retrieved from: [http://education.alaska.gov/tls/assessment/DTCtraining/Resources/Interim assessmentPaper_Oct14.pdf](http://education.alaska.gov/tls/assessment/DTCtraining/Resources/Interim%20assessmentPaper_Oct14.pdf).

Projects responding to this RFP must provide professional development designed to help educators use Smarter Balanced interim assessments in ways that reinforce these shifts.

A critical element of this work is to make progress on closing opportunity gaps faced by diverse students, including but not limited to, students of color, learners of English as a second language (e.g. transitional bilingual students), students with disabilities, and students from low-income families. Therefore, projects responding to this RFP must include professional development designed to help educators use the Smarter Balanced interim assessments to inform culturally-responsive instructional decisions that will help close opportunity gaps.

In short, the AGENCY seeks to fund projects that focus thoughtfully on use of the Smarter Balanced interim assessments to promote effective standards-based instruction and improve academic achievement for all students. To address opportunity gaps, projects will help educators learn how to use the Smarter Balanced interim assessments to (1) identify what diverse students need to know to understand core academic subjects sufficiently to meet the CCSS and (2) help teachers refine their instruction so diverse students can access the content in ways that help them meet the CCSS.

The AGENCY may award one or more contract(s) to provide the services described in this RFP. Projects awarded contracts will be federally funded under Title II, Part A, Subpart 3 of the [Elementary and Secondary Education Act](#) (ESEA). In addition to the requirements outlined in this RFP, 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 General Administrative Regulations](#) (EDGAR), [federal cost principles and audit guidelines](#), and ESEA Sections 9101 and 9501; as well as program-specific requirements applicable to ESEA Title II Part A Subpart 3. Program-specific requirements include those in ESEA Sections 2101-2103 and 2131-2134. Section 2134 outlines program-specific federal constraints on what activities the grant can fund.

1.2. REQUIRED GOALS AND SCOPE OF WORK

In order to be funded, projects responding to this RFP must provide in-service K-12 educators with professional development that is designed to explicitly accomplish all three of the following project goals, which reflect the state priorities outlined above and the federal requirements of ESEA section 2134:

1. Primary Goal - Teachers of core academic subjects and also principals and/or assistant principals are able to use the state's Smarter Balanced interim assessments to improve standards-based instructional practices, improve academic achievement for all students, and close opportunity gaps.
2. Supporting Goal - Principals and/or assistant principals have the instructional leadership skills that will help them work most effectively with teachers in implementing the Smarter Balanced interim assessments to help all students master core academic subjects.
3. Supporting Goal - Teachers of core academic subjects have academic subject matter knowledge that will help them implement the Smarter Balanced interim assessments most effectively.

To be eligible for funding, a proposal must address all three of these required goals and comply with all instructions and requirements outlined in this RFP. Projects that focus on addressing these goals with respect to the Smarter Balanced interim assessments may also address them with respect to the Smarter Balanced Summative Assessments, and may provide professional development on use of the Smarter Balanced digital library in support of attainment of these goals. Since these goals define the allowable uses of funds, proposals may not include other goals.

In this context, the term “teachers” means in-service certificated teachers of core academic subjects (see Section 1.7 Definitions). Goals that apply to teachers also apply to highly qualified paraprofessionals who assist teachers of core academic subjects. All projects must serve teachers as well as principals and/or assistant principals. Projects may also serve highly qualified paraprofessionals (see Section 1.7 Definitions) with regard to required goals 1 and 3.

1.3 MINIMUM QUALIFICATIONS

1.3.1 Who May Apply for a Grant (Eligible Partnerships)

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 be listed as project director or co-director in more than one proposal.

Eligible partnerships must include all three of the following required partners:³

1. a private or public institution of higher education (IHE) and its division that prepares teachers and/or principals (the IHE and its division that prepares teachers and/or principals count as a single partner for purposes of meeting requirement 1);
2. a private or public IHE’s school of arts and sciences 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;⁴ and
3. at least one high-need school district from the list in Exhibit F. Projects providing service within multiple target regions must serve at least one high-need school district from each target region (see Section 1.4.1 Equitable Geographic Distribution of Funding).

The Bidder that responds to this RFP with a proposal will serve as the fiscal agent partner in the eligible partnership. The fiscal agent partner may be any of the required partners, an optional higher education partner, or an educational service district partner. The fiscal agent partner submits the eligible partnership’s proposal to the AGENCY, negotiates a contract

³ All required partners that are institutions of higher education must be regionally accredited. Furthermore, the partner specified in requirement 1 above must be approved by Washington’s Professional Educator Standards Board to prepare licensed teachers and/or principals.

⁴ School of arts and sciences requirements: (1) A partnership focused on supporting implementation of the Smarter Balanced interim assessments for Mathematics must include a mathematics department or other academic unit offering an appropriate major approved by the AGENCY prior to inclusion in the proposal. (2) A partnership focused on supporting implementation of the Smarter Balanced interim assessments for English Language Arts and Literacy must include an English department or other academic unit offering an appropriate academic major approved by the AGENCY prior to inclusion in the proposal. A partnership focused on supporting implementation of the Smarter Balanced interim assessments for both Mathematics and English Language Arts and Literacy must include academic units that meet both requirements (1) and (2).

with the AGENCY, invoices the AGENCY for work done by the partnership, and serves as the lead partner and main contact with the AGENCY 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. However, non-fiscal agent partners are not subgrantees of the fiscal agent partner.

The project director or at least one co-director must be a tenured or tenure-track faculty member of a required higher education partner. This faculty member must provide effort comparable to or greater than the effort of other key personnel in the project. All of the required partners must play key roles in planning and implementing the project; and the required higher education partners must play significant instructional roles and may not merely provide evaluation or project oversight services.

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

1. additional school districts, whether high-need or not;
2. additional institutions of higher education;
 - a. teacher or principal preparation divisions within such institutions;
 - b. schools of arts and sciences within such institutions;
 - c. community or technical colleges (CTCs);
 - d. private degree-granting institutions;
3. educational service districts (ESDs);
4. entities carrying out pre-kindergarten programs;
5. K-12 schools (including public schools, public charter schools, and private nonprofit schools);
6. nonprofit cultural organizations;
7. nonprofit educational organizations;
8. businesses;
9. principal organizations; or
10. teacher organizations.

The eligible partnership must offer equitable participation to educators from private nonprofit elementary or secondary schools in accordance with ESEA Section 9501 and applicable regulations and guidance (see Part G of the U.S. Department of Education's [Improving Teacher Quality State Grants ESEA Title II, Part A Non-Regulatory Guidance](#)). Each partnership must contact nonprofit private schools located within the districts it will serve and notify them of the proposed project, allowing sufficient time to respond. If any nonprofit private schools are interested, the 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.

1.3.2 Target Audience for Projects (Eligible Participants)

Projects may only serve in-service K-12 educators. The term educators means teachers, highly qualified paraprofessionals (see Section 1.7 Definitions), and principals or assistant principals responsible for educational leadership. Grant-funded participation of pre-service participants is limited to pre-service teachers who are also highly qualified paraprofessionals. All projects must serve teachers and principals/assistant principals, but serving highly qualified paraprofessionals is optional.

To be eligible to participate, principals and assistant principals must be responsible for instructional leadership in mathematics or English Language Arts and Literacy in their

schools. The professional development they receive must be specifically designed to improve their ability to lead teachers of mathematics or English Language Arts and Literacy. General instruction to train principals for entry-level positions or advancement opportunities is not eligible for funding.

Bidders who do not meet these minimum qualifications will be rejected as non-responsive and will not receive further consideration. Any proposal that is rejected as non-responsive will not be evaluated or scored.

1.4 FUNDING

The AGENCY has budgeted an amount not to exceed a combined total of nine hundred thousand dollars (\$900,000) for all projects. Proposals in excess of \$900,000 will be considered non-responsive and will not be evaluated. In the event that additional funding becomes available, any contract awarded may be renegotiated to provide for additional related services.

Any contract awarded as a result of this solicitation is contingent upon the availability of funding. This project is funded 100 percent with funds from the federal Elementary and Secondary Education Act (ESEA) Title II Part A Subpart 3 grant program, CFDA # 84.367B, awards S367B130050 and S367B140050. If Congress reauthorizes the ESEA within a project's lifetime or reduces Title II 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.

