

Mathematics and Science Partnerships Grants

Elementary and Secondary Education Act of 2001 Title II, Part B

Competitive Request for Proposal (RFP) Overview and Guidance Cohort 7 2015–2018

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I. Purpose and Background

Teacher Quality Grant Programs (Title II) are a major component of the Elementary and Secondary Education Act (ESEA) legislation. ESEA programs encourage scientifically-based professional development as a means for improving student academic performance. Title II, Part B of ESEA authorizes the Mathematics and Science Partnerships (MSP) program. This program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and instructional practices of classroom teachers. Partnerships between high-need school districts, elementary and secondary schools, and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education (IHEs) are at the core of these improvement efforts. Other partners may include state education agencies, public charter schools or other public or private schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education. The MSP program is nationally recognized as a leader in math and science education.

The MSP program is a formula grant program to each state, with the size of individual state awards based on student population and poverty rates and is designed to improve the content knowledge of teachers and the performance of students in the areas of mathematics and science. Partnerships are encouraged to develop and implement programs that:

- Provide ongoing content-based professional development and summer institutes to support teachers in improving their pedagogical content knowledge and teaching skills;
- Focus on the education of mathematics and science teachers as a career-long process;
- Bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills; and
- Improve and upgrade the status and stature of mathematics and science teaching by encouraging IHEs to improve mathematics and science teacher education.

Each state is responsible for administering a competitive MSP grant competition. In Washington State, five to seven new three–year MSP partnerships will be awarded by the Office of Superintendent of Public Instruction (OSPI), to start in March, 2015. Since 2003, OSPI has funded 6 cohorts. In addition, OSPI has partnered with Washington Student Achievement Council (WSAC) to leverage additional funds. Approximately \$1.7 million per year will be available for Cohort Seven partnerships from March 2015 through September 2018 pending availability of federal funding, evidence of project effectiveness, and compliance to program requirements.

II. Timeline and Application Process

- A. An optional Bidders' webinar will be hosted on **November 21, 2014** to answer questions regarding the project and application process. This webinar will be recorded and posted on the OSPI <u>MSP webpage</u>.
- B. 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 Letters of Intent should follow the format as outlined in the *Letter of Intent Guidelines*.
- C. All proposals must be submitted through iGrants by **12:00 pm** on **January 12, 2015**. Questions regarding prospective MSP proposals should be directed to msp@k12.wa.us.
- D. Eligible proposals will be reviewed by a review panel who will select top applicants to be invited to share a short presentation and address clarifying questions on **February 12, 2015**.

- E. Awards will be announced on or before February 28, 2015.
- F. Contract Negotiations
 - a. 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.
- G. Project Period (for successful applicants): March 2015-Sept 2018.

III. MSP Definitions and Resources

- <u>Open Educational Resources (OER)</u>: teaching and learning materials that reside in the public domain or have been released under an open license.
 - O <u>Creative Commons Attribution International 4.0 (CC BY 4.0) License</u>: type of license that details how developed OER can be shared and adapted using a Creative Commons license.
- <u>Smarter Balanced Assessment System</u>: the new assessment system for English language arts and mathematics for with teaching, learning, and professional learning resources for grades K-12; and interim and summative assessments in grades 3-8 and high school in Washington State. The system consists of three primary components: the Digital Library; Interim Assessments; and the end-of-year Summative Assessments.
- **STEM:** science, technology, engineering, and mathematics.
- <u>STEM literacy</u>: the ability to identify, apply and integrate concepts from science, technology, engineering, and mathematics to understand complex problems and to innovate to solve them.
- Washington State Learning Standards:
 - English language arts: Washington State adopted the <u>Common Core State Standards</u> for English Language Arts & Literacy in History/Social Studies, Science, and Technical <u>Subjects</u> (CCSS-ELA) in 2011 as the Washington State 2011 K-12 ELA Learning Standards.
 - Mathematics: Washington State adopted the <u>Common Core State Standards for</u> <u>Mathematics</u> (CCSS-M) in 2011 as the Washington State 2011 K-12 Mathematics Learning Standards.
 - CCSS-M Shifts and Standards for Mathematical Practice:
 - <u>Focus, Coherence, and Rigor:</u> the three shifts within the mathematics standards.
 - <u>Standards for Mathematical Practice</u>: mathematical habits of mind that K-12 mathematics educators should seek to develop in their students.
 - Mathematics <u>Progression Documents</u>: narrative documents describing the progression of learning throughout grade levels and between math topics.
 - <u>Mathematics Teaching Practices</u>: components of every mathematics lesson that research indicates should be used consistently.
 - Science: Washington State adopted the <u>Next Generation Science Standards (NGSS)</u> in 2013 as the Washington State 2013 Science Learning Standards.
 - <u>The Framework for K–12 Science Education</u>: identifies the key scientific ideas and practices all students should learn by the end of high school; it is the research base that underpins NGSS.
 - English Language Proficiency: <u>Washington State's 2013 English Language Proficiency</u> (ELP) standards are designed to be used by classroom teachers and English Language Learner (ELL) specialists alike. They include integration with the CCSS-M, CCSS-ELA, and NGSS.
- <u>Washington Student Achievement Council (WSAC)</u>: created by the Washington State Legislature as a Council that provides strategic planning, oversight, and advocacy to support

