

No Child Left Behind Act of 2001
Public Law 107-110
Request for Proposals (RFP) #2014-01

Title II, Part B
Mathematics/Science
Partnership Program

**Delaware Mathematics/Science
Partnership Grant**

Request for Proposals
2013-2015 Awards

RFP Published: July 2013

Proposals Due: Sept 24, 2013 by 3:00 p.m.

Q & A submitted by Sept 10, 2013

Grant Award Notifications: on or about Oct 24, 2013

Program Dates: Dec 1, 2013 – November 30, 2015

Delaware Mathematics and Science Partnership (MSP) Program Abstract

Purpose: The purpose of the Delaware Mathematics and Science Partnership Program is to:

- Support partnerships that increase the subject matter knowledge and teaching skills of K-12 mathematics and/or science teachers. Partnerships will bring together teachers with higher education mathematicians, scientists, and/or engineers to expand teacher subject matter knowledge.
- Enhance the professional development of K-12 teachers of mathematics and/or science as a career long process. Partnerships will provide opportunities for advanced and on-going professional development activities that improve K-12 teachers' subject matter knowledge and make evidence-based contributions that inform our understanding of how students effectively learn mathematics and/or science content. Partnerships will also provide teachers with opportunities to work with and gain knowledge from master teachers, coaches, and disciplinary higher education faculty in mathematics, science, and/or engineering.
- Provide sustained professional development that is collaborative and reflective, and supports teachers through follow-up activities and classroom mentoring and coaching.
- Improve student growth and performance in mathematics and/or science and demonstrate improvement in teacher content knowledge and effectiveness.

Eligibility: An eligible partnership is one that demonstrates deep and mutual engagement between (a) one or more school systems, at least one of which must meet high-need criteria; and (b) science, technology, engineering, and/or mathematics (STEM) faculty at an accredited 2 or 4 year college or university. In addition, it may also include additional accredited colleges or universities as well as faculty from the unit responsible for the preparation of teachers (typically the college of education), businesses, and non-profit and for-profit organizations with proven effectiveness in providing professional development to teachers of mathematics and science. In order to qualify as high-need, a school system must demonstrate that at least 35 percent of its students qualify for the free and reduced meal program, and/or less than 50% of students are meeting mastery in the grade zone and subject area for this grant, and/or have at least two schools participating in the MSP grant project designated as a Delaware Focus and/or a Partnership Zone School.

Priorities of the Delaware DOE: In addition to the purpose and partnership eligibility descriptions listed above, the Delaware Department of Education (DDOE) places funding priority on partnerships that (a) provide staff development focused on effectively addressing the Common Core Math Standards and/or the New Delaware Science Standards (if adopted) that is not curriculum specific and includes school level administrators ; (b) provide evidence of student growth and achievement in mathematics and/or science as well as evidence of gains in teacher content knowledge and effectiveness; and (c) provide follow-up modeling, coaching, and monitoring within cohort teachers' classrooms.

Estimated Amount to be Awarded: \$1,400,000 (Over two years)

Anticipated Number of Awards: 2-3

Award Distribution: The DDOE intends to fund MSP projects equitably and to distribute the projects across the state to the extent that submitted, qualified proposals allow.

Duration of Grants: Two years, pending (a) evidence of project effectiveness, (b) compliance to program requirements (c) meeting all reporting requirements and (d) availability of federal funding.

Fiscal Agents: Fiscal responsibility for the grant may rest with either the lead school system partner or the lead higher education partner, as determined by which partner has the greater capacity to serve in that role. In certain cases, the Delaware Department of Education may serve as the fiscal agent for a partnership.

Requirements of Awarded Applicants: If awarded MSP funds, all awardees will be required to submit budgets using current DDOE financial forms. Schedules and locations of staff development must be submitted twice a year to the DDOE MSP Program Manager. In addition, each project must be represented at the U.S. Department of Education's regional meeting each year. A mid-year report will be due to DDOE on or about March 15th of each year. A continuation application for year 2 funds will be due in June/July, of the initial school year for funding. An online Annual Performance Report must be submitted to DDOE by October 31 of each year and the State will then review by November 15th and either require revisions by the grantee or notify the grantee that the report is ready for submission to be made to the U.S. Department of Education by November 30 of each year. All awarded projects will receive monitoring for both programmatic and fiscal compliance. Projects should expect one or more site visits each year from DDOE staff and the external state-wide evaluator.

Intent to Apply: Applicants should submit a non-binding notice of Intent to Apply via email to Renee Parsley (renee.parsley@doe.k12.de.us), DDOE MSP Program Manager, by Monday, August 12, 2013. These intention letters will help the DDOE make appropriate appointments to the grant review panel and should **list the partnering school system(s), organizations, and institute(s) of higher education in addition to the subject and grade levels with which the partnership intends to work. Applicants who submit a letter of intent will be notified of any updates or timeline changes during the application period. Other applicants risk missing notifications and updates.**

Proposal Due Date: Proposals will be due to DDOE by 3:00 PM on September 23, 2013. See page 19 for detailed proposal delivery directions.

Review and Notification of Awards: It is the intention of the DDOE to convene an expert review panel to rank proposals for funding purposes. Thereafter, the DDOE anticipates announcing award decisions to partnerships on or about October 24, 2013.

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Mathematics and Science Partnership (MSP) Program Overview

Title II Part B: Mathematics and Science Partnership (MSP) Program Overview

The Mathematics and Science Partnership (MSP) Program is funded under Title II, Part B of the *No Child Left Behind Act of 2001*. Its purpose is to improve the content knowledge and teaching skills of mathematics and/or science teachers in order to increase the achievement of their students.

To be eligible, a partnership **must** include, at a minimum:

an engineering, mathematics, or science department of an IHE; and a high-need LEA.

A partnership **may** include:

another engineering, mathematics, science or teacher training department of an IHE;
additional LEAs, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools;
a business; or
a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

Partnerships assume responsibility for designing, implementing, and evaluating professional learning programs that effect deep, lasting improvement in mathematics and/or science education by:

- a) establishing and operating **intensive** mathematics and/or science professional learning experiences for teachers with ongoing **follow-up** training and support that improves their content knowledge and instructional practice; and
- b) using **scientifically-based researched teaching methods** to promote strong teaching skills for mathematics and/or science teachers.