1.4.1 Equitable Geographic Distribution of Funding

The AGENCY plans to use a total of up to \$900,000 from this federal grant program to fund one or more professional development projects subject to the following funding conditions:

1. Funding is available to serve school districts within each of the state's nine Educational Service Districts (ESDs), which this RFP will refer to as target regions.
2. Projects may request up to \$100,000 per target region served and may serve multiple regions, as long as they equitably distribute service among the regions.
3. The total funding available per project depends on the number of target regions served. For example, a small project serving school districts in only one target region would be eligible for at most \$100,000, a mid-sized project serving five target regions would be eligible for up to \$500,000, and a large statewide project serving all nine target regions would be eligible for up to \$900,000.
4. Multi-region projects must be capable of being scaled down to serve fewer school districts, in case the proposal evaluation process determines a competing project should serve one or more of the target regions proposed to be served by the multi-region project.
5. If the approved budgets of funded proposals sum up to less than \$900,000, WSAC may waive the \$100,000 per region limit and allow each funded project to submit a proposal addendum requesting more money per region served in exchange for providing more services than originally budgeted for. The addendum would be in a format provided by the AGENCY and would be subject to AGENCY approval.

1.5 PERIOD OF PERFORMANCE

The period of performance of any contract resulting from this RFP is tentatively scheduled to begin on or about April 16, 2015 and to end on August 31, 2016. Professional development

activities must be complete by June 30, 2016, and reporting must be complete by August 31, 2016. The AGENCY reserves the right to extend the contract for up to one month. Amendments extending the period of performance, if any, shall be at the sole discretion of the AGENCY.

1.6 CONTRACTING WITH CURRENT OR FORMER STATE EMPLOYEES

Specific restrictions apply to contracting with current or former state employees pursuant to chapter 42.52 of the Revised Code of Washington. Bidders should familiarize themselves with the requirements prior to submitting a proposal that includes current or former state employees.

1.7 DEFINITIONS

Definitions for the purposes of this RFP include:

Agency – The Washington Student Achievement Council is the agency of the state of Washington that is issuing this RFP.

Apparent Successful Bidder – The Bidder selected as the entity to perform the anticipated services, subject to completion of contract negotiations and execution of a written contract.

Assessment Types – For the purposes of this RFP, assessment types are defined as follows:

1. Formative assessment is “. . . a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students’ attainment of curricular learning targets/goals.”⁵
2. Summative assessment is “. . . administered after learning has occurred to determine the amount of knowledge and skills a student has acquired.”⁶
3. Interim assessments “. . . fall between formative and summative assessment, including the medium-scale, medium-cycle assessments currently in wide use. Interim assessments (1) evaluate students’ knowledge and skills relative to a specific set of academic goals, typically within a limited time frame, and (2) are designed to inform decisions at both the classroom and beyond the classroom level, such as the school or district level. Thus, they may be given at the classroom level to provide information for the teacher, but unlike true formative assessments, the results of interim assessments can be meaningfully aggregated and reported at a broader level.”⁷

Bidder – An eligible partnership (see section 1.3.1) interested in the RFP and that may or does submit a proposal in order to attain a contract with the AGENCY.

Core Academic Subjects – English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

⁵ Smarter Balanced Assessment Consortium Digital Library National Advisory Panel, cited by Office of Superintendent of Public Instruction Smarter Balanced Assessments 2014-15 Webinar #1 October 20, 2014. Retrieved from: <http://www.k12.wa.us/SMARTER/Webinars.aspx>.

⁶ Perie, M. (2014) *Building Valid and Useful Interim assessments*. Lawrence, KS. Smarter Balanced Assessment Consortium. Retrieved from: [http://education.alaska.gov/tls/assessment/DTCTraining/Resources/Interim assessmentPaper_Oct14.pdf](http://education.alaska.gov/tls/assessment/DTCTraining/Resources/Interim%20assessmentPaper_Oct14.pdf).

⁷ Ibid.

Contractor – Organization whose proposal has been accepted by the AGENCY and is awarded a fully executed, written contract.

Highly Qualified Paraprofessional – A paraprofessional who has not less than 2 years of experience in a classroom; and post-secondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers.

High-Need School District (or High-Need Local Educational Agency) – The term “high-need school district” means a school district:

1. that serves not fewer than 10,000 children from families with incomes below the poverty line (based on federal census data); or
2. for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; *and*
3. for which there is
 - a. a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or
 - b. a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

The list of high-need districts in Exhibit F was developed by applying this definition to federal 2012 census data and OSPI 2013-14 Washington State Report Card data.

Proposal – A formal offer submitted in response to this solicitation.

Request for Proposals (RFP) – Formal document in which a service or need is identified but no specific method to achieve it has been chosen. The purpose of an RFP is to permit the Bidder community to suggest various approaches to meet the need.

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.

1.8 Americans with Disabilities Act (ADA)

The AGENCY complies with the Americans with Disabilities Act (ADA). Bidders may contact the RFP Coordinator to receive this Request for Proposals in braille or on audio tape.

2. GENERAL INFORMATION FOR BIDDERS

2.1. RFP COORDINATOR

The RFP Coordinator is the sole point of contact in the AGENCY for this solicitation. All communication between the Bidder and the AGENCY upon release of this RFP shall be with the RFP Coordinator, as follows:

Name	Mark Bergeson
E-Mail Address	markb@wsac.wa.gov
Mailing Address	Washington Student Achievement Council 917 Lakeridge Way SW P.O. Box 43430 Olympia, WA 98504-3430
Physical Address for Delivery	917 Lakeridge Way SW Olympia, WA 98502
Phone Number	(360) (753-7881)

Any other communication will be considered unofficial and non-binding on the AGENCY. Bidders are to rely on written statements issued by the RFP Coordinator. Communication directed to parties other than the RFP Coordinator may result in disqualification of the Bidder.

2.2. ESTIMATED SCHEDULE OF PROPOSAL-RELATED ACTIVITIES

Issue RFP	12/10/14
Question & answer period	12/10/14 – 3/3/15
Pre-Proposal Webinar	1/9/15, 1:00-3:00 p.m.
Required notice of intent to apply due (see exhibit E)	1/16/15, 5:00 p.m.
Issue last addendum to RFP	2/17/15
Bidder complaint period ends (see section 4.4)	2/24/15
Proposals due	3/3/15, 5:00 p.m.
Evaluate proposals	3/4/15-3/18/15
Announce “Apparent Successful Bidder” and send notification via fax or e-mail to unsuccessful bidders	3/19/15
Hold debriefing conferences (if requested)	3/20/15-3/24/15
Negotiate contract	Beginning 3/20/15

Protest period closes	4/3/15
Begin contract work	As early as 4/16/15, depending on contract negotiations and whether or not protests are filed

The AGENCY reserves the right to revise the above schedule.

2.3 PRE-PROPOSAL WEBINAR

A pre-proposal webinar is scheduled to be held on **January 9, 2015 at 1:00-3:00 p.m.**, Pacific Daylight Time. All prospective Bidders should attend; however, attendance is not mandatory. For information on connecting to the webinar, contact the RFP Coordinator by 12:00 p.m. on January 9, 2015.

AGENCY will be bound only to AGENCY'S written answers to questions. Questions arising at the pre-proposal webinar or in subsequent communication with the RFP Coordinator will be documented and answered in written form. A copy of the questions and answers will be made available on the Educators for the 21st Century webpage at <http://www.wsac.wa.gov/21-educators>.

2.4 SUBMISSION OF PROPOSALS

Proposals may not be transmitted by fax.

The proposal **must be received by the RFP Coordinator** no later than 5:00 p.m., Pacific Daylight Time in Olympia, Washington on Monday, March 3, 2015.

Proposals must be submitted electronically as an attachment to an e-mail to Mark Bergeson, the RFP Coordinator, at the e-mail address listed in Section 2.1. Attachments to e-mail shall be in Microsoft Word or PDF format. Zipped files cannot be received by the AGENCY and cannot be used for submission of proposals. The Certifications and Assurances form must have a scanned signature of the individual within the organization authorized to bind the Bidder to the offer. The AGENCY does not assume responsibility for problems with Bidder's e-mail. If the AGENCY'S email is not working, appropriate allowances will be made.

Bidders should allow sufficient time to ensure timely receipt of the proposal by the RFP Coordinator. Late proposals will not be accepted and will be automatically disqualified from further consideration, unless the AGENCY'S e-mail is found to be at fault. All proposals and any accompanying documentation become the property of the AGENCY and will not be returned.

2.5 PROPRIETARY INFORMATION/PUBLIC DISCLOSURE

Proposals submitted in response to this RFP shall become the property of the AGENCY.

All proposals received shall remain confidential until each contract, if any, resulting from this RFP is signed by the Director of the AGENCY and the apparent successful Bidder; thereafter, the proposals shall be deemed public records as defined in RCW 42.56.

Bidder must clearly designate any information in the proposal that the Bidder desires to claim as proprietary and exempt from disclosure under the provisions of RCW 42.56 or other state or federal law that provides for the nondisclosure of your document. The page must be identified, as well as the particular exception from disclosure upon which the Bidder is making the claim. Each page claimed to be exempt from disclosure must be clearly identified by the word "Confidential" printed on the lower right hand corner of the page.

