

Mathematics and Science Partnerships Grants Cohort Seven (2015–2018) Request for Proposal (RFP) Components

Timeline and Competitive RFP Process

1. **Informational Webinar:** An optional Bidders' webinar will be hosted on **November 21, 2014** to answer questions regarding the project and Competitive RFP process. This webinar will be recorded and posted on the OSPI [MSP webpage](#).
2. **Letter of Intent to Apply:** Interested applicants may submit a non-binding Letter of Intent to Apply (LOI) via email to msp@k12.wa.us, by **December 8, 2014**. These intention letters should follow the format as outlined in the *Letter of Intent Guidelines*. Note: an LOI is not a requirement for submitting a RFP
3. **Proposal Deadline:** The proposal deadline is **January 12, 2015 by 12:00 p.m.** through iGrants. Questions regarding prospective MSP proposals should be directed to msp@k12.wa.us.
4. **Proposal Review and Project Presentations:** Eligible proposals will be reviewed by an objective review panel that will select the top projects to be invited to share a short presentation and address clarifying questions on **February 12, 2015**.
5. **Award Announcement:** Awards will be announced on or before **February 28, 2015**.
6. **Contract Negotiations:** Successful applicants seeking only OSPI funding will enter into contract negotiations with OSPI. Successful applicants seeking joint OSPI and WSAC funding will negotiate separate contracts with OSPI and WSAC.
7. **MSP Projects Begin:** The project period (for funded applicants) will be from March 2015-Sept 2018.

Note: If a proposal is submitted late, is incomplete, does not follow the federal Private Schools Consultation, fails to submit through and follow the iGrants format or a project cannot demonstrate evidence of meeting the federal MSP criteria as outlined in Section V., Key Project Components, the proposal will be omitted from the competition.

Proposal Preparation

Before completing this *Request for Proposals (RFP) Components*, please read the *RFP Overview & Guidance* and review the *Scoring Rubric* for this RFP. The OSPI Mathematics and Science Partnership (MSP) program has listed specific priorities and expectations in the *RFP Overview & Guidance* that projects must consider as they plan their project proposal. The forms listed below, as part of the *Request for Proposals (RFP) Components*, must be completed and uploaded as directed.

Specific questions regarding the Competitive RFP should be directed to msp@k12.wa.us

Download the following documents from iGrants Form Package 714:

- RFP Overview & Guidance
- Request for Proposals (RFP) Components
- Scoring Rubric
- Letter of Intent Guidelines
- Appendix A—Title and Abstract
- Appendix B—Contact Information
- Appendix C—Partner Contribution and Commitments (Forms A-D)
- Appendix D—Equitable Participation of Non-Public Schools
- Appendix E—Supplemental Administrative Leadership Funding
- Appendix F—Previous MSP Grantees

Checklist for Completing the Competitive Request for Proposal (RFP)

A complete proposal includes clear and concise answers to each section and Proposal Components and Appendices completed as indicated below. Please note that some sections have a word limit. Graphs, charts, visuals, graphic organizers, etc. can be included within the questions. Refer to the *RFP Overview & Guidance* and *Scoring Rubric* located in iGrants as you plan and create your project's MSP proposal.

All proposals must include:

Proposal Components (A–J) compiled into a **single** PDF document and uploaded into iGrants.

- ☐ A. Title and Abstract
- ☐ B. Needs Assessment
- ☐ C. Theory of Action
- ☐ D. Partnership Work Plan
- ☐ E. Evaluation and Accountability Plan
- ☐ F. Commitment and Capacity of Partnership
- ☐ G. Project Management Plan
- ☐ H. Sustainability Plan
- ☐ I. Project Team Vitas/Resume (2-page maximum)
- ☐ J. Budget and Budget Narrative

Upload the following forms (Appendices A, B, C, and D) into iGrants.

- ☐ Appendix A—Title and Abstract (submit as a Word document only)
- ☐ Appendix B—Contact Information
- ☐ Appendix C—Partner Contribution and Commitments (Sections A-D) (signatures required)
- ☐ Appendix D—Equitable Participation of Non-Public Schools (signature required)

Projects applying for funding from Washington Student Achievement Council (WSAC) for principal/assistant principal support must also complete and upload into iGrants:

- ☐ Appendix E—Administrator Leadership

Previous MSP Awardees must also complete and upload into iGrants:

- ☐ Appendix F—Previous MSP Grantees

**Mathematics and Science Partnerships Grants
Cohort 7 (2015-2018) Competitive RFP
Required Proposal Components**

A. Title and Abstract

1. Provide a title and abstract of the proposal that briefly and concisely describes the MSP project's goals and objectives as well as anticipated activities. Provide a timeline of activities covering the entire length of the project. Please include the partnership participants (IHE participating faculty, high-need LEAs, and other partners), activities, key features (model of delivery), number of participating teachers and principals/assistant principals, and the project's intended results. Include specific grade band(s) and content area(s) the project will target. The abstract should be no more than 1,000 words.