AUTHORIZED ACTIVITIES- An eligible partnership shall use funds provided under this part for one or more of the following activities related to elementary schools or secondary schools:

- (1) Creating opportunities for enhanced and ongoing professional development of mathematics and/or science teachers that improves the subject matter knowledge of such teachers.
- (2) Promoting strong teaching skills for mathematics and/or science teachers and teacher educators, including integrating reliable scientifically based research teaching methods and technology-based teaching methods into the curriculum.
- (3) Establishing and operating mathematics and/or science summer workshops or institutes, including follow-up training, for elementary school and secondary school mathematics and/or science teachers that —
 - (A) shall —
 - (i) directly relate to the curriculum and academic areas in which the teacher provides instruction, and focus only secondarily on pedagogy;
 - (ii) enhance the ability of the teacher to understand and use the challenging State academic content standards for mathematics and/or science and to select appropriate curricula; and
 - (iii) train teachers to use curricula that are —
 - (I) based on scientific research;
 - (II) aligned with challenging State academic content standards; and
 - (III) object-centered, experiment-oriented, and concept- and content-based; and

- (B) may include —
- (i) programs that provide teachers and prospective teachers with opportunities to work under the guidance of experienced teachers and college faculty;
 - (ii) instruction in the use of data and assessments to inform and instruct classroom practice; and
 - (iii) professional development activities, including supplemental and follow-up activities, such as curriculum alignment, distance learning, and activities that train teachers to utilize technology in the classroom.
- (4) Recruiting mathematics, engineering, and science majors to teaching through the use of —
- (A) stipends provided to mathematics and/or science teachers for certification through alternative routes; and
 - (B) scholarships for teachers to pursue advanced course work in mathematics, engineering, or science;
- (5) Developing or redesigning more rigorous mathematics and/or science curricula that are aligned with challenging State academic content standards and with the standards expected for postsecondary study in mathematics and science.
- (6) Establishing distance learning programs for mathematics and/or science teachers using curricula that are innovative, content-based, and based on scientifically based research that is current as of the date of the program involved.
- (7) Designing programs to prepare a mathematics or science teacher at a school to provide professional development to other mathematics or science teachers at the school and to assist beginning and other teachers at the school, including (if applicable) a mechanism to integrate the teacher's experiences from a summer workshop or institute into the provision of professional development and assistance.
- (8) Establishing and operating programs to bring mathematics and/or science teachers into contact with working scientists, mathematicians, and engineers, to expand such teachers' subject matter knowledge of and research in science and mathematics.

Delaware's MSP Program Description and Goals

Title II, Part B of the *No Child Left Behind* legislation authorizes each state to conduct an MSP competitive grant program. The Delaware Department of Education (DDOE) is responsible for administering the program and is authorized to award approximately \$1,400,000 in competitive grants as of October 24, 2013. Grants will be awarded to eligible partnerships for a period of two years, subject to (a) compliance with program requirements, (b) demonstration of effectiveness, (c) meeting all reporting requirements, and (d) availability of federal funding. The DDOE reserves the right to extend any grant award to a third year, based on a-d above. Compliance to items a-d above does not guarantee consideration for a third year extension.

As the Common Core State Standards (CCSS) in Mathematics and the Next Generation Science Standards (if adopted), and state assessments to measure student progress are implemented, school systems are concentrating their efforts on adjusting instruction to prepare greater numbers of students for high achievement in mathematics and science. To support these improvement efforts, the Delaware MSP Grant strives to improve grades K-12 mathematics and/or science teacher quality by immersing teacher cohort groups in sustained, creative, and strategic professional learning that extends beyond commonplace approaches to improve mathematics and/or science achievement. This cohort-based approach will enable teachers to see themselves as integral members of a professional community linked with others devoted to learning and practice.

The Delaware MSP Grant seeks to improve the content knowledge and ability to analyze student thinking of mathematics and/or science teachers in grades K-12. More specifically, the program strives to meet the following goals:

Increase the capacity of grades K-5, 6-8, and/or 9-12 mathematics and/or science teachers to improve student achievement, particularly in schools with the greatest instructional and academic need;

Increase the number of grades K-5, 6-8, and/or 9-12 mathematics and/or science teachers who participate in content- based professional learning and who are prepared to teach challenging courses and curricula;

Provide sustained professional development that is collaborative and reflective and supports teachers through follow-up activities and classroom mentoring and coaching.

Increase the content and pedagogical knowledge of building level administrators through meaningful participation in mathematics and/or science professional learning sessions of MSP projects.

Areas of specific need include, but are not limited to

- Increasing the content knowledge of mathematics and/or science teachers
- Developing effective pedagogical practices of mathematics and/or science teachers in relation to the CCSS Standards and NGSS (if adopted), including the Standards for Mathematical Practice and/or the NGSS Science and Engineering Practices
- Providing training that will enhance math and/or science teachers ability to effectively implement DE Mathematics Common Core State Standards and/or DE Science Standards (NGSS, if approved)
- Providing professional development that promotes and supports significant collaboration between math and science teachers to improve instruction and student achievement in both math and science.

The DDOE anticipates funding 1-3 projects showing the potential to accomplish these goals and will distribute the awards to projects across the state to the extent that submitted, qualified proposals allow. MSP project applications will be reviewed using a rubric included in the Appendix and funded beginning with the most highly recommended project.

Delaware MSP Program Requirements and Administration Information

To increase the likelihood of reaching these goals, the DDOE has set specific requirements for partnerships in terms of high-need criteria, partnership eligibility, use of funds, allowable expenditures, and the anticipated grant competition timeline.

High-Need Criteria

A school system is considered to be high-need by the Delaware MSP Program if it meets the following criterion:

At least 35 percent of its students qualify for the free and reduced meal program, and/or less than 50% of students meeting mastery in the grade zone and subject area for this grant, and/or have at least two schools participating in the MSP grant project designated as a Delaware Focus and/or a Partnership Zone School.

Eligible Partnerships

Partnership is critical to the success of individual MSP projects. Partnerships eligible to apply for an MSP Program grant ***must*** include:

at least one high-need school system;
the science, engineering, or mathematics department of an accredited 2 or 4 year college or university in Delaware;

Partnerships ***may*** also include:

another engineering, mathematics, science or teacher preparation unit of an IHE;
additional LEAs, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools;
a business; or
a nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

Partnership Roles

Partnerships must have a management structure in which each partner is ***fully*** represented and engaged, including a project director (preferably but not necessarily) from the organization serving as fiscal agent, as well as, project leaders from each of the remaining organizations. In addition, it is recommended that one teacher/specialist and/or a curriculum supervisor/director from each participating school/system serve on the management team. This project management team must meet regularly to oversee all phases of the project, including design of the project, recruitment and retention of the teacher cohort group, implementation of the project plan, and collection and analysis of data related to its impact on teaching and learning.

Key elements for the Partnerships:

partners are equal and make collaborative decisions;
roles for mathematicians, engineers and/or scientists are clearly defined;
consistent vision, values, goals and objectives are shared by all partners;
communication is consistent and deliberate;
there are benefits to teachers;
there are benefits to students; and
there are benefits to partnering mathematicians, engineers and/or scientists.

Additionally, the project management team has collective program responsibilities:

- submit a mid-year progress report to the MSP Program Manager at the DDOE;
- submit an annual performance report to the DDOE MSP Program Manager by October 30 of each project year and ensure that the report is revised and ready to be shared with the U.S. Department of Education by November 30 of each year;
- participate in regional MSP conferences and institutes (1 per year) organized by the U.S. Dept. of ED, if provided.

At the conclusion of project year one, the management team will submit a brief application to the DDOE MSP Program Manager that must include compelling justification for funding to be continued into project year two. This same application will be required should the Department offer to extend project funding for a third year. The decision to offer a third year extension rests solely with the DDOE.