The AGENCY will consider a Bidder's request for exemption from disclosure; however, the AGENCY will make a decision predicated upon RCW 42.56. Designating the entire proposal exempt from disclosure will not be honored. The Bidder must be reasonable in designating information as confidential. If any information is designated as proprietary in the proposal, such information will not be made available until the affected Bidder has been given an opportunity to seek a court injunction against the requested disclosure.

A charge will be made for copying and shipping, as outlined in RCW 42.56. No fee shall be charged for inspection of contract files, but twenty-four (24) hours' notice to the RFP Coordinator is required. All requests for information should be directed to the RFP Coordinator.

2.6 REVISIONS TO THE RFP

In the event it becomes necessary to revise any part of this RFP, addenda will be provided via e-mail to all individuals who have made the RFP Coordinator aware of their interest. Addenda will also be published on <http://www.wsac.wa.gov/21-educators>. For this purpose, the published questions and answers and any other pertinent information shall be provided as an addendum to the RFP and will be placed on the website.

If you downloaded this RFP from the Educators for the 21st Century website located at: <http://www.wsac.wa.gov/21-educators>, you are responsible for sending your name, e-mail address, and telephone number to the RFP Coordinator in order for your organization to receive any RFP addenda.

The AGENCY also reserves the right to cancel or to reissue the RFP, in whole or in part, prior to execution of a contract.

2.7 ACCEPTANCE PERIOD

Proposals must provide sixty (60) days for acceptance by AGENCY from the due date for receipt of proposals.

2.8 RESPONSIVENESS

All proposals will be reviewed by the RFP Coordinator to determine compliance with administrative requirements and instructions specified in this RFP. The Bidder is specifically notified that failure to comply with any part of the RFP may result in rejection of the proposal as non-responsive.

The AGENCY also reserves the right at its sole discretion to waive minor administrative irregularities. The AGENCY may request corrections prior to forwarding the proposal to proposal evaluators. Such corrections must be made within 24 hours of the AGENCY's request.

2.9 MOST FAVORABLE TERMS

The AGENCY reserves the right to make an award without further discussion of the proposal submitted. Therefore, the proposal should be submitted initially on the most favorable terms which the Bidder can propose. The AGENCY does reserve the right to contact a Bidder for clarification of its proposal.

The Apparent Successful Bidder should be prepared to accept this RFP for incorporation into a contract resulting from this RFP. Contract negotiations may incorporate some or all of the Bidder's proposal. It is understood that the proposal will become a part of the official file on this matter without obligation to the AGENCY.

2.10 CONTRACT AND GENERAL TERMS & CONDITIONS

The Apparent Successful Bidder will be expected to enter into a contract that is substantially the same as the sample contract (including attachments and exhibits) available from the RFP Coordinator, which is herein incorporated into this RFP by reference. In no event is a Bidder to submit its own standard contract terms and conditions in response to this solicitation. The Bidder may submit exceptions as allowed in the Certifications and Assurances form, Exhibit B to this solicitation. All exceptions to the contract terms and conditions must be submitted as an attachment to Exhibit B, Certifications and Assurances form. The AGENCY will review requested exceptions and accept or reject the same at its sole discretion.

2.11 COSTS TO PROPOSE

The AGENCY will not be liable for any costs incurred by the Bidder in preparation of a proposal submitted in response to this RFP, in conduct of a presentation, or any other activities related to responding to this RFP.

2.12 NO OBLIGATION TO CONTRACT

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

2.13 REJECTION OF PROPOSALS

The AGENCY reserves the right at its sole discretion to reject any and all proposals received without penalty and not to issue a contract as a result of this RFP.

2.14 COMMITMENT OF FUNDS

The Director of the AGENCY or the Director's delegate is the only individual who may legally commit the AGENCY to the expenditures of funds for a contract resulting from this RFP. No cost chargeable to the proposed contract may be incurred before receipt of a fully executed contract.

2.15 ELECTRONIC PAYMENT

The state of Washington prefers to utilize electronic payment in its transactions. The successful Bidder will be provided a form to complete with the contract to authorize such payment method.

3. PROPOSAL INSTRUCTIONS

3.1 Proposal Format and Length

Proposals must be written in English and submitted electronically as a single Microsoft Word or PDF format file to the RFP Coordinator. The file will contain all of the following required components in the order listed below:

1. Forms
 - a. Form 1 Cover Sheet
 - b. Form 2 Partnership Profile
 - c. Form 3 Professional Development Activities Timeline
 - d. Form 4 Project Budget Form (attach accompanying Budget Narrative to Project Budget Form)
2. Proposal Narrative (12 pages maximum, 12 point font, 1 inch margins)
 - a. Professional Development Plan
 - b. Evaluation Plan
 - c. Management Plan
 - d. Project Impact
3. Attachments:
 - a. One-Page Logic Model
 - b. References Cited in the Proposal Narrative
 - c. Exhibit A Certification of School Support (one for each school to be served)
 - d. Key Personnel Curriculum Vitae (1 page for each key personnel)
 - e. Exhibit B Certifications and Assurances (signed by an authorized official)

Fonts in forms and attachments may be any legible font not smaller than 9 point. However, the font used for the proposal narrative must be 12 point or larger Times New Roman.

All pages in the proposal narrative must be sequentially numbered. The page limit for the proposal narrative, including all supporting diagrams, figures, tables, is 12 pages, with margins not less than 1 inch all around. Except for required forms and attachments, all figures, tables, etc. that support the proposal narrative must be included in the body of the proposal narrative and follow the font size and margin limitations. All figures, tables, etc. (except for the 1-page logic model) will count against the 12 page limit and may not be put in attachments or appendices.

Only required components will be forwarded to reviewers. Moreover, only the first 12 pages of proposal narratives longer than 12 pages will be forwarded to reviewers.

3.2. Forms

Provide the information required for each form, following the instructions below. Contact the RFP Coordinator to receive fillable forms in Word or Excel format.

3.2.1. Form 1 Cover Sheet

Include a summary of the project that briefly and concisely describes the project's objectives, activities, timeline, and main topics to be covered. Readers will use this to gain an overview of the project. In addition, cover sheets for funded projects may be posted on the AGENCY's website or otherwise used to inform the public. The numbers of participants and hours reported must be consistent with those reported in the 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.

3.2.2 Form 2 Eligible Partnership Profile

Provide the information required by the Eligible Partnership Profile (Form 2). Include descriptive bullets summarizing 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).

3.2.3 Form 3 Professional Development Activities Timeline

The timeline must list project activities, mode of delivery, number of participants of each type (teacher, highly qualified paraprofessional, 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).

3.2.4 Form 4 Project Budget Form and Accompanying Budget Narrative (see Exhibit G Criterion 6 for scoring)

Submit a fully detailed Project Budget Form and supporting Budget Narrative, including staff costs and any expenses necessary to accomplish the tasks and to produce the deliverables under the contract. Bidders are required to collect and pay Washington state sales and use taxes, as applicable.

On the Project Budget Form, split the budget out by partner category according to which partner is using the funds. Categories 1 and 2 refer to required higher education partners, which must be identified by name in the column headers. High-need school district partners are identified by name in the column header for category 3. All other school districts and schools are reported together in category 4 (do not specify names in the column header but do specify names and break out costs for each in the supporting budget narrative). A fiscal agent optional partner (i.e. a fiscal agent partner that is either an educational service district or optional institution of higher education partner) is identified by name in the column header for category 5. All other optional partners are reported together as a group in category 6 (do not specify names in the column header but do specify names and break out costs for each 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. Indirect charged by an institution of higher education (IHE) contributing more than one required partner is allocated as follows: (1) indirect which institutional policy earmarks for use by a particular academic unit is allocated to that unit; (2) remaining indirect is then allocated to the academic unit that prepares teachers and/or principals. This is consistent with the idea that the required IHE and its division that prepares teachers and principals count together as a single partner.

Within each partner category, the budget amounts must be split out by expenditure type (e.g. salaries, materials, travel, etc.). Budgets are subject to the constraints described in sections 1.4.1 and 3.2.4.1 of this RFP. All constraints must be followed by projects and reflected in project budgets.

Attach to the Project Budget Form a Budget Narrative that explains how the numbers on the budget form were calculated. The budget must be commensurate with the scope and nature of the professional development and evaluation provided. Furthermore, the budget narrative 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 personnel by name (if known) and job title and describe how the budgeted compensation for each was calculated (e.g. number of faculty course releases x cost of each for faculty or pay rate x time for administrative staff such as program managers). 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 AGENCY reserves the right to negotiate and approve or disapprove budget items.