B. Needs Assessment (Scoring Rubric – Criterion A)

1. **Audience**--Describe the identified, specific, and prioritized professional learning needs of various stakeholders who will be involved in the project that is based on data derived from a needs assessment. The needs assessments should include various measures (such as surveys) as well as school and district data. Provide evidence of leadership needs for principals and assistant principals pertaining to supporting instructional shifts and student achievement.
2. **Identified Need**-- Provide evidence of student learning needs based on student achievement data from available sources. Describe how the results of the needs assessment established the goals and objectives for this project.
3. **Equity**-- Describe the identified opportunity gap for specific populations of students and supporting data. Provide evidence of professional learning needs due to geographical region. Describe how the project will ensure equity of participation across your region and support teachers in small rural schools.

C. Theory of Action (Scoring Rubric – Criterion A)

Explain the project's Theory of Action. Provide a review of how this project reflects current research-based best practices, and provide a rationale for the how the chosen professional learning framework and activities will have an impact on student achievement in math and science.

Cite research-based evidence that the professional development will be rigorous and challenging in academic content and will develop pedagogical content knowledge.

Provide a description of district efforts around implementation of the CCSS-M or NGSS and supporting student achievement in mathematics and/or science. Explain how this project will relate to and build on those efforts.

D. Project Work Plan

1. **Project Development & Leadership** (Scoring Rubric – Criterion B & C)
 - a. Provide evidence of teacher and principal involvement and contribution in the creation of the proposed project and demonstrate that the project proposal is fostering structures that support ongoing learning and collaboration between classroom teachers and administrators.
 - b. Identify the districts and schools, the number of teachers and the grade level(s) they teach for those who will participate in the project. Identify the approximate number of students who will benefit from the project within each grade and explain the identified needs at those schools. Include any specific populations of students that the project will focus on to reduce the opportunity gap.
2. **Goals and Objectives**

Provide a description of measurable project goals and objectives of the plan and how they are aligned to the needs assessment. Objectives should be written in year-long increments so projects may assess progress towards goals quantitatively and qualitatively on an annual basis.
3. **Project Action Plan**

Describe in detail how the partnership will achieve the goals and anticipated quantitative outcomes by means of a coherent plan. Describe the proposed creative and strategic activities that extend beyond commonplace approaches and model content-specific instructional strategies that will provide teachers with the methodologies to create substantial change in teacher content knowledge and effectively improve student achievement; describe how the professional learning sessions specifically target the CCSS, the NGSS, the Standards for Mathematical Practice, the three-dimensional nature of the NGSS and the goals and objectives of the project. Identify the site-based structures that will support collaboration and reflection among participants. Provide a timeline of initial project planning, professional development activities including the number, types, duration, total hours per year, responsible parties, and targeted concepts for each professional development activity.

E. Evaluation and Accountability Plan (Scoring Rubric – Criterion D)

The Department of Education requires that each partnership develop and implement an annual evaluation plan that serves both formative and summative functions. Rigorous evaluations and accountability have become central aspects of programs funded by the United States Department of Education (USDOE).

1. **Evaluation Design and Metrics:** Provide a detailed description of the instruments/metrics to be used within the evaluation design (include both formative and summative assessment methods) which will measure progress toward a) meeting the goals and objectives established in response to the identified needs, b) increasing teacher content knowledge and shifts in instructional practice and c) increasing student achievement. Identify quasi-experimental or experimental design using comparison or control groups.
2. **Methods:** Describe the formative and summative assessment methods to be used to identify the strengths and weaknesses of the project and help the partnership

identify the extent to which the lessons learned from the professional development are being applied by teacher participants at the classroom level. Summative evaluation should give an objective analysis of qualitative and quantitative data, thus measuring the effectiveness of the project on student and teacher outcomes.

3. **Monitoring and Adjusting:** Describe how the project team will ensure attention to feedback and technical assistance from OSPI to ensure strong alignment to project and MSP goals.