increased student success and higher levels of educational attainment in Washington and is partnering with OSPI to provide optional supplemental instructional leadership funding, for those who wish to apply, to support professional learning for principals and assistant principals.

IV. Washington State MSP Priorities

Projects will identify one of three areas for their project focus: Mathematics, Science or STEM (Science, Technology, Engineering, and Mathematics). Washington State's MSP priorities for each area are focused on supporting educators and students in quality instruction and learning that supports career- and college-ready learning standards. Projects are encouraged to include an administrative leadership component to support school and district ownership and ongoing sustainability of projects.

A. Mathematics

With the adoption and implementation of the Common Core State Standards for Mathematics (CCSS-M) as Washington State's K-12 Mathematics Learning Standards in 2011; and with implementation of the Smarter Balanced Assessment System in the 2014-15 school year there is an opportunity to strengthen and target professional learning for teachers that focuses on solid learning of the mathematics standards, integration of the key shifts within instruction, and that shifts instructional practices to foster a classroom culture of reasoning and discourse. All MSP mathematics projects must focus on increasing teachers' understanding of mathematical content and pedagogical content knowledge in order to support educators to make these shifts in pedagogy and to align curriculum and instruction in their classrooms.

MSP mathematics professional learning programs should include:

- Integration of mathematics content and Standards for Mathematical Practice supported through experiences that engage teachers as learners in specific content and practices. A successful MSP project provides opportunities for mathematics educators to engage with both the CCSS-M content and the CCSS-M practices in a focused, integrated way;
- Opportunities for teachers to deepen their understanding of specific mathematical content with an emphasis on making sense of the mathematics (conceptual understanding and connections between concepts and mathematical procedures) and the progression of learning in the grades before and after the grade level they teach, and within their grade level, as described in the <u>Progressions Documents</u>;
- Emphasis on developing classroom instructional practices that support the three shifts within the mathematics standards: Focus, Coherence, and Rigor;
- A focus on equity with the conviction that all students can learn the mathematics deeply, and that instruction should include research-based, culturally responsive strategies that support students of all backgrounds and abilities;
- Explicit connections between content learning standards and Washington State's 2013 English Language Proficiency (ELP) standards; and
- Professional learning programs that strengthen the teaching and learning of mathematics in all classrooms, focusing on the following Mathematics Teaching Practices:
 - o Establish mathematics goals to focus learning
 - o Implement tasks that promote reasoning & problem solving.
 - o Use and connect mathematical representations
 - Facilitate meaningful mathematical discourse
 - Pose purposeful questions
 - o Build procedural fluency from conceptual understanding
 - Support productive struggle in learning mathematics
 - o Elicit and use evidence of student thinking

B. <u>Science</u>

With the adoption and implementation of the Next Generation Science Standards (NGSS) as Washington State's K-12 Science Learning Standards in 2013, there is an opportunity to strengthen and target professional learning for teachers that focuses on solid learning of science standards, and that supports implementation of the new science standards across gradesK-12.

The focus of MSP projects should reflect a systemic approach for transitioning to and implementing the NGSS and <u>The Framework for K–12 Science Education</u>, including an ongoing collaboration of ideas, resources, and lessons learned.