3.2.4.1 Fund Use Constraints

Funds must be used solely to accomplish the required project goals. Furthermore, no single partner in the eligible partnership may use more than 50 percent of the grant funds available for the project. Check the assurance box at the bottom of the Project Budget Form to provide assurance that this will be the case.

In general, grant funds may only be used for expenditures on eligible costs. Exceptions to eligible and ineligible costs may be considered, but require explicit prior written AGENCY approval in order to be allowed.

Eligible Costs include:

1. Direct costs of professional development designed to accomplish the required project goals. 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 teachers, highly qualified paraprofessionals, principals, and assistant principals, but only to compensate them for time

outside of their normal work hours. Stipends must not exceed the normal rate 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 and project administration.
 - e. Fees for subcontracted services, such as project evaluation services, but the budget may only include these if they are approved in advance in writing by the AGENCY.
 - f. In-state travel costs necessary for professional development activity attendance by participants and planning or attendance by project personnel; or necessary for project personnel to attend AGENCY-hosted project directors meetings. The costs must not exceed applicable state per diem rates. Rates as of October, 2014 are available at: <http://www.ofm.wa.gov/resources/travel/colormap0914.pdf>. The rates are subject to change.
2. Related indirect costs, computed using appropriate federally approved indirect rates and cost bases. Non-fiscal-agent partners are not subgrantees of the eligible partnership's fiscal agent. This means that only one layer of indirect may be charged. The budget narrative must show what indirect rates are used and what cost bases they are applied to.

Ineligible Costs are costs that are not specifically listed as eligible, including, but not limited to:

- 1. Costs associated with writing and presenting the proposal and other costs incurred prior to the start date of the AGENCY's contract or interagency agreement with the partnership's fiscal agent partner.
- 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, and 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.**
- 4. Materials for classroom use.
- 5. Space rental charged by any partner in the eligible partnership.
- 6. Parking fees charged by any partner in the eligible partnership.
- 7. Costs incurred to support research of individual scholars or faculty members.
- 8. Equipment purchases, including but not limited to computers, projectors, smart boards, cell phones, or other similar equipment.
- 9. Costs of attendance at third-party conferences or trainings designed for an audience broader than the participants the project is serving.

10. Travel by project personnel to in- or out-of-state professional meetings/conferences not hosted by WSAC.
11. Tuition or related fees (whether for project participants or for graduate students serving as project personnel).
12. Clock hour fees.
13. Travel, (including food, lodging, and transportation) costs in excess of applicable per diem rates.
14. Food and beverages at meetings, except for working lunches that comply with state and federal rules and guidelines and are previously approved by the AGENCY in writing. See Frequently Asked Questions on Using Federal Funds for Conferences and Meetings—December 2014, available at <http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html>. To obtain prior AGENCY approval, projects will submit a written rationale that contains all of the information requested by the AGENCY, including but not limited to an explanation of why the working lunch is necessary and why the work done during the lunch could not be done during any other time. The cost per person must not exceed the state lunch per diem rate applicable to the county that the working lunch takes place in. State rates as of October, 2014 are available at: <http://www.ofm.wa.gov/resources/travel/colormap0914.pdf>. The rates are subject to change, and project per diem charges may not exceed the rate in force at the time of the working lunch.
15. Indirect costs in excess of those outlined in the Eligible Costs section of this RFP.
16. Indirect charged on the same item of direct cost by more than one partner (in other words, grant funds will only pay for a single layer of indirect).

The AGENCY reserves 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).

Financial and/or in-kind contributions are encouraged but not required. 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 other sources" 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.

3.3 Proposal Narrative

The proposal narrative includes 4 components: a professional development plan, an evaluation plan, a management plan, and an impact section.

3.3.1 Professional Development Plan (See Exhibit G Criteria 1, 2, and 3 for scoring)

Describe objectives, strategies, and activities for achieving the three required project goals, and explain the project's theory of action. Describe the research base that indicates the project's approach is sound. Objectives and activities must be designed to achieve the three required project goals.

Each project must provide intensive and ongoing professional development equivalent to at least 48 contact hours for each teacher and 12 contact hours for each principal/assistant principal (and highly qualified paraprofessional, if served by the project). Describe the project's professional development activities, including the topics to be covered and the mechanisms by which these activities will accomplish the required project goals. Explain which project goal(s) each activity will accomplish and cite relevant scientifically-based research (see Section 1.7 Definitions) that supports your approach.

For example, if your project involves professional development that is collaborative, focused on specific subject matter and the teaching and learning of that subject matter, coherent, and relevant to the work educators do each day in their classrooms and schools, you may wish to cite research that supports the value of those attributes. If your project is supported by principals and aligned with district/school plans for Smarter Balanced Assessment implementation or for other plans or initiatives, you may wish to cite research that supports the value of those attributes.

3.3.2 Evaluation Plan

The purpose of the evaluation plan is to evaluate the project's success in attaining each of the three required project goals listed in this RFP:

1. Primary Goal - Teachers of core academic subjects and also principals and/or assistant principals are able to use the state's Smarter Balanced interim assessments to improve standards-based instructional practices, improve academic achievement for all students, and close opportunity gaps.
2. Supporting Goal - Principals and/or assistant principals have the instructional leadership skills that will help them work most effectively with teachers in implementing the Smarter Balanced interim assessments to help all students master core academic subjects.
3. Supporting Goal - Teachers of core academic subjects have academic subject matter knowledge that will help them implement the Smarter Balanced interim assessments most effectively.

The project evaluation will have two components:

1. Statewide evaluation that measure how effectively the project addresses the first two goals of this project.
2. Supplemental project-specific evaluation will measure how effectively the project address the third goal and also provide supplementary data on how effectively the project addresses the first two goals.

3.3.2.1 Statewide Evaluation Plan

The intent of the statewide evaluation is to determine whether project activities are resulting in changes in educator knowledge and practice at the classroom and school levels.

The AGENCY will appoint a staff member or other evaluator to evaluate a portion of the effectiveness of the project. The project will need to build in time to meet with the evaluator and participate in an evaluation plan that measures changes in educators' knowledge and practice. Include in your proposals a statement of how you will support the AGENCY's evaluator in the evaluation activities listed below.

The goal of these measurements is to determine if the collective experience of educators was enhanced due to the professional development activities associated with this grant while recognizing many efforts may have positively affected the educators' knowledge and effectiveness in using and understanding these assessments.

Evaluation Activity 1: At the beginning and end of the project, the teachers will complete a survey to assess their familiarity with using and understanding the Smarter Balanced interim assessments. The survey will measure the following things:

1. Teacher and principal readiness to administer the Smarter Balanced interim assessments.
2. Teachers' understanding of the purpose and use of the Smarter Balanced interim assessments.
3. Teachers' perceived ability to use the Smarter Balanced interim assessments to improve instructional practice and to improve academic achievement for all students.
4. Teachers' self-assessment of the effectiveness of their use of the Smarter Balanced interim assessments (assessed after first and final administrations of the interim assessments) to improve instructional practice and to improve academic achievement for all students.

Evaluation Activity 2: During the project, the evaluator will visit a sampling of classrooms chosen by the evaluator. The evaluator will observe the classroom for one or two class periods and review the instructional lessons with the teachers to determine how closely the lessons align with the instructional activities and expectations of the performance tasks on the Smarter Balanced interim assessments.

Evaluation Activity 3: At the beginning and end of the project, the teachers will fill out a survey on their perception of their schools' support of the Smarter Balanced interim assessments, including the support provided by principals and assistant principals and the extent to which the interim assessments are being used school-wide.

Evaluation Activity 4: The principals and assistant principals at the participating schools will fill out a survey to determine their understanding of the Smarter Balanced interim assessments, their plans for supporting teachers' use of them, and their plans for using results at the school level to inform planning, professional development, and other school-wide initiatives. Potential topics include: how the assessments are administered, what the school needs to provide for a well-delivered assessment, what its results mean for the school's greater understanding of the student learning needs, and how results will be used at the school level.

In the evaluation plan, describe plans for cooperating with the statewide evaluator and for conducting supplemental project-specific evaluation. The AGENCY realizes that each project is different. The focus of the statewide evaluation is to measure project attributes that are comparable between projects.

3.3.2.2 Supplemental Project-Specific Evaluation Plan (See Exhibit G Criteria 1, 2, and 3 for scoring)

In addition to cooperating with the statewide evaluator, each eligible partnership will develop and implement a project-specific evaluation plan that measures changes in educator knowledge and practice with regard to each of the three required project goals. Pay careful attention to the third goal, which the statewide evaluation does not cover. The plan will address both what participants have learned and how well they have applied their learning.

Evaluation may be conducted by evaluators of the project's choice, subject to state and federal guidelines, such as guidelines on conflict of interest.