During the grant period, site visits from the MSP Program Manager from DDOE (or DDOE designee) should be expected. It is the responsibility of the management team, particularly the project director, to ensure that the DDOE MSP Program Manager is kept current as to when and where the professional learning sessions will take place.

Partner Organization Proposal Limit

There is no proposal limit for an organization. However, the DDOE may elect to limit the number of awards granted to any one organization.

Fiscal Responsibilities

The DDOE has determined that either the lead school system or the lead higher education partner may serve as the fiscal agent of the grant. The fiscal agency should be determined according to which organization has the greater capacity to serve in such a role. The Project Director, generally, should be employed by the fiscal agent. Exceptions can be made however through written approval by the DDOE MSP Program Manager. Indirect costs may not exceed 8 percent (or the institutions federally negotiated indirect cost rate, whichever is lower) for its role as fiscal agent.

The grantee is subject to the audit requirement contained in the Single Audit Act Amendments of 1996 and revised OMB Circular A-133. The grantee is subject to financial compliance monitoring from the DDOE, U.S. Department of Education, or others designated by DDOE to conduct monitoring.

Usage of Funds

A partnership may use MSP Program funds for one or more of the following initiatives for mathematics and/or science teachers of grades K-12:

- Creating opportunities for enhanced and ongoing professional learning that improves teacher content knowledge and ability to analyze student thinking and make corresponding instructional decisions;
- Establishing and operating mathematics and/or science intensive institutes and related follow-up training and support that (a) directly relate to the standards and content in which the teachers provide instruction yet provide instruction at a level beyond the level of content they are expected to teach to students; (b) improve the ability of the teachers to understand and use the Common Core State Standards in mathematics and/or prepare teachers of science to implement the key scientific ideas and practices identified in A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas and the Next Generation Science Standards (if approved); (c) improve the ability of teachers to integrate and to understand applications of the STEM disciplines; (d) provide instruction and practice in the effective use of content-specific pedagogical strategies; and (e) provide instruction in the use of data and assessments to inform mathematics and/or science classroom practice.

Allowable Expenditures

MSP Program funds must be spent exclusively on costs associated with providing high quality, content-specific professional learning opportunities to mathematics and/or science teachers of grades K-12. In general, across the US, MSP partnerships tend to spend between \$35-\$55 per teacher per contact hour on the total cost of their MSP Program work.

Budget Design Considerations

For any staff member whose duties include both administrative and instructional services, create separate budget entries showing the requested amount for each set of services. Describe the grant-related services to be provided, as well as whether or not the person is working outside regular hours and describe each benefit and its percentage when benefits other than FICA are being requested.

The applicant must provide a direct link for each cost to the goals and objectives in the project activity plan.

For instructional employees working a part or all of their regular work day on the grant, applicants must describe the actual professional development instruction or coaching (instructional salaries) duties to be performed and to whom they are providing the services. Applicants must be sure to include an appropriate cost basis such as the hourly rate and the number of hours worked.

The Department of Education will disallow all ineligible costs, as well as costs not supported by the Project Activity Plan. These funds will not be eligible for reallocation.

Grant funds must be used to supplement and not supplant existing efforts of the organization. Federal funds cannot be used to pay for anything that a grant applicant would normally be required to pay for with either local, state, or federal funds or aid. This requirement also covers services previously provided by a different person or job title. The exceptions are for activities and services that are not currently provided or statutorily required, and for component(s) of a job or activity that represent an expansion or enhancement of normally provided services.

Maximum Eligible Costs

OMB Circulars A-21, A-87, and A-122 establish spending rules for recipients and sub-recipients of all federal funds. OMB Circulars can be located at http://www.whitehouse.gov/omb/circulars_default .

Salaries and Wages: Funds may not be used to augment the total salary or salary rate of faculty/staff members during the period covered by the term of faculty appointment or to reimburse faculty members for consulting or other time in addition to a regular full-time organizational salary covering the same general period of employment. Exceptions may be considered for weekend, evening classes, or for administrative work done as overloads.

The names of the Project Director, faculty, contractors, and other direct service personnel and the estimated number of work hours to be performed during the project year for which funding is requested and the total amount of salary funding requested per year must be listed. Salary rates requested must be consistent with the organization's regular practices. The budget justification should detail the rates of pay by individual.

It is permissible for the Project Director to budget for project management as time required in addressing the specifically named goals and objectives of the project.

As with all uses of federal grant funds, the sub-grantee will need to maintain records to document that payment of wages is reasonable and necessary to the approved project.

Consultant and Contracts: Not to exceed \$800 per full day for professional services. Consultant expenses should be calculated according to the state regulations governing expenses. Consultants requiring compensation in excess of \$800 per full day may be utilized in unique situations but only with prior written approval of the DDOE MSP Program Manager.

Project Management Professional Development: Project Directors and up to one other staff member are required to attend one MSP Regional Meeting that is conducted by the U.S. Department of Education. MSP funds can be used to support these travel expenses in accordance with state fiscal regulations. MSP funds should be budgeted for these events.

External Evaluation Services: A maximum of 8 percent of the total award may be used for external evaluation services. External evaluators should not be affiliated with any of the institutions in the partnership. Grants planning to use an affiliated external evaluator must get written permission from the DDOE MSP Program Manager. If conducting a quasi-experimental evaluation design, additional funds may be justified for an evaluator.

Teachers' Compensation: The grant program's maximum allowable contribution to teacher compensation is **\$155** per day for each participant. A day will consist of at least 6-hours of actual instruction. Teachers participating for less than 6 hours a day may be compensated at \$25 per hour.

Tuition: Annual tuition payment (payable to the IHE where the credits will be earned and coded) for graduate course credits is permissible if the course and participant meet all four of the following criteria:

1. the course is directly related to the MSP participants' professional development plan;
2. the course will lead to the completion of an accredited graduate education program/endorsement;
3. the participant successfully completes the course with a grade of B or better; and
4. the tuition for a course is not already provided by the LEA.

Travel: Travel expense reimbursement is limited to the state-approved rate per mile and per diems. Other travel arrangements should be made by the least expensive means available. Travel and its relation to the proposed activities must be specified and itemized by destination and cost. Funds may be requested for field work, attendance at meetings and conferences, and other in-state travel associated with the proposed work. In order to qualify for support, however, attendance at meetings or conferences must be necessary to accomplish proposal objectives, or to disseminate its results. Allowance for air travel normally will not exceed the cost of round-trip, economy airfares. Persons traveling under the project must travel by US-Flag air carriers, if available. Out-of-state conference travel shall be limited to one MSP Regional Conference only per year unless otherwise authorized by the DDOE MSP Program Manager.

Materials and Supplies: Funds may be spent on materials and supplies to facilitate the professional learning of teachers. The proposal budget justification should indicate the general types of expendable materials and supplies required. Materials and supplies are defined as tangible personal property, other than equipment, costing less than \$5,000, or other lower threshold consistent with the policy established by the proposing organization. Cost estimates must be included for items that represent a substantial amount of the proposed line item cost.