MSP elementary level professional learning programs should include:

- Providing opportunities for teachers to deepen content knowledge related to practice and grounded in research on how students learn science;
- Ensuring support of the three dimensional nature of the NGSS through the development and integration of novel STEM lessons that use existing resources and materials;
- Making explicit connections between content learning standards and Washington State's 2013 ELP standards;
- Using the science and engineering practices as key leverage points for student access to science and engineering focusing on equity and strategies that are research based, relevant, culturally responsive, and inclusive in their support of all backgrounds and abilities;
- Emphasizing the NGSS learning progressions across all three dimensions; and
- Developing tools that support MSP priorities and explicitly support cross-content connections.

MSP secondary level professional learning programs should include:

- Providing opportunities for teachers to deepen content knowledge related to practice and grounded in research on how students learn science;
- Ensuring support of the three dimensional nature of the NGSS by deepening teacher content knowledge through contextualized use of the science and engineering practices, crosscutting concepts, and disciplinary core ideas;
- Making explicit connections across content standards, including: CCSS-ELA Technical Reading and Writing in Science, CCSS Math Connections as indicated in the NGSS, and the ELP standards;
- Using the science and engineering practices as key leverage points for student access to science and engineering focusing on equity and strategies that are research based, relevant, culturally responsive, and inclusive in their support of all backgrounds and abilities;
- Developing tools that support MSP priorities and explicitly support cross-content connections; and
- Developing a systemic approach to professional learning using contextualized lessons.

C. Science Technology Engineering and Mathematics (STEM)

With the adoption and implementation of new Washington State Learning Standards for Mathematics (CCSS-M, 2011) and Science (NGSS, 2013), there is an opportunity to strengthen teacher professional learning that focuses on the math and science standards in the context of STEM literacy and the instructional practices that support student learning in STEM. MSP STEM projects present an opportunity for teachers to identify, apply and integrate concepts from science, technology, engineering, and mathematics to support STEM instruction that facilitates the understanding of complex problems and innovation including computer simulations and modeling to solve them.

Washington's MSP STEM projects should include real-world learning contextualized in students' everyday experiences, inquiry-based strategies, and project/problem based learning for teachers to model the interconnected nature of science, mathematics, technology, and engineering.

MSP STEM professional learning programs should include:

- Engagement in active learning with the authentic integration of science, technology, engineering, mathematics, and ELP standards;
- Real-world applied learning, inquiry based strategies, and project/problem based learning with access points for all learners;
- Authentic engagement of students in grade-level CCSS-M and NGSS to fully demonstrate the interconnected nature of STEM as a teaching and learning tool for the practices of science, technology, engineering, and mathematics;
- Creation of opportunities for teachers to deepen content knowledge related to practice and grounded in research on how students learn STEM;
- STEM lesson development that leverages existing instructional materials, makes meaningful, explicit connections between the NGSS, CCSS-ELA Technical Reading and Writing in Science, CCSS-M connections emphasized in the NGSS, and the ELP standards with full integration of engineering and technology; and
- A focus on equity with the conviction that all students can learn, and that instruction should include strategies that are research based, relevant, culturally responsive, and inclusive in their support of all backgrounds and abilities.

V. Key Project Components

A. Partnerships

Collaboration among partners is an important and required aspect of all funded MSP proposals. A keystone of the MSP program is creating and maintaining strong partnerships with institutions of higher education, districts, private schools, industry entities, external evaluators, and educational organizations. External evaluators are required in each project and serve as an objective collaborator with the partnership regarding issues of planning, executing, and reporting on findings; it is encouraged to involve the evaluator as a working member of the project team from the earliest stages of proposal development through the completion of a final cumulative report. Eligible projects must include identified required partners and one of the Core Partner Organizations must be identified as the Lead Partner. The Lead Partner identifies a project director from this organization and submits the MSP proposal on behalf of the partnership. The Lead Partner accepts management and fiduciary responsibility for the project. Additional partners are optional.