In the evaluation plan, explain how the project will measure what teachers know and do differently in their classrooms and what principals and assistant principals know and do differently to support teachers as a result of the professional development. Describe outcomes, data sources, indicators, and objectives for each of the three required project goals and identify the instruments and strategies that will be used for formative and summative evaluation. 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.

The AGENCY realizes that project evaluation plans often use participant self-report measures (e.g., participant perception surveys, questionnaires, interviews, or focus groups). However, the AGENCY encourages multiple measures and would like to see survey evidence corroborated with less subjective evidence (e.g., content knowledge assessment instruments, concept maps, rubric-based classroom observations made in person or via video, teacher or student work samples or portfolios, etc.).

3.3.3 Management Plan (see Exhibit G Criterion 4 for scoring)

Provide a description of the proposed project team structure, including the role of each partner in the project. Identify key personnel, including subcontractors (e.g. independent evaluators), who will plan and implement the project. Indicate their responsibilities and qualifications, and the amount of time each will be assigned to work on the project. Attach one-page vitas for key personnel, which include education, teaching experience, research experience, and any other pertinent information. The Bidder must commit that personnel identified in its proposal will actually perform the assigned work. Any key personnel substitution must have prior approval of the AGENCY.

3.3.4 Project Impact (see Exhibit G Criterion 5 for scoring)

The purpose of the project impact section is for projects to demonstrate the potential significance of their effect on students, K-12 partners, and higher education partners.

Explain how teachers' learning will be reflected in improved academic achievement and growth for all students, including students who face opportunity gaps. This is important because the professional development that educators receive should have improved student outcomes as its ultimate goal.

Explain how the proposed project will fit into school and district Smarter Balanced implementation plans or educational improvement plans. Also explain how the proposed project will integrate with other professional development efforts within schools and districts served. This is important because the effect of professional development projects is more likely to be sustainable if the project is integrated into school and/or district plans and is coordinated with other professional development efforts. Other professional development efforts to look for synergy with include, but are not limited to:

1. Title II Part B Mathematics and Science Partnerships (<https://www.k12.wa.us/MathSciencePartnership/default.aspx>)
2. Transforming Professional Learning (<https://www.k12.wa.us/CurriculumInstruct/WA-TPL/default.aspx>)

3. Senior Year Transition Course

(<http://www.collegespark.org/page/129/Senior+Year+Transition+Course+>)

Describe the extent of principal/assistant principal commitment. This is important because change tends to be sustained if it is something leaders value, and commitment is one indicator. Commitment claims may be substantiated by Certification of School Support attachments (see Exhibit A).

Outline a sustainability plan that describes specific, effective steps schools and other organizations will take to ensure that the project will continue to impact schools after it is over.

In addition, explain the extent to which projects will impact the teacher preparation and professional development programs offered by the required institution of higher education division that prepares teachers and principals partner.

3.4 Attachments

3.4.1 One-Page Logic Model – Attach a one-page logic model that represents the project's theory of action. The font used in the logic model may be any legible font, but not smaller than 9 point.

3.4.2 References Cited in the Proposal Narrative – Attach a list of references included in the research base that supports the proposal's methodology. Include only scientifically based research (see Section 1.7 Definitions) that is actually cited in the proposal narrative.

3.4.3 Certification of School Support – Attach one certification for each school to be served by the project, completed, signed, and dated by the school's principal.

3.4.4 Key Personnel Curriculum Vitae (including evaluators) – Attach curriculum vitae 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. Also indicate whether faculty representing required partner number 1 (college of education or similar academic unit) are tenured/tenure track. Do not include home address, home phone, or home email.

3.4.5 Certifications and Assurances – This is the last page of the proposal and must be signed and dated by an official authorized to legally bind the Bidder to a contractual relationship.

4. EVALUATION AND CONTRACT AWARD

4.1. EVALUATION PROCEDURE

Responsive proposals will be evaluated strictly in accordance with the requirements stated in this solicitation and any addenda issued. The evaluation of proposals shall be accomplished by an evaluation team(s), to be designated by the AGENCY, which will determine the ranking of the proposals.

AGENCY, at its sole discretion, may elect to select the top-scoring Bidders as finalists for an oral presentation.

The RFP Coordinator may contact the Bidder for clarification of any portion of the Bidder's proposal.

4.2. EVALUATION WEIGHTING AND SCORING

Grants will be awarded through a competitive review process. A reviewer or reviewers will evaluate eligible proposals according to the criteria reflected in the scoring rubric in Exhibit G. Reviewers may also comment on proposals. Compiled scores and comments will be shared with a selection panel designated by the AGENCY. This information will inform the panel's selection of finalist proposals.

Project planners may be asked to present their proposals in-person to the panel during a presentation meeting. 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 other components); presentations; questions raised about the project; and equitable geographic distribution of projects.

Following the presentation, AGENCY staff will contact each selected project's director or co-director(s) 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 AGENCY and the Bidder. 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 AGENCY may either request modifications to previously submitted proposals or end the competition without making an award.

The AGENCY reserves the right to award the contract to the Bidder whose proposal is deemed to be in the best interest of the AGENCY and the state of Washington.

4.3. NOTIFICATION TO BIDDERS

The AGENCY will notify the Apparently Successful Bidder(s) of their selection in writing upon completion of the evaluation process. Bidders whose proposals were not selected for further negotiation or award will be notified separately by e-mail.

4.4. COMPLAINT PROCEDURE

Complaints may be made by any prospective Bidder. The complaint process occurs early in the solicitation to catch mistakes and errors before vendors must submit a bid. A Bidder may file a complaint based on one or more of the following reasons:

- The solicitation unnecessarily restricts competition.
- The evaluation/scoring process is unfair or flawed.
- The requirements are inadequate or insufficient so that a response is difficult to prepare.

Complaints must be in writing, describe the reason(s) for the complaint, and provide sufficient basis for the complaint. The complaint must state the RFP number, the reason(s)

for the complaint with specific facts and complete statements of the basis for the complaint. A description of the corrective action or remedy being requested must also be included. Complaints must be signed by the Bidder or an authorized Agent.

Complaints may be submitted by mail, e-mail, or hand delivered and must be addressed to the RFP coordinator.

Complaints must be received by the RFP coordinator no later than 5:00 PM, local time, in Olympia, Washington on the fifth (5th) business days prior to when the proposals are due. Complaints received less than five (5) business days prior to when the proposals are due will be reviewed and considered only as time permits.

The RFP coordinator will respond in writing to all complaints within three (3) business days of receipt of the complaint. The response will include the decision, how the review was conducted, and the basis upon which a decision was made. The AGENCY decision regarding the complaint is not appealable or repeatable.

4.5. DEBRIEFING OF UNSUCCESSFUL BIDDERS AND PROTEST PROCEDURE

Any Bidder who has submitted a proposal and been notified that they were not selected for contract award may request a debriefing. The request for a debriefing conference must be received by the RFP Coordinator within three (3) business days after the Unsuccessful Bidder Notification is e-mailed to the Bidder. Debriefing requests must be received by the RFP Coordinator no later than 5:00 PM, local time, in Olympia, Washington on the third business day following the transmittal of the Unsuccessful Bidder Notification. The debriefing must be held within three (3) business days of the request.

Requests for a debriefing conference must be in writing, describe the reason(s) the debriefing conference is being requested, and provide sufficient basis for the request. The request for a debriefing conference must state the RFP number, the reason(s) for the request with specific facts and complete statements of the basis for the request. A description of the corrective or remedial action being requested must also be included. Requests for a debriefing conference must be signed by the Bidder or an authorized Agent.

Discussion at the debriefing conference will be limited to the following:

- The AGENCY'S failure to follow the process articulated in the RFP.
- Evaluation and scoring of the Bidder's proposal.
- Critique of the Bidder's proposal based on the evaluation.
- Review of Bidder's final score in comparison with other final scores without identifying the other eligible partnerships.

The RFP coordinator will schedule the debriefing conference for a maximum of one hour which must be held within three (3) business days of the request, and will promptly notify the Bidder of the debriefing conference date and time. Comparisons between proposals or evaluations of the other proposals will not be allowed. Debriefing conferences may be conducted in person or on the telephone and will be scheduled for a maximum of one hour.

Protests may be made only by Bidders who submitted a response to this solicitation document and who have participated in a debriefing conference. Upon completing the debriefing conference, the Bidder is allowed five (5) business days to file a protest of the solicitation with the RFP Coordinator. Protests must be in writing and received by the RFP

Coordinator no later than 5:00 PM, local time, in Olympia, Washington on the fifth business day following the debriefing. Protests may be submitted by e-mail, but must then be followed by the document with an original signature.

Bidders protesting this solicitation shall follow the procedures described below. Protests that do not follow these procedures shall not be considered. This protest procedure constitutes the sole administrative remedy available to Bidders under this solicitation.