Instructional materials can only be purchased for the teacher attending the professional development for the purposes of the program (federal funds may not be used to purchase equipment or instructional materials for the students of the teacher).

Sub-awards: Except for the procurement of such items as commercially available supplies, materials, or general support services allowable under the grant, no significant part of the substantive effort under the grant may be contracted or otherwise transferred to another organization without prior authorization. The intent to enter into such arrangements must be disclosed in the initial proposal, and a separate budget should be provided for each sub-awardee, if already identified, along with a description of the work to be performed. Otherwise, the disclosure should include a clear description of the work to be performed, and the basis for selection of the sub-awardee.

Restricted Indirect Costs: 8 percent is the maximum restricted, indirect cost rate allowed. The indirect cost rate applies only to direct costs, not the total award amount received. Applicants must use one of the two following indirect cost rates, whichever is lower:

- A) 8 percent; or
- B) The institution's federally negotiated indirect cost rate.

INELIGIBLE COSTS:

Costs associated with writing the application;
Equipment (smart boards, computers, IPADS, printers, etc.); Full salaries of administrative or clerical personnel*;
Tuition charges and/or university/activity fees already covered in the higher education partners' salary and fringe;
Capital improvements;
Supporting the research of individual scholars or faculty members;
Providing compensation for IHE faculty attending workshops or conferences other than U.S. Department of Education Mathematics and Science Partnership Conferences;
Supporting travel to out-of-state professional meetings, unless it is demonstrated that attendance at a meeting will directly and significantly advance a project and has written approval of the DDOE Grant Manager;
Costs that are not directly related to the educational program and that are unsupported by the proposal; and
Entertaining

** In most circumstances, salaries of administrative or clerical staff are included as part of indirect costs (also known as Facilities and Administrative Costs (F&A) for Colleges and Universities). Partial salaries of administrative or clerical staff may be requested as direct costs for a project requiring an extensive amount of administrative or clerical support and where these costs can be readily and specifically identified with the project with a high degree of accuracy. The circumstances for requiring direct charging of these services must be clearly described in the budget justification. Such costs, if not clearly justified, may be deleted. See OMB Circular A-21 (2 CFR Part 220) and OMB Circular A-87 (2 CFR Part 225), for examples of where direct charging of administrative salaries may be appropriate.*

The following table provides further specificity to allowable expenses.

Category	Guidelines
Teacher Stipends	Not to exceed \$155 per day during off-contract time (a day will contain at least 6 hours of actual instructional time); teacher fringe benefits may be covered by MSP grant funds. Teachers must be eligible to work in the United States.
Substitutes	Not to exceed \$115/day when MSP training sessions take place during teacher contract time, and must be in compliance with all state reimbursement limitations for substitutes.
Project Management Team Salaries	Persons serving on the management team may be paid an honorarium at the same rate allowable for teacher stipends.
School-Based Coaches/Mentor Salaries	Shall be based on the negotiated hourly rate plus one hour of paid preparation time at a rate of .5 the negotiated hourly rate per hour of coaching.
Consultants and Contracts	Not to exceed \$70/presentation hour and \$35/hour for preparation time for consultants or presenters with a maximum per day rate of \$800; not to exceed \$50/presentation hour and \$25/hour for preparation time for partnership personnel with a maximum of \$600/day. Only 2 hours prep time /hour of presentation time funded. In certain circumstances (for example a national presenter) written permission from the DDOE Program Manager may be granted for contracts exceeding these limits. All contracts must be in compliance with any state limitations.
Higher Education Faculty	Regular salary per hour of contact time; 50% of salary per hour of planning/preparation time. Only 2 hours prep time /hour of presentation time funded.
Evaluation	A maximum of 8% of total project budget may be spent on a formal project external evaluator. DDOE may allow additional funds for a plan that successfully conducts a quasi-experimental study following U.S. Dept. of ED guidelines/requirements.*
Travel	Reimburse mileage, meals, and lodging according to state/system guidelines for project-related travel only.
Meals	Not to exceed 1% of the total MSP budget for the grant for working lunches/dinners. Must be in accordance with state and federal guidelines. Guidelines will be shared upon receiving an MSP award.
Management Team Events	Reimburse travel expenses for management team participation in U.S. Dept. of ED and DDOE-hosted MSP events according to state/system guidelines.
Materials and Supplies	Funds may be spent on materials and supplies to facilitate professional learning of teachers, not on classroom instructional materials.
Indirect Costs	Not to exceed 8% of direct costs

MSP Program funds received must be used to supplement and not to supplant funds that would otherwise be used to support proposed activities.

*Quasi-experimental Study - A rubric designed by the U.S. Department of Education is used to determine whether a grantee's evaluation meets the minimum criteria that need to be met for an evaluation to be successfully conducted and yield valid data. Evaluation components covered in the rubric include sample size, quality of measurement instruments, quality of data collection methods, data reduction rates, relevant statistics reported, and baseline equivalence of groups. The rubric is included in Appendix B of this document and is also posted at www.ed-msp.net under "Resources."

All costs must be necessary, reasonable, and allocable.

Anticipated Grant Competition Timeline

The DDOE expects to adhere to the following timeline with respect to the MSP grant competition but reserves the right to make changes as necessary. Questions pertaining to this timeline should be directed to the DDOE MSP Program Manager, Renee Parsley via email (renee.parsley@doe.k12.de.us).

Request for Proposals (RFP) Published:	July 29, 2013
Technical Assistance: Questions must be posted at http://www.doe.k12.de.us/rfplisting/ Last date to submit questions	September 10, 2013
Notice of Intent to Apply Due: (Requested but not required, those who do not submit notice of intent by deadline risk missing notifications of timeline changes, etc.): Send via email to renee.parsley@doe.k12.de.us	August 12, 2013 (by 4:00 pm)
Proposals Received by the DDOE:	September 23, 2013 (by 3:00 pm)
Proposal Review Panel:	Sept 24-Oct 8, 2013
Revisions to MSP Proposals (if requested by Review Panel):	Oct 9-21
Announcement of Grant Awards:	on or about October 24, 2013
Required Meeting for Awarded Projects/Dover	on or about Oct 31, 2013

Miscellaneous Information

a. **Indemnification**

1) General Indemnification.

By submitting a proposal, the proposing vendor agrees that in the event it is awarded a contract, it will indemnify and otherwise hold harmless the State of Delaware, DDOE, its agents and employees from any and all liability, suits, actions, or claims, together with all costs, expenses for attorney's fees, arising out of the vendor's its agents and employees' performance work or services in connection with the contract, regardless of whether such suits, actions, claims or liabilities are based upon acts or failures to act attributable, in whole or part, to the State, its employees or agents.

2) Proprietary Rights Indemnification

Vendor shall warrant that all elements of its solution, including all equipment, software, documentation, services and deliverables, do not and will not infringe upon or violate any patent, copyright, trade secret or other proprietary rights of any third party. In the event of any claim, suit or action by any third party against the State of Delaware or DDOE, the State of Delaware or DDOE shall promptly notify the vendor in writing and vendor shall defend such claim, suit

or action at vendor's expense, and vendor shall indemnify the State of Delaware or DDOE against any loss, cost, damage, expense or liability arising out of such claim, suit or action (including, without limitation, litigation costs, lost employee time, and counsel fees) whether or not such claim, suit or action is successful.