- i. Required Partners
 - Institution of Higher Education (IHE)-- Core Partner Organization
 A science, math or engineering department of an accredited two-or four-year
 college or university. A department of education is not an allowable Core
 Partner Organization partner although it may be an Additional Partner.
 - High Need Lead Education Agency (LEA)-- Core Partner Organization An LEA in which at least 40% of its students qualify for the free and reduced meal program as determined by the October 2013 collected by OSPI (see <u>OSPI</u> <u>Report Card</u> for a list of high-need LEAs; for updated information and current details of past data see <u>K-12 Data and Reports</u>.

3. Non-public school partner(s)

MSP projects must notify and provide the opportunity to non-public school teachers within the LEA's attendance area; section VIII provides more information on the inclusion of private school consultation.

ii. Additional Partners – Optional

- 1. School districts not identified as high need, public charter schools, or tribal schools.
- 2. Science, math, or engineering department within an accredited institution of higher education (IHE).
- 3. Education department of the same or another institution of higher education (IHE)
- 4. Educational service districts (ESDs).
- 5. A nonprofit or for–profit organization with demonstrated effectiveness in improving the quality of science, math and STEM teachers.
- Industry or business partnerships.
 Industry partners are strongly encouraged as they support connections between content and applications of the content within local industries.
 Industry partnerships also support K-12 students towards Career and College readiness as teachers integrate the content applications within mathematics and/or science courses and curricula.

B. Content Based Professional Learning

i. <u>Teachers</u>

The foundation of the federal MSP program is demonstration of positive impact of deepening teachers' content knowledge to support quality instructional practices. Successful MSP projects will focus on using professional learning opportunities and materials that explicitly address the mathematics content and practices of CCSS-M and the three dimensions of NGSS. Successful projects will provide professional learning experiences that support shifts in instructional practice as teachers deepen their understanding of important math and or science content consistent with NGSS and CCSS-M.

Teacher professional learning within funded MSP programs will:

- 1. Focus on science and mathematics content knowledge that teachers need for effective instruction, assessment, and evaluation;
- 2. Emphasize research-based instructional practices that support the content shifts of NGSS and CCSS-M.
- 3. Increase student learning and opportunities for students to engage in math and science that promote reasoning and integrate the mathematics content and practices of CCSS-M and/or science content and practices of NGSS.
- 4. Provide explicit pedagogical practices that support English Language Learners and students with disabilities.
- 5. Ensure a program design that supports the longevity of professional learning over the full, three year grant period for **all** teachers.
- 6. Provide at least 80 hours of professional learning for teachers which includes:
 - 2 week summer institute (>60 hrs) or summer workshop (< 60 hrs)
 - Face-to-face workshops during the school year
 - Collaboration opportunities for teachers (e.g. PLCs, virtual meetings, online blogging, classroom observations of colleagues) to support ongoing

learning, reflection and implementation of learning within project workshops

7. Identify participating teachers by asking them to apply to be involved in the project to ensure their 3-year commitment, apply what they learn in the professional learning opportunities to change their instructional practices, work collaboratively with colleagues in a cycle of ongoing learning and improvement.

ii. District and School Leadership

While not a required component of the federal MSP project, Washington State MSP projects are strongly encouraged to include building and district administrator participation in project activities. Administrator involvement demonstrates a commitment to engagement among with district and school leadership and MSP participating teachers to ensure continuity and alignment of project activities and sustainability of project outcomes. Project partners are encouraged to build relationships and collaborate with building leadership to ensure the MSP professional learning supports existing professional learning initiatives. Successful MSP projects have fostered support from district and school leadership to create and sustain school structures, culture, and environments supportive of the implementation and sustainability of the project.

MSP project expectations for school and district leadership:

- Collaborate with the MSP project team to ensure there is a clear understanding about how the work of the MSP grant will align with and support the district and school's implementation plan for NGSS and the CCSS-M;
- Participate in periodic meetings throughout the school year to evaluate the project and analyze MSP data to help inform successful practices and identify challenges to address;
- 3. Commit to involvement in the MSP project and collaboration with the project team to develop a long-term plan for sustained professional learning and continuation of the project beyond funding; and
- 4. Establish structures that support collaboration between classroom teachers and administrators characterized by regular opportunities and expectations for conversations centered around student learning and reflective inquiry on instructional practice.

Applicants have two options for funding administrator involvement in the MSP project.