F. Commitment and Capacity of Partnership (Scoring Rubric – Criterion E)

1. **Partnership Participation:** Provide evidence that all partners participated in the long-term planning for and development of this proposal and that all partners will play a role in the ongoing planning, delivery, and evaluation to realize the project's vision and goals. Identify all project partners and their team members, the specific roles of each member, and how each partnership will contribute to the goals and objectives of the project. Include any institutional resources that will be used to support the activities of the plan.
2. **Leadership Commitment:** Provide evidence of a commitment and involvement from administrators and the district(s) towards supporting the grant project and how the project aligns with the district's implementation plan for the NGSS and the CCSS-M. Include a clear plan on how the project will be designed to build the capacity of the partners to support the scale and scope of the project during and beyond the grant funding and ways in which the project can be replicated in other districts.
3. **Private School Notice:** Provide a description and evidence (including dates of communication to and from private schools) of how private schools were informed of this project. List any participating private school.

G. Project Management Plan (Scoring Rubric – Criterion E)

Describe the management plan by which all partners are fully engaged to realize the partnership's goals and outcomes. Describe in detail who will be on the management team, specific roles, responsibilities, and time commitments of the project management team, the plan for consistent communication among team members and with OSPI, and how the management team will ensure consistent and timely reporting with OSPI. The Project Management Plan should be no more than 1,000 words.

H. Sustainability Plan (Scoring Rubric – Criterion E)

Describe how the project plans to build the capacity to sustain the project work within the partnering schools after the grant funding is over. Explain how the project will attend to strengthening partnerships, transferring ownership, and building expertise from the project inception and throughout the project. Previous MSP awardees should address how their previously developed Sustainability Plans inform and support the new project proposal. The Sustainability Plan should be no more than 500 words.

I. Project Team Vitas/Resume (Scoring Rubric – Criterion E)

A two-page (maximum) curriculum vitae for each project team member, faculty member, and consultant involved with the project must be provided. Their role in the grant should be noted on their vitae in the upper-right-hand corner.

J. Budget and Budget Narrative (Scoring Rubric – Criteria F)

The proposed budget requested for the proposal must include a detailed budget and budget narrative. All proposed costs must align with the projects' goals and the work plan and follow the allowable use of funds as outlined in the *RFP Overview and Guidance*. The budget timelines (March 16, 2015-Aug 31, 2015, Sept 1, 2015-Aug 31, 2016, etc.) are delineated into four different time frames; this is to align with the budget cycle within iGrants. Create your budget based on each given time frame. The sum total of your budget will reflect a full three-year budget proposal.

1. Detailed Budget Amounts

Identify the amount budgeted for each listed line item. The amounts requested for each budget line item should show, in detail, the basis for determining each cost listed and how the applicant arrived at the cost (who will be paid, cost/hr, total hrs, etc.).

2. Budget Narrative

The project budget narrative should be aligned with the proposed work plan and should show evidence of effective, appropriate, and efficient use of funds. The narrative must provide a detailed description of each budget line item and a justification of each cost within the line item. Identify the percentage of requested funds that are being used for team salaries, including consultants, and contracts. (Subtract the external evaluator's contract and calculate this on the remaining budget). If a team member is currently employed as a 1.0 FTE, provide an explanation of how their current job will accommodate the work within the MSP project.

Summary of Project Budget
Fiscal Agent Funding Request

Applicant: _____

Project Title: _____

Direct Costs Requested	March 16 th –Aug 31 st 2015	Sept 1, 2015 – Aug 31 st 2016	Sept 1, 2016 – Aug 31 st 2017	Sept 1, 2017 – March 15, 2018
1. Salary/wages-project director(s) administrative				
Narrative:				
2. Salary/wages-other administrative (specify)				
Narrative:				
3. Employee benefits-administrative (director & other)				
Narrative:				
4. Purchased services-evaluator contracts				

Narrative:				
5. Instructional Materials & supplies (no equipment)				
Narrative:				
6. Travel-OSPI/US Department of Education meeting				
Narrative:				
7. Travel-Administrators				
Narrative:				
8. Travel-Teachers				
Narrative:				
9. Other Administrative (include classified personnel- specify)				
Narrative:				
10. Classified Employees benefits				
Narrative:				
11. Purchased instructional services (Consultants and Contracts)				
Narrative:				
12. External Evaluator				
Narrative:				
13. Teacher Stipends				
Narrative:				
14. Substitutes				
Narrative:				
15. Tuition				
Narrative:				
16. Other:				
Narrative:				
17. Indirect Costs				
Total for Each Budget				
Total Requested for 3 Years				

% of project funds used for partnership salaries (including consultants & contracts)	
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