If any equipment, software, services (including methods) products or other intellectual property used or furnished by the vendor (collectively "Products") is or in vendor's reasonable judgment is likely to be, held to constitute an infringing product, vendor shall at its expense and option either:

- (a) Procure the right for DDOE to continue using the Product(s);
- (b) Replace the product with a non-infringing equivalent that satisfies all the requirements of the contract; or
- (c) Modify the Product(s) to make it or them non-infringing, provided that the modification does not materially alter the functionality or efficacy of the product or cause the Product(s) or any part of the work to fail to conform to the requirements of the Contract, or only alters the Product(s) to a degree that DDOE agrees to and accepts in writing.

Delaware MSP Program Description

Projects are expected to accomplish goals through several key features, which must be evident in all proposals: clearly defined partnerships, carefully delineated work plans, and comprehensive evaluation plans that employ both formative and summative measures.

Key Features of the Delaware MSP Program

Partnership

The success of individual MSP projects rests squarely on the strength of the partner relationship. Each member of the project management team is expected to be actively engaged in the project effort at the institutional and individual levels, as well as share goals, responsibilities, and accountability for the program. The project management team must be convened regularly to oversee the design, implementation, and evaluation of the project. Furthermore, each partnership is expected to draw upon the expertise of all of its members through staff members' collaborative planning and/or facilitation of MSP professional learning sessions.

In addition to the expectations described above, partnerships should provide clear evidence of the following characteristics:

Commitment: Partnership members should demonstrate commitment to project goals and projected outcomes unique to its proposal. Commitment is illustrated by each partner's clear description of the expertise, time, and resources it will provide to support the goals of the partnership. Commitment is also evidenced by the descriptions of anticipated benefits included in each partner's Memorandum of Agreement (MOA). While matching funds are not required, in-kind support is highly desirable and preference will be given to proposals in which partners contribute their own resources, including the coordination of other applicable grants, toward the project's success.

Sustainability: Partnerships must provide a clear description of long-term plans to use project data to determine its impact on teaching and learning and to support the continuation of the project model beyond the duration of the grant.

Capacity: Proposals must describe specific and achievable plans to recruit, serve, and retain a teacher cohort group with increased ability to improve student achievement in tested mathematics and/or science content areas. Further, proposals must provide a detailed description of the people and institutional resources available to conduct the project's activities and how the expertise of each will contribute to the achievement of the project's goals.

Work Plan

MSP project partnerships are expected to immerse teachers in a multi-year program of rigorous and appropriate courses and experiences that provide coherent study within a particular mathematics and/or science content area. Such programming should incorporate a number of elements:

Scientifically-based Research: Project design must be informed by current research and studies on teaching and learning. Scientifically-based research involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This research base should provide a rationale for the chosen professional learning model.

Cohort Approach: Projects must be designed to provide long-term professional learning opportunities to a cohort of teachers over multiple years.

Grade Bands: Projects may focus their efforts on mathematics and/or science teachers of grades K-5, 6-8, and/or 9-12 based on identified needs. Vertical teams or blends supported by needs and content are also appropriate. A separate needs assessment, work plan, and evaluation plan must be evident within the proposal for each grade band of teachers with whom the partnership proposes to work. If a blend of transitional grades for example 5-6 or 8-12 is part of your plan,

include those in a single needs assessment, work plan, and evaluation plan. Be very clear about the grades you are grouping for common instruction and why.

Professional Learning Plan Design: MSP projects must be designed to deliver at least **80 hours** of ongoing professional learning to **each teacher** in the cohort group **each year** in the form of both intensive professional learning activities and follow-up training and classroom support. Intensive training is intended to improve the content knowledge and teaching skills of teachers while classroom follow-up training and support is intended to infuse the knowledge and skills gained directly into the classroom to benefit students. Classroom follow-up support and training must be directly related to the focus of the intensive training. Members from each of the partnership organizations must actively participate in both the classroom-level follow-up support as well as the intensive phase of the program. Of the 80 total hours of training provided to each teacher per year, it is recommended that around 60 hours should be devoted to intensive training and approximately 20 hours to follow-up training and classroom support. Partnerships should seek to maximize the number of hours of participation by each cohort member.

Project Evaluation and Accountability Plan

Delaware's MSP projects are expected to use both formative and summative assessment methods to evaluate effectiveness. In the formative sense, evaluation should provide evidence of the strengths and weaknesses of the program, informing the partnership's understanding of what works and what does not in order to guide program modifications as needed. Such assessment should largely be provided by each project's formal evaluator. In the summative sense, common assessment tools (i.e. Delaware state education assessment) will be utilized across all projects to assist the DDOE in evaluating and providing feedback on the overall state level project as well as to inform individual partnerships of the effectiveness of the totality of their work.

Assessment instruments must be approved by the DDOE prior to the project receiving funding.

Applicants are encouraged to build a high-quality randomized controlled trial (RCT) into the design of their project in order to rigorously evaluate its effectiveness. RCTs are considered the gold standard for measuring a project's impact based on persuasive evidence that (i) they are superior to other evaluation methods in producing valid estimates of a project's impact; and (ii) the most commonly-used nonrandomized methods often produce erroneous conclusions. Applicants are encouraged to meet all criteria as defined in the *Guide for Summarizing MSP Evaluation Designs and Results* (Appendix B). This type of design must be carefully planned with an evaluator. MSP applicants, who by themselves may not have the required minimum sample of teachers to carry out an RCT, can propose to partner with other LEAs to form a consortium.

Providing Services to Eligible Nonpublic School Students, Teachers, and other Personnel

The No Child Left Behind (NCLB) legislation, Section 9501, requires all applicants for certain discretionary grant programs to include and provide services to eligible nonpublic school students and/or teachers. This MSP grant is subject to the requirements of Sections 9501-9504 of the No Child Left Behind Act of 2001 regarding the equitable participation of nonpublic school teachers in this grant program.

Nonpublic School Eligibility

Nonpublic school eligibility is based on the location of the nonpublic school(s), the design of the specific grant program and the needs of the nonpublic school(s). The needs must be able to be met via the discretionary grant program's specific program design. ** Generally, the nonpublic school must be located within the communities or geographic boundaries of the applicant agency or partner agency if applicable, serve the same grade band and subject area as the grant, and serve similar numbers of students to public schools in the grant. According to the parameters of the grant program and available funding, the applicant agency determines the area to be served.

****Example:** *If the design of the grant program is to provide math instruction for seventh and eighth grade teachers, then the nonpublic school(s) must serve seventh and eighth grade teachers who are in need of math instruction and must be in the geographic area served by participating public schools.*

Timely and Meaningful Consultation

For assistance in identifying all of the nonpublic schools located within its geographic boundaries, the applicant should visit www.privateschoolreview.com/state_private_schools/stateid/DE.