All protests must be in writing, addressed to the RFP Coordinator, and signed by the protesting party or an authorized Agent. The protest must state the RFP number, the grounds for the protest with specific facts and complete statements of the action(s) being protested. A description of the relief or corrective action being requested should also be included.

Only protests stipulating an issue of fact concerning the following subjects shall be considered:

- A matter of bias, discrimination, or conflict of interest on the part of an evaluator.
- Errors or flaws in the scoring process.
- Non-compliance with procedures described in the solicitation document or AGENCY policy.

Protests not based on one or more of the three issues immediately above will not be considered. Protests will be rejected as without merit if they address issues such as: 1) an evaluator's professional judgment on the quality of a proposal, or 2) AGENCY'S assessment of its own or other agencies' needs or requirements.

Upon receipt of a protest, a protest review will be held by the AGENCY. The AGENCY Director, or an employee delegated by the Director who was not involved in the solicitation, will consider the record and all available facts and issue a decision within ten (10) business days of receipt of the protest. If additional time is required, the protesting party will be notified of the delay.

In the event a protest may affect the interest of another Bidder that also submitted a proposal, such Bidder will be given an opportunity to submit its views and any relevant information on the protest to the RFP Coordinator.

The final determination of the protest shall:

- Find the protest lacking in merit and uphold the AGENCY's action; or
- Find only technical or harmless errors in the AGENCY's acquisition process and determine the AGENCY to be in substantial compliance and reject the protest; or
- Find merit in the protest and provide the AGENCY options which may include:
 - Correct the errors and re-evaluate all proposals; and/or
 - Reissue the solicitation document and begin a new process; or
 - Make other findings and determine other courses of action as appropriate.

If the AGENCY determines that the protest is without merit, the AGENCY will enter into a contract with each Apparent Successful Bidder. If the protest is determined to have merit, one of the alternatives noted in the preceding paragraph will be taken.

5. RFP EXHIBITS

Exhibit A Certification of School Support (made by each school served)	27
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CERTIFICATION OF SCHOOL SUPPORT

School Name:	
School District:	
<i>I plan to use the Smarter Balanced interim assessments at my school:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>My school currently provides professional development training in implementing the Smarter Balanced interim assessments:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>The classroom teachers at my school would benefit from the training described in this proposal:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>I have read the project proposal and understand the project's purpose and approach, as well as the commitment required from my teachers and myself:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>I participated actively in the development of the project proposal:</i> <input type="checkbox"/> Yes <input type="checkbox"/> Somewhat – Provided advice and insight to proposal team <input type="checkbox"/> No	
<i>Please briefly describe how this training will help teachers deepen their subject matter knowledge and use State assessments to teach more effectively.</i> 	
<i>I anticipate at least ____ classroom teachers at my school will participate in this training.</i>	
<i>I plan to participate in any training offered to administrators.</i> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>I support the funding of this project and will encourage my school's teachers to participate.</i> <input type="checkbox"/> Yes <input type="checkbox"/> No	
Principal's Printed Name	
Principal's Signature	
Date	

CERTIFICATIONS AND ASSURANCES

I/we make the following certifications and assurances as a required element of the proposal to which it is attached, understanding that the truthfulness of the facts affirmed here and the continuing compliance with these requirements are conditions precedent to the award or continuation of the related contract:

1. I/we declare that all answers and statements made in the proposal are true and correct.
2. The prices and/or cost data have been determined independently, without consultation, communication, or agreement with others for the purpose of restricting competition. However, I/we may freely join with other persons or organizations for the purpose of presenting a single proposal.
3. The attached proposal is a firm offer for a period of 60 days following receipt, and it may be accepted by the AGENCY without further negotiation (except where obviously required by lack of certainty in key terms) at any time within the 60-day period.
4. In preparing this proposal, I/we have not been assisted by any current or former employee of the state of Washington whose duties relate (or did relate) to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, I/we have described them in full detail on a separate page attached to this document.
5. I/we understand that the AGENCY will not reimburse me/us for any costs incurred in the preparation of this proposal. All proposals become the property of the AGENCY, and I/we claim no proprietary right to the ideas, writings, items, or samples, unless so stated in this proposal.
6. Unless otherwise required by law, the prices and/or cost data which have been submitted have not been knowingly disclosed by the Bidder and will not knowingly be disclosed by him/her prior to opening, directly or indirectly, to any other Bidder or to any competitor.
7. I/we agree that submission of the attached proposal constitutes acceptance of the solicitation contents. If there are any exceptions to these terms, I/we have described those exceptions in detail on a page attached to this document.
8. No attempt has been made or will be made by the Bidder to induce any other person or firm to submit or not to submit a proposal for the purpose of restricting competition.
9. I/we grant the AGENCY the right to contact references and others who may have pertinent information regarding the ability of the Bidder and the lead staff person to perform the services contemplated by this RFP.
10. If any staff member(s) who will perform work on this contract has retired from the State of Washington under the provisions of the 2008 Early Retirement Factors legislation, his/her name is noted on a separate attached page.
11. The applicant and its partners have complied with ESEA Section 9501 (equitable participation for personnel from nonprofit private schools).
12. Neither the Bidder 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 Bidder and its partners are unable to certify to any of the statements in this certification, attach an explanation to this proposal).

We (circle one) **are / are not** submitting proposed Contract exceptions. (See Section 2.10, Contract and General Terms and Conditions.) If Contract exceptions are being submitted, I/we have attached them to this form.

On behalf of the Bidder submitting this proposal, my name below attests to the accuracy of the above statement. We are submitting a scanned signature of this form with our proposal.

Signature of Bidder

Title

Date

FORMS

Contact the RFP Coordinator (markb@wsac.wa.gov) for forms that can be electronically filled out.

Form 1: Cover Sheet.....	30
Form 2: Eligible Partnership Profile	31
Form 3: Professional Development Activities Timeline	32
Form 4: Project Budget Form	33

FORM 1 COVER SHEET

1. Applicant Organization (Bidder)—the fiscal agent partner:
2. DUNS Number:
3. Address:
4. Title of Project:
5. Project Director Contact Information (if there are co-directors, list information for all):
Name:
Title:
Organization and Academic Unit:
Address:
Phone:
Email:
6. Project Duration (planned start and end dates):
7. Content Focus (mathematics, English Language Arts & Literature, or both mathematics and English Language Arts & Literature):
8. Grade Level Focus: (e.g. middle school, high school, 6th-12th grades with primary focus on high school, etc.).
9. Educators Served (add clarifying detail as necessary; numbers 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: (_____)
 - 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 highly qualified paraprofessional participants to be served by project: (_____)
 - j. Hours of face-to-face professional development to be provided to each highly qualified paraprofessional participant: (_____)
 - k. Hours of online professional development to be provided to each highly qualified paraprofessional participant: (_____)
10. Total Funding Requested (must be consistent with budget form): \$_____
11. Project Summary (500 words or less summarizing project objectives, activities, timeline, and main topics to be covered):

FORM 2

ELIGIBLE PARTNERSHIP PROFILE

Provide the partner information required in the table below (add rows as necessary) and put an asterisk by the fiscal agent organization's name. Categories 1-3 are required.

Category of partner (asterisk the name of the fiscal agent partner i.e. the "Bidder")	Partner information
Category 1: Required teacher/principal preparation partner	
Institution name	
Academic unit name	
Academic unit's role in project (provide at least 3 descriptive bullets)	1. 2. 3. (add bullets as necessary)
Faculty involved (list name and role of each, e.g. project director, instructor, etc.)	
Category 2. Required school of arts and sciences partner(s) – add rows for multiple partners	
Institution name	
Academic unit name	
Academic unit's role in project (provide at least 3 descriptive bullets)	1. 2. 3. (add bullets as necessary)
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 levels taught	
Number of highly qualified paraprofessional participants	
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 levels taught	
Number of highly qualified paraprofessional participants	
Number of principal and assistant principal participants	
Categories 5 and 6. 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)	

Notes:

1. Possible unit/district/organization roles include, but are not limited to: project management and administration, design professional development, identify and recruit teachers for professional development, provide professional development, participate in/receive professional development, provide mentors/coaches/teacher leaders, project evaluation, collect and analyze data, provide technical assistance, provide teacher support (e.g., substitute teachers, release time, planning time), advise project, and other (specify what "other" is).
2. Key personnel roles include, but are not limited to: project director or co-director, provide education instruction for workshops, provide content instruction for workshops, professional learning community facilitator, online learning facilitator, coach, conduct academic year classroom observations, provide professional development for principals/assistant principals, evaluation, and other (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 for a project focused on Smarter Balanced interim assessments for mathematics—please overwrite them with real data). Summarize the content covered by each activity and indicate which are online. 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 Partnership Profile (Form 2):