Option 1: Support for Administrator Participation

Administrator participation in MSP activities, such as teacher workshops, classroom observations, and PLCs, support strong and engaged leadership as described above. Cohort Seven MSP funds through this RFP can pay for travel and other costs for administrators to attend any activities that participating teachers attend (such as MSP professional learning workshops), but can only pay stipends for time worked outside of regular work hours. Cohort Seven MSP funds cannot pay for workshops or meetings specifically for administrators, or other instructional leadership activities during the regular work day (such as classroom observations). If MSP projects plan to support administrator involvement, the Cohort Seven MSP Budget Narrative and Project Plan should clearly outline how administrators will be involved in the project. Additional points will be awarded for administrator involvement.

Option 2: Supplemental Administrator Leadership Funding Available

Cohort 7 MSP grantees may apply to receive up to \$15,000 per year of additional funding from the Washington Student Achievement Council's (WSAC's) Educators for the 21st Century Program (Title II Part A of the ESEA) for professional development for principals and assistant principals to ensure they have the discipline-specific instructional leadership skills that will help them work most effectively with teachers to help students master mathematics and/or science. Unlike MSP funds, these WSAC funds can be used to provide workshops specifically for principals/assistant principals. To receive this additional funding, projects must meet additional requirements as outlined in *Appendix E, Supplemental Administrative Leadership Funding*. Projects interested in Option 2 must:

- Meet all OSPI (MSP Title II Part B) and WASC (Title II Part A) requirements;
- Complete the questions and budget sections in Appendix E; and
- Upload the completed Appendix E form with the other required forms for the Competitive Request for Proposals in iGrants.

C. Theory of Action

Proposals should provide a Theory of Action (TOA) that supports their project design and is informed by recent research and studies on teaching and learning. This research base should provide a rationale for the chosen professional learning framework and activities and demonstrate a succinct pathway of how the chosen professional learning model will have an impact on student achievement in mathematics and science. The TOA can be revised throughout the project and should support district efforts around implementation of the CCSS-M or NGSS. Each project that seeks additional WSAC funding must include discipline-specific principal/assistant principal instructional leadership in its TOA.

D. Sustainability Plan

A key component to lasting, significant change in instructional practices is intensive and sustained professional learning. MSP projects should be intentionally designed to support a three-year professional learning cycle critical for sustained improvement. The MSP projects will invest a considerable amount of time and money within participating schools and with participating teachers and it is expected that the MSP investments have an ongoing impact on participants' instructional practice beyond the end of grant funding.

Proposals should include a Sustainability Plan, which is section H of the RFP. Throughout the project, funded projects will create, update and revise the plan for the duration of project. The Sustainability Plan should include details on sustaining project activities beyond the end of grant funding, building capacity for reaching additional teachers in the school, and/or district and creating Open Educational Resource (OER) resources and materials to support replicating aspects of the professional learning in other districts throughout Washington. OSPI MSP program managers will review and provide feedback and technical assistance periodically on the sustainability plans.

E. Project Website

Funded MSP projects will be required to create a project website within the first year of the project to communicate and disseminate partnership activities, successes, learnings, and professional development materials. This online resource library/website will be an avenue to

disseminate materials created and used with MSP funds. This resource library/website must be updated twice a year and have open access. OSPI will post the link on the MSP webpage. Examples of quality websites from previous MSP projects: STEM-IT <u>http://www.stem-it.org/</u> and Northwest Assessing with Learning Progressions in Science (NW ALPS) <u>https://www.nwesd.org/nwalps</u>.

F. Professional Learning Materials – Open Educational Resources, Access, and Licensing Resources produced with the Washington MSP grant are considered Open Educational Resources (OER) and will be licensed under the Creative Commons Attribution International 4.0 (CC BY 4.0) License. All derivative works made from others' existing OER must follow the terms of the open license on those works. Further information on correct attribution and licensing will be provided to all grantees. Previously copyrighted materials that are incorporated into the materials produced or delivered for this project will remain copyrighted by the original owner.

Projects should expect to share copies of professional development materials and resources throughout the project duration with OSPI leadership. OSPI will conduct periodic reviews of materials, collaborate with the project team, and provide peer reviews to ensure resources are complete and able to be replicated in other districts or schools. Upon completion of the MSP project, all materials and resources developed by the project must be sent to OSPI.