The applicant agency is responsible to **identify** all appropriate nonpublic schools **and to contact** the appropriate nonpublic school officials to begin the consultation process. The nonpublic school(s) must be **given a genuine opportunity to participate** in the grant program. The NCLB legislation requires all applicants to conduct *timely* and *meaningful* consultation with the appropriate nonpublic school officials prior to the development of the local project's grant application and prior to any decision being made regarding the design of the local project that could affect the ability of nonpublic school students, teachers and other education personnel to receive benefits. Consultation **must continue** throughout the implementation and assessment of activities.

Listed below are the considerations that must be taken into account by all applicants when assessing the needs of the nonpublic school students and teachers and when determining in consultation with the nonpublic school(s) whether those needs fit the grant's program design. Consultation generally must include discussion on such issues as:

- what services will be provided;
- how, when, where, and by whom the services will be provided;
- how the services will be assessed and how the results of the assessment will be used to improve those services;
- the amount of funds available for services; and
- how and when decisions about the delivery of services will be made.

NOTE: A unilateral offer of services by an applicant agency with no opportunity for discussion on the part of the nonpublic school representative **is not adequate consultation.**

Consistent and Comparable Services and Benefits

The NCLB legislation requires that the participation and involvement of the nonpublic school partners and participants be consistent (closely parallel, be similar) with the number of eligible children enrolled in nonpublic elementary and secondary schools within the geographic boundaries of the applicant agency or partner agency if applicable. The grant-related services and benefits must be comparable (having a similar effect) to those provided to public school children and teachers participating in the program, and they must be provided in a timely manner. All services to nonpublic school students and teachers must be secular, neutral, and non-ideological.

The Education Department General Administrative Regulations (EDGAR) §76.652 states that the applicant agency shall give appropriate representatives a **genuine opportunity** to express their views regarding **each matter** subject to the consultation requirements outlined above. By following this course of action, a successful consultation will result in a well-matched agreement between the applicant and the eligible nonpublic school(s). This agreement should:

- be appropriate for the specific grant program;
- allow for the orderly and efficient integration of the services for the nonpublic school students/teachers into the operation of the local project; and
- result in benefits which have similar effects for the applicant and the nonpublic school students and/or teachers.

Use of Funds Requirements (EDGAR 76.650 - 76.662)

When providing benefits to nonpublic school students with federal funds, the following must be addressed:

The grantee must maintain administrative control over all funds and property. *(No funds can flow directly to the nonpublic school via a subgrant).*

The grantee may place equipment and supplies in the nonpublic school for the period of time needed for the grant. **The grantee must ensure that the materials are used only for the purposes of the grant and can be removed from the nonpublic school without remodeling the nonpublic school facility.**

Funds cannot be used for construction of nonpublic school facilities.

Funds must be used to meet **specific needs** of students and staff. *(Funds cannot supplant benefits normally provided by the nonpublic school).*

Funds may be used to pay for services of an employee of the nonpublic school if the employee performs the services outside of his or her regular hours and the employees performs the services under the supervision of the grantee.

All benefits provided, including equipment and materials, must be **secular, neutral and nonideological**. *(IASA, Sec 14503)*

Required Forms

The applicant must provide, as part of the application, the signed *Equitable Participation of Nonpublic Schools* found in the DDOE MSP Proposal Framework Documents for 2013-2015 .

An applicant agency may be disqualified from funding if it fails to provide this form.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

MSP Research is typically done in an established educational setting, involving normal educational practices, such as research on the effectiveness of instructional techniques [Section 97.101(b)(1)] involving the use of educational tests. Information is recorded in such a manner that human subjects cannot be identified [Section 97.101(b)(2)] and therefore does not require IRB (institutional review board) approval or parental notification. Please refer to the following website for additional information: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Awarded projects will receive additional training in updated FERPA rules at the required training session.

Delaware MSP Proposal Format and Submission

Proposals submitted in response to this RFP **must** be prepared using the “Request for Proposal Framework for Applicants”, provided by the DDOE in the appendix and submitted in accordance with the following guidelines.

Format: Proposals that do not comply with these formatting requirements will not be reviewed or considered for funding.

- A. Typewritten and saved as a Microsoft Word read-only document or pdf file on a CD-ROM/Flash drive
- B. 1.5 line spacing (not including abstract, budget narrative(s) or appendix documents)
- C. Times New Roman 10-point font minimum
- D. Charts and graphs may be single spaced
- E. 1” side, top, and bottom margins
- F. Footer on each page with the page number, lead partner name, and appropriate grade band
- G. Stapled in the upper left hand corner; no binders or folders
- H. Include a cover page and a table of contents, which can be found in the framework document
- I. Required forms that are to be included in the body of the proposal are not subject to page limitations. Page limitations apply to narrative sections only.

Proposal Delivery: Partnerships must send **one original and five copies** of the complete proposal along with a CD-ROM or flash drive containing **one complete proposal file** in Microsoft Word (read-only) or PDF format.

All proposals must be physically received by the DDOE at the location listed below by 3:00 p.m. on September 23, 2013. Incomplete, late, or incorrectly formatted proposals will not be scored or considered for funding.

Applicants are encouraged to use express, certified, or registered mail. Faxed or emailed proposals will not be accepted.

Mail proposals to:

Ade Kuforiji
Dept. of
Education
401 Federal Street, Suite 2
Dover, Delaware
19901

All applicants who send in a letter of intent will be notified of any application updates or changes. If applicants do not submit a letter of intent they must contact Renee Parsley at renee.parsley@doe.k12.de.us for updates.

Delaware MSP Proposal Preparation

The DDOE has prepared a comprehensive proposal framework to be used by all partnerships in preparing a proposal for funding consideration. Evident in this framework is the requirement for every partnership to include a separate needs assessment, work plan, and evaluation plan for each grade band of teachers with whom it intends to work. Furthermore, all proposals must include the following components, presented in the sequence specified below.

1. Grant Application Cover Page
2. Assurances (Including the Equitable Participation form)
3. Application Preparation Checklist

4. Project Abstract

All partnerships must provide a **1-page, single-spaced** abstract of the proposal that briefly and concisely describes the program to be implemented and summarizes the intended results of the program. It should identify the project partners, the grade band(s) and content area(s) of proposed work, the number of teachers it intends to serve, the academic/instructional need of the schools in which they provide instruction, the partnership goals, and a brief overview of the work plan and evaluation plan.

5. Repeat Applicant Project Abstract

Partnerships that have previously received MSP funding within the last 3 years (2010 or later) may include an abstract of prior work. The abstract must describe the project's intended goals, the amount of funding received by project year, the number of teachers it intended to serve (according to its formal proposal), the number of teachers it actually served, an explanation of how the budget was spent, qualitative and quantitative evidence of progress towards goals, a description of partnership roles, and an indication of how the proposed work differs from, builds on, or is otherwise informed by prior efforts. The abstract may not exceed **3 single-spaced pages**.