Project Professional Development Activity and Number of Hours per Participant	Content Covered	Location	Start Date	End Date
<p>1. Summer institutes provided by education and mathematics faculty:</p> <p>1.1. Summer Institute 1: 36 Teachers @ 16 hours each; 5 Principals @ 4 hours each</p> <p>1.2. Summer Institute 2: 36 Teachers @ 16 hours each; 5 principals @ 4 hours each</p>	<p>1.1. Smarter Balanced Interim assessment High School Mathematics Blocks (Algebra and Functions) and related instructional leadership</p> <p>1.2. Smarter Balanced Interim assessment High School Mathematics Blocks (Geometry, Probability)</p>	<p>1.1. Wenatchee Valley College campus</p> <p>1.2. Wenatchee High School</p>	<p>1.1. 6/22/15 1.2. 6/27/16</p>	<p>1.1. 6/25/15 1.2. 6/29/16</p>
<p>2. Three weekend workshops per year during the academic year offered by faculty in conjunction with ESD coaches: 36 Teachers @ 6 hours each per workshop</p>	<p>2. Shifts in subject matter knowledge that will help teachers use Smarter Balanced Interim assessment Blocks more effectively</p>	<p>2. Wenatchee High School</p>	<p>2. October 2015, January 2016, and May 2016 (exact dates TBD)</p>	<p>2. October 2015, January 2016, and May 2016 (exact dates TBD)</p>
<p>3. Professional learning community meetings among teachers and principals:</p> <p>36 teachers @ 10 hours each; 5 Principals @ 3 hours each</p>	<p>3. Use of Smarter Balanced Interim Assessment Blocks to identify learning needs of diverse students to inform closure of opportunity gaps</p>	<p>3. Individual school buildings</p>	<p>3. 10/1/15</p>	<p>3. 5/15/16 (ongoing--schedule to be determined separately for each school)</p>
<p>4. Online wiki facilitated by ESD staff:</p> <p>36 Teachers @ 10 hours per year each</p>	<p>4. Use of Smarter Balanced Interim Assessment Blocks to identify learning needs of diverse students</p>	<p>4. Individual school buildings and participants' home computers</p>	<p>4. 10/31/15</p>	<p>4. 5/15/16 (ongoing-no fixed schedule)</p>
Etc. (add rows as necessary)				

FORM 4
PROJECT BUDGET FORM

		CATEGORY 1 Required Institution of Higher Education (IHE) Teacher and/or Principal Preparation Partner (enter institution and academic unit names in parenthesis here)	CATEGORY 2 Required IHE School of Arts and Sciences Partner (enter institution and academic unit names in parenthesis here)	CATEGORY 3 High-Need School District Partners (enter names in parentheses here)	CATEGORY 4 All Other School District and School Partners (do not enter names here, but break out costs associated with each in budget narrative)	CATEGORY 5 Fiscal Agent Optional Partner (enter name in parentheses)	CATEGORY 6 All Other Optional Partners (do not enter names here, but break out costs associated with each in budget narrative)	TOTALS (sum across columns)
	LINE ITEMS							
1.	Salary & wages							
2.	Fringe Benefits							
3.	Services of independent contractors							
4.	Materials and supplies							
5.	Participant Stipends							
6.	Travel							
7.	Other costs (specify, and include no tuition or indirect costs)							
8.	TOTAL DIRECT COSTS							
9.	Indirect costs (subject to limits outlined in RFP)							
10.	TOTAL GRANT FUNDS REQUESTED (8 + line 9)							
11.	Additional funding or in-kind contribution from other sources							

☐ 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.

Resources

1. Reports:

- Building Valid and Useful Interim assessments (October 2014):
http://education.alaska.gov/tls/assessment/DTCtraining/Resources/InterimAssessmentPaper_Oct14.pdf
- The Role of Interim Assessments in a Comprehensive Assessment System (2007):
<http://www.achieve.org/role-interim-assessments-comprehensive-assessment-system>

2. Webinars:

- Office of Superintendent of Public Instruction
 - Webinars about the Smarter Balanced Assessment System (especially 10/20/14, 11/18/14, 12/16/14, 1/13/15, and 2/10/15):
<http://www.k12.wa.us/SMARTER/Webinars.aspx>
Past webinars are archived, and sign-up information for future webinars is available on the webpage.
- Smarter Balanced Assessment Consortium
 - Building Valid and Useful Interim Assessments 11/22/14:
<https://sbac.adobeconnect.com/p42sovg8w94/?launcher=false&fcsContent=true&pbMode=normal> (contact the RFP coordinator for a copy of the PowerPoint)
 - Interim Assessments: Overview of 2014-15 Assessments 12/4/14:
<https://sbac.adobeconnect.com/p7vz6ceh0bx/> (contact the RFP coordinator for a copy of the PowerPoint)
 - The Digital Library. How to Access and Navigate it, and How to Help Teachers use it Effectively. 12/9/14, 12:30-2:00 p.m.
Contact the RFP coordinator for access information.

3. Webpages:

- Office of Superintendent of Public Instruction
 - Smarter Balanced webpage: <http://www.k12.wa.us/smarter/>
- Smarter Balanced Assessment Consortium
 - Overview of Smarter Balanced Assessment System:
<http://www.smarterbalanced.org/smarter-balanced-assessments/>
 - Description of Smarter Balanced interim assessments, including an outline of the two types available, Interim Comprehensive Assessments and Interim assessment Blocks : <http://www.smarterbalanced.org/interim-assessments/>
- Washington Student Achievement Council.
 - Educators for the 21st Century home webpage: <http://www.wsac.wa.gov/21-educators>
The AGENCY will use this webpage to post information about webinars and other resources relevant to this RFP. Contact the RFP coordinator if you would like to be placed on an email list to receive notice of webpage updates and announcements.

4. Access to Smarter Balanced Assessment System resources: contact the RFP coordinator for help gaining access to Balanced Assessment System resources.

Notice of Intent to Apply

A. The Notice of Intent to Apply (NOI) is required but not scored. The purpose of the NOI is to help the AGENCY plan for proposal review and also to enable early identification of potential challenges with regard to partnership eligibility, target audience, or focus.

B. Notice of Intent 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. Pacific Daylight Time on Friday, January 16, 2015. Only eligible partnerships that submit a NOI by this deadline and receive notification of its acceptance by the AGENCY will have their proposals considered. The NOI must be submitted electronically as a single Microsoft Word or PDF file e-mailed to the RFP Coordinator (markb@wsac.wa.gov). Please allow time for transmission over the internet to be complete by 5:00 p.m.

C. Notice of Intent Format and Length

NOIs must be submitted in 12 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.

D. Notice of Intent 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 be listed as project director or co-director in more than one proposal.
2. Indicate whether you would like your contact information shared with other applicants, to explore the possibility of coordinating or combining efforts.
3. Names of required partners (with an asterisk by the fiscal agent partner):
 - a. Name of the required partner that is a private or public institution of higher education (IHE) and its division that prepares teachers and principals.
 - b. Name of required partner that is a private or public IHE's school of arts and sciences 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. Projects covering both mathematics and English Language Arts and Literature need a school of arts and sciences partner for each area.
 - c. Names of high-need school district partners listed in Exhibit F.
 - d. Names of optional partners (with an asterisk by the fiscal agent partner, if applicable).
 - i. Names of other (i.e. not listed in Exhibit F) school district partners.
 - ii. Names of other optional partners.
4. Identify target audience (urban/suburban/rural; number of teachers, highly qualified paraprofessionals, principals, and assistant principals to be served; and grade level(s) taught).
5. Specify the project's primary academic focus area(s) (e.g. mathematics or English Language Arts).
6. Number of ESD regions served.
7. Ballpark estimate of funding needed.

The AGENCY understands that information supplied in the NOI may change by the time the proposal is submitted.

EXHIBIT F**List of High-Need School Districts by Target Region⁸**

Line Number	Target Region	School District Name	Age 5-17 Population Based on 2012 Census
1	ESD 101	Columbia (Stevens)	202
2		Creston	93
3		Kettle Falls	824
4		Lamont	28
5		Lind	257
6		Mary Walker	609
7		Orient	104
8		Valley	288
9		Wellpinit	237
10	ESD 105	Bickleton	65
11		Cle Elum-Roslyn	1,015
12		Grandview	3,696
13		Mabton	950
14		Mount Adams	1,126
15		Selah	3,726
16		Sunnyside	6,200
17		Toppenish	3,602
18		Wahluke	2,187
19	ESD 112	Longview	7,292
20		Naselle-Grays River Valley	376
21		Stevenson-Carson	1,039
22	ESD 113	Centralia	3,766
23		Hood Canal	653
24		Lake Quinault	197
25		Mary M. Knight	247
26		McCleary	499
27		Montesano	1,270
28		Morton	337
29		North Beach	744
30		Ocosta	697
31		Pe Ell	307
32		Rochester	2,689

⁸ This list includes all school districts that have been determined to meet the definition of high-need school district (local educational agency) outlined in Section 2102(3) of the Elementary and Secondary Education Act, based on 2012 federal Small Area Income and Poverty Estimates data and 2013-14 academic year OSPI Highly Qualified Teacher and Emergency/Conditional Certificate data. These are the most current data available as of the publication of this RFP.