VI. Previous MSP Grantees

MSP grant grantees that have previously received MSP program funding from OSPI between 2008—2014 must explain how this proposed project differs from, builds on, and is informed by the prior project by responding to the questions in *Appendix F: Previous MSP Grantees*. Previous MSP Grantees are those who are replicating the work with new partners or continuing to build on the work with the same partners. Explanation should describe the previous MSP project's goals and evidence of impact on reaching those goals including qualitative and quantitative data clearly showing evidence of progress and impact towards goals. Previous grantees will be expected to reflect on specific challenges experienced in previous projects and how those challenges would be mitigated with this new project (including, but not limited to recruitment and/or attrition of participants, partnership relationships, change in leadership). This information will be reviewed using the *Reviewer Look-fors and Comments for Previous MSP Grantees* section of the *Scoring Rubric* and be used to provide context for reviewers and the OSPI MSP leadership team.

VII. Needs Assessment

MSP projects must ensure the focus of their project addresses identified needs within the participating schools. Goals and objectives for proposal must be based on the results of a needs assessment that identifies gaps and needs pertaining to mathematics, science, and/or STEM content.

Each proposal is required to include a needs assessment that consists of the following components:

A. Audience

The needs assessment should include various stakeholders, such as district personnel, participating school principal and other school administrative/leadership staff, teachers, students, parents, local industry, and community members who will be involved in the project. There must be evidence of teacher and student voices identifying their needs and how the proposed project will help support those needs.

B. Identified Need

- i. Opportunity gaps for students of special populations
- ii. Limited access to or recipient of quality math and science professional learning
- iii. Limited access to or recipient of quality CCSS-M and/or NGSS professional learning

- iv. Low student achievement in math and/or science
- v. Evidence of district commitment and initiatives focusing on student achievement in math and science
- vi. Identification of rural schools that have received limited professional learning opportunities

C. Equity

The needs assessment should provide data to show were the gap exists and how the project will target students identified as being underserved to help to reduce the opportunity gap. Evidence of how the project will support equitable access to high-quality professional learning opportunities should be addressed to ensure equity of participation across the state and regions, attending to support of teachers in small rural schools.

D. School Data

The needs assessment must include various measures (as determined by project partners) of school and district data to provide evidence of the identified needs of the schools. State test scores can be one of a variety of measures.

VIII. Private Schools Consultation

Grantees must adhere to regulations 76.652 and 76.656 of the US Department of Education's General Administration Requirements (EDGAR) and Section 9501 of the ESEA as authorized by the *Elementary and Secondary Education Act* which states that the MSP project must include and provide services to nonpublic school teachers and students within the LEA's attendance area. The applicant agency must identify and contact, prior to submitting a grant proposal, all appropriate nonpublic school officials and report on this meaningful consultation by filling out and submitting the Equitable Participation of Non–public Schools Certification form (Appendix D) with the project proposal. The purpose of this regulation is to ensure that teachers of all students (public or private) are able to benefit from this provision of federal funding. Successful projects must show evidence of their communication with ALL private schools in the district(s) boundary as part of the application, inviting them to be participants of the project. This communication must allow the private schools a minimum of three weeks (of when school is in session) to respond to the invitation.

For assistance in identifying all of the nonpublic schools located within its geographic boundaries, the applicant should visit OSPI's website at:

<u>http://www.k12.wa.us/PrivateEd/PrivateSchools/default.aspx</u>, which includes a list of nonpublic schools by district.

IX. Accountability, Evaluation, and Communication

A. Accountability

During the grant period, OSPI and WSAC will conduct site visits to summer workshops, school year workshops, and classroom visitations, to ensure alignment to project goals and success of project activities. Project leads will be notified of visits in advance. Site visit debriefs will be scheduled soon after the visit to provide reflection and feedback from the visitation. Projects will also have periodic formal check-ins, as well as informal conversations with project team members throughout the project. Suggestions given during these debriefs/check-ins regarding stronger alignment to project and MSP goals should be evident in future site visits.

Projects will be expected to complete a Continuation Application each year for approval of continued funding. Funds are never guaranteed and are based upon successful adherence to project and MSP goals, responsiveness of reporting, and available funding from the federal government.