6. Results of Needs Assessment

This section will identify and prioritize baseline professional learning needs of teachers in partner school systems, disaggregated by grade level and content area. It must identify specific gaps or weaknesses in teacher content knowledge. This baseline information must be determined using a current (within the past 12 months) quantitative **and** qualitative content-driven assessment of teacher professional learning needs. It should also include a description of the methods used to collect this information. Additionally, the needs assessment must include the current status of student achievement in mathematics and/or science for the targeted grades and should be disaggregated in table form by gender, ethnicity, socio-economic factors, English language learners (ELL), and disability and then analyzed in narrative form. It must clearly demonstrate high-need qualification.

The results of the teacher and student needs assessments must be used in the establishment of the goals and objectives for the proposed project.

7. Work Plan: Goals and Objectives, Project Action Plan, and Project Management Plan

Goals and Objectives - The project narrative must use the results of the content-driven needs assessment to identify **measurable** project objectives for increasing teacher content knowledge and changing teacher practice. It should describe the recruitment and retention strategies that will be used with the teacher cohort group. Objectives should be written in **year-long increments** so projects may assess progress towards goals qualitatively and quantitatively on an annual basis. The annual performance review of the project must be completed and submitted to DDOE by October 30, regardless of the start date of project activities.

Project Action Plan – The project action plan should describe the proposed creative, strategic activities that extend beyond commonplace approaches and how they provide instruction to teachers at a level beyond the level of content they are expected to teach to students; model content-specific instructional strategies that will provide teachers with the methodologies to effectively improve student achievement; and describe how the professional

learning sessions are specifically aligned to the content and standards in which participating teachers must provide instruction. The narrative should provide evidence of (a) an effective partnership among all organizations that work together to realize the project's vision and goals, (b) the participation of all project members in planning, design, and implementation, and (c) sufficient capacity of the partners to support the scale and scope of the project, especially the number of teacher participants. It should describe in detail how the partnership will achieve the goals and anticipated quantitative outcomes by means of a coherent plan. This description should include the research or evidence base on which the proposed work rests. It should describe how many schools and teachers will participate in the project and the level of need at those schools. Furthermore, it should describe how each partner will contribute to the proposed work. It must provide a timeline that correlates with the proposed action plan and the quantitative outcome goals and annual benchmarks.

Project Management Plan – This portion of the narrative should describe the management plan by which all partners are fully engaged to realize the partnership's goals and outcomes. It should describe in detail the specific roles, responsibilities, and time commitments of the project management team. It should also provide the number of STEM faculty and teacher preparation faculty who will be engaged in the project work. A one-page vitae for all project management team members, faculty members, and consultants involved with the project must be included in the proposal appendix. Their role in the grant should be noted on their vitae in the upper-right-hand corner.

8. Evaluation and Accountability Plan

The evaluation and accountability plan should be described in terms of how it will guide project progress annually and will measure the impact of the work described in the action plan, including a description of the instruments/metrics (state-required and other) by which the project will measure its progress towards goals. It should describe both formative and summative assessment methods that will be used. Formative evaluation should provide evidence of the strengths and weaknesses of the project and help the partnership identify the extent to which the lessons learned from the sessions are being applied by teacher participants at the classroom level. Summative evaluation should give an objective analysis of qualitative and quantitative data, thus demonstrating the effectiveness of the project on student and teacher outcomes. **If working with teachers in grades K-1, you must state how you will monitor student growth as there are no state scored tests for mathematics and science at these grade levels.** Although the evaluation plan will be developed with input from the partnership, objective analyses and findings **must** be determined by either an external evaluator or an evaluator within a partner institution who is clearly separate and distinct from the partnership participants and their respective departments. A timeline for the evaluation should be included, and the qualifications of the evaluator should be provided in a one-page vitae in the appendix.

*Note: The needs assessment(s), work plan(s), and evaluation/accountability plan(s) for all grade bands included in the proposal must not exceed **20 total pages (1.5 line spacing)**.*

9. Budget and Budget Narrative

Partnerships must submit **one** budget form for the entire proposed project. Each proposal must contain a budget for each year of support requested. The amounts requested for each budget line item should be documented and justified in the budget justification as specified below. The budget justification should be no more than three pages. The proposal may request funds under any of the categories listed so long as the item and amount are considered necessary, reasonable, allocable, and allowable under the applicable cost principles. Amounts and expenses budgeted also must be consistent with the proposing organization's policies and procedures and cost accounting practices used in accumulating and reporting costs. Cost principles governing the allowability of costs are contained in OMB Circulars A-21 (Colleges & Universities), A-87 (State, Local, & Indian Tribal Governments), and A-122 (Non-Profit Organizations) and are available at <http://www.whitehouse.gov/omb/circulars/index.html>.

The budget(s) and the corresponding narrative(s) should be aligned with the activities described in the proposal narrative, show evidence of effective, appropriate, and efficient use of funds, and describe clearly the full range of resources that will be used to accomplish the goals of the project.

10. Appendix

Within the appendix of the proposal, partnerships should provide additional project information including but not limited to (a) completed and signed partner identification/contribution/commitment/MOU form, (b) bibliography of works cited, (c) 1-page vitae of appropriate partnership personnel, (d) Signed Statement of Assurances form from each partner, (d) additional proposal support information submitted at the discretion of the partnership, such as samples of instruments used to conduct needs assessments, etc.

*Note: Each MOU should clearly outline the role and contributions of the partner and provide evidence that the proposed partnership activities are integral to the partner's instructional mission. It should be signed by the authorized authority (dean, VP, etc.) of each department of a higher education partner, the Superintendent of each partner school system, and the head of any other partner organization. All MOUs from school systems should clearly indicate their **willingness to share student data** of participating teachers **in a timely fashion** for annual reports to the US Dept. of Education.*

Delaware MSP Program Review and Award Process

Review Process

DDOE staff will review proposals as they are received for eligibility, completeness, and compliance with application requirements. If, in the judgment of the DDOE, a proposal is late or significantly incomplete, or if an applicant cannot establish its eligibility, the proposal will be omitted from consideration. In such cases, applicants will be notified of the decision in writing, and the decision of the DDOE is final.

An external review panel whose members have substantive expertise will then be convened to review all eligible proposals. The DDOE will recruit in-state and out-of-state panelists who bear no conflict of interest towards any of the partnerships. The review panel will use a rubric to evaluate the merits of each eligible proposal, assign a score, and make recommendations to the DDOE MSP Program Manager in terms of program, budget, and efficacy. The review panel's scores and recommendations will be the primary determinant of successful proposals and will form the basis for negotiation and final selection. Proposals will be ranked according to the final score assigned by the review panel and selected for funding consideration based upon specific criteria: final score; cost-effectiveness ratio determined by the relationship between the number of teachers served, the actual amount of teacher-faculty instructional contact time, and the total cost of the program; and geographic distribution. Following the review, the DDOE will make award decisions to fund those proposals that show the most promise for improving teacher content knowledge and instructional practice in mathematics and/or science. In order to maximize the effects of limited funds, applicants whose grants are awarded at less than the original request level may be asked to revise the project budget and/or scope of project work.