List of High-Need School Districts by Target Region Continued

Line Number	Target Region	School District Name	Age 5-17 Population Based on 2012 Census
32	ESD 113 Continued	Rochester	2,689
33		Shelton	3,644
34		Taholah	211
35		White Pass	444
36		Winlock	800
37	ESD 114	Crescent	357
38	ESD 121	Highline	20,359
39		Tacoma	33,187
40		Tukwila	3,077
41	ESD 123	Clarkston	2,856
42		College Place	1,972
43		Kahlotus	80
44		North Franklin	2,266
45		Othello	3,944
46		Pasco	17,831
47		Prescott	354
48		Walla Walla	5,985
49	ESD 171	Bridgeport	801
50		Eastmont	5,811
51		Ephrata	2,489
52		Lake Chelan	1,229
53		Manson	725
54		Methow Valley	624
55		Moses Lake	8,650
56		Okanogan	986
57		Oroville	718
58		Quincy	2,885
59		Warden	1,016
60		Waterville	277
61	ESD 189	Lopez	226
62		Mount Vernon	6,810

SCORING RUBRIC Guidance for Reviewers

Proposal scoring is segmented into six criteria, each with a list of desired attributes to look for in a proposal. Assign scores based on the following general scoring guide:

Score Range	Scoring Guide
4-5 points per attribute	The proposal exhibits desired attributes to a superior degree
2-3 points per attribute	The proposal exhibits desired attributes to an adequate degree
0-1 point per attribute	The proposal exhibits desired attributes to an inadequate degree

A box below each criterion provides you space to comment about why you assigned the score you did, strengths you noticed, and suggestions you have for making the proposal stronger. Evidence with regard to scoring may be drawn from any part of the proposal, including narrative, forms, and attachments.

Insert your total score for each criterion in the score blank below the comments box.

Several criteria refer to the required project goals:

1. Primary Goal – Teachers of core academic subjects and also principals and/or assistant principals are able to use the state’s Smarter Balanced interim assessments to improve standards-based instructional practices, improve academic achievement for all students, and close opportunity gaps.
2. Supporting Goal – Principals and/or assistant principals have the instructional leadership skills that will help them work most effectively with teachers in implementing the Smarter Balanced interim assessments to help all students master core academic subjects.
3. Supporting Goal – Teachers of core academic subjects have academic subject matter knowledge that will help them implement the Smarter Balanced interim assessments most effectively.

The goals define the allowable uses of funds, so proposals may not include other goals. Projects that focus on addressing these goals with respect to the Smarter Balanced interim assessments may also address them with respect to the Smarter Balanced summative assessments and may provide professional development on use of the Smarter Balanced Digital Library in support of attainment of these goals. These are acceptable additions to the professional development plans.

Note: “All students” includes but is not limited to students who face opportunity gaps, such as students of color, learners of English as a second language (e.g. transitional bilingual students), students with disabilities, and students from low-income families. All else being equal, proposals that address opportunity gaps should score higher than those that do not.

1. ATTAINMENT OF PRIMARY GOAL-IMPLEMENTING SMARTER BALANCED INTERIM ASSESSMENTS (5 points per attribute, 30 points total)

The following desirable attributes will help accomplish the primary goal that teachers of core academic subjects and also principals and/or assistant principals are able to use the state's Smarter Balanced interim assessments to improve standards-based instructional practices, improve academic achievement for all students, and close opportunity gaps:

1.1 The proposal includes multiple, challenging yet realistic, measurable objectives for changes in teacher knowledge and practice that, if met, indicate accomplishment of the goal at the classroom level.

1.2 The proposal includes multiple research-based professional development activities for teachers that will help ensure that the goal is accomplished at the classroom level.

1.3 The proposal's supplemental evaluation plan includes multiple credible sources of evidence for assessing changes in teacher knowledge and practice related to accomplishment of the goal at the classroom level.

1.4 The proposal includes multiple, challenging yet realistic, measurable objectives for changes in principal and/or assistant principal knowledge and practice that, if met, indicate accomplishment of the goal at the school level.

1.5 The proposal includes multiple research-based professional development activities for principals and/or assistant principals that will help ensure that the goal is accomplished at the school level.

1.6 The proposal's supplemental evaluation plan includes multiple credible sources of evidence for assessing changes in principal and/or assistant principal knowledge and practice related to accomplishment of the goal at the school level.

Comments

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Criterion 1 Score _____/30

2. ATTAINMENT OF SUPPORTING GOAL – INSTRUCTIONAL LEADERSHIP (5 points per attribute, 15 points total)

The following desirable attributes will help accomplish the supporting goal that principals and/or assistant principals have the instructional leadership skills that will help them work most effectively with teachers in implementing the Smarter Balanced interim assessments to help all students master core academic subjects:

2.1 The proposal includes multiple, challenging yet realistic, measurable objectives for changes in principal and/or assistant principal knowledge and practice that, if met, indicate accomplishment of the goal.

2.2 The proposal includes multiple research-based professional development activities for principals and/or assistant principals that will help ensure that the goal is accomplished.

2.3 The proposal's supplemental evaluation plan includes multiple credible sources of evidence for assessing changes in principal and/or assistant principal knowledge and practice related to accomplishment of the goal.

Comments

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Criterion 2 Score _____/15

3. ATTAINMENT OF SUPPORTING GOAL – ACADEMIC SUBJECT MATTER KNOWLEDGE
(5 points per attribute, 15 points total)

The following desirable attributes will help accomplish the supporting goal that teachers of core academic subjects have academic subject matter knowledge that will help them implement the Smarter Balanced interim assessments most effectively:

3.1 The proposal includes multiple, challenging yet realistic, measurable objectives for changes in teacher subject matter knowledge that, if met, indicate accomplishment of the goal.

3.2 The proposal includes multiple research-based professional development activities for teachers that will help ensure that the goal is accomplished.

3.3 The proposal's supplemental evaluation plan includes multiple credible sources of evidence for assessing changes in teacher subject matter knowledge related to accomplishment of the goal.

Comments

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Criterion 3 Score _____ /15

4. MANAGEMENT PLAN (5 points per attribute, 15 points total)

4.1 The management plan clearly defines roles and responsibilities of qualified key personnel from each partner in the planning, implementation, and governance of the project.

4.2 Qualified key personnel from the higher education teacher and/or principal preparation partner have significant roles in the project.

4.3 Qualified key personnel from the higher education school of arts and sciences partner(s) have significant roles in the project.

Comments

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Criterion 4 Score _____/15

5. PROJECT IMPACT (5 points per attribute; 15 points total)

The project will have a measurable, significant impact on:

5.1 Student outcomes.

The proposal explains how teachers' learning will be reflected in improved student achievement and growth for all students, including students who face opportunity gaps.

5.2 Schools. This attribute includes the following elements:

- The proposal includes credible evidence that principals involved understand the project and will be engaged with it. Evidence includes, but is not limited to, the extent to which signed Certification of School Support forms (Attachment A) indicate such understanding and engagement.
- The proposal explains how the proposed project will coordinate, complement, leverage, or otherwise have synergy with school/district plans and/or professional development activities outside the grant.
- The proposal includes a credible sustainability plan that describes specific, effective steps schools and other organizations will take to ensure that the project will continue to impact schools after it is over.

5.3 Teacher/principal preparation programs.

The proposal describes in detail how lessons learned from the project will improve specific aspects of the teacher/principal preparation program(s) offered by higher education teacher/principal preparation partner(s).

Comments

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Criterion 5 Score _____/15

6. PROJECT BUDGET (5 points per attribute; 10 points total)

6.1 The budget and budget narrative contain sufficient detail for the reviewer to understand how budget amounts are computed.

6.2 The direct costs included in the budget reasonable and necessary, given the scope and nature of the project. Costs do not look high or potentially unnecessary.

Note: *Disregard indirect costs. The appropriateness of those will be determined by Washington Student Achievement Council staff.*

Comments

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Criterion 6 Score _____/10

Total Score for Criteria 1-6 _____/100

GENERAL COMMENTS AND SUGGESTIONS

General comments and suggestions about the project overall or that span multiple aspects of the project.