B. Evaluation

MSP Partnerships are required to hire an external evaluator. The external evaluator can be an organization or an individual and must be selected to be an objective collaborator with the partnership regarding issues of planning, executing, and reporting on findings from both formative and summative evaluations of the program. The evaluator must be a working member of the project team from the earliest stages of proposal development through the completion of a final cumulative report. The contract for the external evaluator should be approximately 10% of the project budget. The external evaluator shall develop an evaluation and accountability plan that includes alignment to the project's Theory of Action and objectives that measure the impact of activities using an experimental design as outlined in the USDOE <u>A Guide for Reporting on Rigorous</u> <u>Evaluations</u>. The evaluation plan serves both formative and summative functions; it should include measurable objectives and identify the multiple measures to be used to show an improvement in student academic achievement and an increase in teacher content knowledge and shifts in instructional practices given their participation in content-based professional development activities.

C. Communication

It is the responsibility of the project leads to communicate with OSPI the dates, place, and times of all professional learning activities soon after the dates have been finalized by the project team. MSP projects are expected to respond to requests from OSPI in a timely manner, for quarterly budget actual reports, sustainability plans, etc. Projects are expected to communicate with OSPI regarding any significant changes to the project such as change in team members, request to change budget allocations, change in professional development plans, etc. Projects that receive WSAC funding are expected to adhere to these expectations as well.

MSP projects may be asked to accommodate visitations from education and/or government officials. Projects may be asked to support creation of informational documents to highlight impact of the MSP project, provide interviews, writing articles for publication, etc. to build visibility and support for MSP projects and funding.

MSP projects should consider how they will create awareness and exposure to the project and impact of the project to participating districts and non-participating districts in the region, to school board members, parents, the community and local industry.

X. Reporting Requirements

MSP partnerships will be expected to complete the following reports each year. These reports will identify the project's progress in meeting the objectives and targets described in the MSP partnership's evaluation plan. Failure to complete and submit these reports on time could result in projects losing their funding.

A. Annual Performance Report

Annual Performance Report (APR) to be submitted to Department Of Education through the MSP website at the project's yearly reporting date. The annual report (APR) follows specific guideline/formats for reporting content and data which will be communicated during meetings and/or via email from OSPI. APR deadlines are hard deadlines and no extensions will be granted.

B. Annual Performance Report - Summary Report

A comprehensive project summary report is to be attached with the APR for all 3 years. Student data, in the summary report, is to be reported out by the No Child Left Behind Act of 2001 (NCLB) reporting sub groups.

C. Quarterly Budget Actual Reports

Budget actual reports are required to be submitted quarterly. OSPI will provide the template for the report.

D. Continuing Application

Projects must complete and submit a continuation application by the end of February to receive approval for the next year's funding.

E. Invoices

Invoices showing all expenditures incurred by the MSP project must be submitted if requested by OSPI.

F. WSAC Reporting Requirements (for projects requesting optional WSAC leadership funding)

Projects receiving WSAC funding must provide the following to WSAC:

- 1. Interim and annual reports using forms provided by WSAC. The last annual report will be a cumulative final report covering principal/assistant principal instructional leadership components over the entire life of the project. Due dates will be coordinated with OSPI report due dates.
- 2. Continuation application due by the end of February each year.
- 3. Quarterly invoices showing all expenditures incurred by the project related to instructional leadership professional development funded by WSAC, accompanied by transaction detail supporting invoice amounts.

XI. Fiscal

A. Budget and Budget Narrative

The partnership budget must reflect the goals and objectives of the overall project and should align with the proposed work plan. Partnerships must complete a budget with supporting narrative for each identified expenditure, for the entire proposed project, that identifies costs for each year of the grant. The estimated cost in each budget category must be commensurate with the proposed activities. The amounts requested in each line item must be documented and justified in the budget narrative. The initial proposed budget will be uploaded within iGrants. This budget and supporting narrative are subject to OSPI approval.

Projects using WSAC funds must complete a separate budget (using the form in Appendix E) and supporting narrative explaining how the project arrived at the amounts on the budget form. This budget and supporting narrative are subject to WSAC approval.

B. Uses of Funds

MSP grant funds should be used to supplement, not supplant, state and/or local funds that would otherwise be used for proposed activities. Proposed budgets must adhere to the following guidelines

Allowable:

Direct Costs:

- i. Funds may be used for:
 - a. project staff salaries and benefits
 - 1. The percentage of the project team salaries and consulting contracts of the entire proposed budget must be identified within the budget and the percentage must be reasonable and warranted.
 - 2. If a full time employee is assuming a percentage of their duties to support the MSP project, the budget narrative must explain what current duties the employee will relinquish and how the organization will accommodate the shift in duties to allow the employee to support the MSP project.
 - b. other administrative costs (such as graduate student support);
 - c. stipends (for time outside of the regular work schedule only);
 - d. substitutes;
 - e. tuition (except for WSAC funds);
 - f. materials for professional development;
 - g. program evaluation;
 - h. program dissemination;
 - i. travel to state and national MSP Title II–B meetings, etc. Travel should be provided for key partnership staff to participate in at least two state MSP meetings and one federal MSP meeting in Washington DC (up to 2 team members may attend); and
 - j. a working lunch, however, justification must be sent to OSPI for why a working lunch is necessary and prior approval must be obtained from OSPI (and WSAC, if applicable). Dinner, breakfast and light snacks cannot be funded.

Note: Grant funds may not be allocated to pay for both a participant's graduate credit tuition and to provide a stipend. Also, stipends for private school participants must be paid directly to the participants rather than through their schools.

ii. All awarded projects must fund an external evaluator. Approximately ten percent of grant is an average amount that projects should spend on external program evaluation.

Indirect Costs:

iii. Indirect costs, if charged, must be at the institutions approved rate and may not (except for indirect costs related to principal/assistant principal professional development charged to WSAC by partners whose approved rates are not established by OSPI) exceed the rates outlined in OSPI's Indirect Rate Policy. In no case may indirect be charged by more than one partner on the same direct cost.

Not Allowable:

- iv. Funds may not be used for:
 - a. costs associated with writing the proposal;
 - b. materials or equipment for students of participating teachers;
 - c. rental of space for workshops;
 - d. parking fees charged by partners;
 - e. supporting the research of individual scholars or faculty members;
 - f. full-time staff positions;
 - g. any technology equipment such as computers, projectors, interactive white boards, or other similar equipment; and
 - h. supporting travel to out–of–state professional meetings/conferences (other than the USDOE Mathematics and Science Partnership meetings and/or conferences).

XII. MSP Cohort Seven Partnership Selection

A. Review Process

Cohort Seven MSP grants will be awarded through a competitive review process. 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. Previous MSP Grantees must complete Appendix F, which will be used to provide context for reviewers and the OSPI MSP leadership team and will be reviewed using the *Reviewer Look-fors and Comments for Previous MSP Grantees* section of the *Scoring Rubric*.

The programmatic review and scoring of each proposal will be based on criteria designed to support high-quality professional development.

An objective review panel will evaluate eligible proposals using the established criteria reflected in the scoring rubric. Each proposal will be scored by multiple reviewers utilizing several rounds of review. The review panel will review each eligible proposal and select applicants who will be invited to the next round of review, which will include a short presentation and clarifying questions. Following the second review, reviewers will consider multiple factors, such as: reviewer scores, comments, and recommendations; proposal components (e.g. budgets and other components); finalist presentations; questions raised about the project; and geographic distribution of projects, to determine awards and level of funding. OSPI reserves the right to ask clarifying questions and reject proposals as a result of this process.

OSPI staff will contact the project director of awarded projects to discuss any modifications of the project plan and/or budget that may be required. In order to maximize the effects of limited funds, projects may be asked to revise the project budget and/or scope of work. If a project is not chosen, there will be an opportunity for the project to debrief with OSPI MSP leadership.

The complete scoring rubric that will be used by reviewers is provided in iGrants.

Review Category	Possible Points
Demonstration of Need and Research Base	35
Alignment of Goals/Objectives with Professional Learning Needs	18
Efficacy of Plan	24
Evaluation and Accountability Plan	30
Commitment and Capacity of Partnership	24
Budget and Cost Effectiveness	30
Priority Scoring Points	25
Previous MSP Grantee Comments	unscored
Final Score:	186

B. Proposal Review Components