Review Criteria

The detailed scoring rubric that will be used by the review panel to assess applicant proposals can be found in the appendix of this RFP; however, the general review criteria are included below. Any proposal that earns a score of zero in any of the efficacy of plan criteria on the scoring rubric(s) will be disqualified from funding consideration. Additionally, the grade level notations in the points awarded column of both rubrics are included to make evident that scores from multiple grade band proposals will be averaged together to determine total criteria scores. If you are designing a project that is working with transitional grades (for example, 8th grade physical science and high school physical science teachers), then you need to submit them in only one work plan. You don't have to create a middle grades plan and a high school plan if they are the same plan (same instructors/content/schedule/cohort). Simply submit them in the category of the highest grade level and be clear about why you are crossing grade bands for common instruction.

Rubric: Criteria for Applicants

Categories	Points Possible
Commitment and Capacity of Partnership	9
Demonstration of Need and Research Base	12
Alignment of Goals/Objectives with Professional Learning Needs	18
Efficacy of Plan	32
Evaluation and Accountability Plan	20
Budget and Cost Effectiveness	9
Priority Scoring Points	10

Notification of Award

Upon completion of the review process, the DDOE MSP Program Manager will present funding recommendations to the Department for its consideration. Once final funding decisions have been approved by the DDOE, project directors will be notified of the status of their proposal in writing. Award packets with program-specific information will be emailed to each funded partnership. A required meeting of all project directors and leadership teams of funded partnerships will be held by the MSP Program manager of the DDOE on or about **October 31, 2013**.

MSP Program Inquiries

Please direct all MSP Program inquiries to Renee Parsley (renee.parsley@doe.k12.de.us), the DDOE MSP Program Manager.

MSP Grant Funding

Funding for DE MSP Grants is contingent on the USDOE providing funding to the state. The DDOE reserves the right to eliminate, reduce or increase funding to any awarded grant based on its annual MSP allocation from the USDOE. The DDOE also reserves the right to shorten or extend the grant funding period based on the performance reviews of awarded grants.

Appendix

Appendix A: Possible Resources for MSP Proposal Preparation

U.S. Department of Education/MSP Program

<http://www.ed.gov/programs/mathsci/index.html>.

National Staff Development Council (NSDC)

<http://www.nsd.org/>.

Horizon Research, Incorporated (HRI)

The website of HRI offers a wealth of information related to research and evaluation of mathematics and science initiatives: <http://www.horizon-research.com/instruments/>.

Learning Mathematics for Teaching (LMT) Project

The LMT Project website offers information on this assessment instrument suggested by the DDOE for funded mathematics MSP projects: <http://sitemaker.umich.edu/lmt/home> .

Project MOSART

Project MOSART's website offers thorough information, including a tutorial, on this suggested assessment instruments: www.cfa.harvard.edu/smghp/mosart/aboutmosart_2.html .

American Association for the Advancement of Science Project 2061 Science Assessment

Intended primarily for teachers, these assessment items and resources will also be useful to education researchers, test developers, and anyone who is interested in the performance of middle and high school students/teachers in science: <http://assessment.aaas.org> .

National Council of Teachers of Mathematics (NCTM)

The website of the NCTM might be helpful in providing research findings and professional learning ideas for use in a science teacher quality program: <http://www.nctm.org/>.

National Science Teachers Association (NSTA)

The website of the NSTA might be helpful in providing research findings and professional learning ideas for use in a science teacher quality program: <http://www.nsta.org/>.

National Academies

A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas identifies the key scientific ideas and practices all students should learn by the end of high school. It will serve as the foundation for new K-12 science education standards: http://www7.nationalacademies.org/bose/Standards_Framework_Homepage.html .

Common Core State Standards Initiative: Mathematics

http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

Next Generation Science Standards

www.nextgenscience.org

The Delaware Department of Education

www.doe.k12.de.us

Guide for Summarizing MSP Evaluation Designs and Results

One of the goals of the Mathematics and Science Partnership (MSP) program is to contribute to the knowledge base on effective professional development in mathematics and science. To this end, the MSP legislation (Title II, Part B of the No Child Left Behind Act) requires every MSP project to design and implement an evaluation and accountability plan that allows for a rigorous assessment of its effectiveness, and which includes information on the project's impact on teachers and students. In order to ensure that projects are providing high-quality information on program outcomes, the *Criteria for Classifying Designs of MSP Evaluations* (printed after this document /part of Appendix B), was developed as part of the Data Quality Initiative through the Institute for Education Sciences (IES) at the U.S. Department of Education. The criteria that comprise the rubric specify conditions that projects that use experimental designs and quasi-experimental designs must meet in order to be deemed rigorous evaluations.

In 2008, the rubric was applied to the final evaluation reports of completed MSP projects for the first time. In doing so, it became apparent that most projects evaluate more than one component of their project (e.g., teacher content knowledge in mathematics and/or science, teacher attitudes and beliefs, student content knowledge in mathematics and/or science), that different evaluation techniques are often applied to the different components, and that some components meet all the criteria for being classified as a rigorous evaluation while other components do not. It also became apparent that while most projects collect most of the information needed to assess their evaluation design(s), few report the information in a manner that allows it to be easily evaluated with the rubric.

This *Guide* was developed to provide Project Directors and Evaluators with guidance on how best to summarize their evaluation data to facilitate the review and assessment of their evaluation design(s). We recommend that you present the results for each of the criteria discussed below in an Executive Summary at the beginning of your *final* evaluation report.

Screening Process

MSP evaluations undergo a two-stage screening process. They are first screened for the type of evaluation design and then for the strength of the implementation of the individual elements of the design. Below we present the criteria that are used in each stage of the screening process followed by recommended summary tables or narrative reporting guidelines, where relevant, for presenting information about your evaluation.

Evaluation Design

To be classified as having a strong design, only one component of the evaluation has to be either 1) an experimental study that compares the outcomes of a randomly assigned treatment and control group or 2) a quasi-experimental study that compares the outcomes of a treatment and comparison group that meets one of two design criteria:

comparison group study with equating—statistical controls or matching techniques were used to make the treatment and comparison groups similar on their pre-intervention characteristics; or

regression-discontinuity study—individuals (or other units such as classrooms or schools) were assigned to treatment or comparison groups on the basis of a “cutoff” score on a pre-intervention non-dichotomous measure.

Summary Information

List each outcome that you are evaluating and the participant group to whom it applies, and check the type of evaluation design applied to that group. *The table below provides an example of a project that evaluated five outcomes using three different designs.*

Table 1. Evaluation Design Type				
Participant Group and Outcome	Experimental Design	Quasi-Experimental Design		Other Design
		with equating (matching)	regression discontinuity	
<i>Elementary teachers science knowledge</i>	x			
<i>Elementary teachers mathematics knowledge</i>	x			
<i>Elementary students science achievement</i>		x		
<i>Elementary students mathematics achievement</i>		x		
<i>Elementary teacher classroom practice science</i>				x
<i>Elementary teacher classroom practice mathematics</i>				x

Experimental Designs

For each participant group and outcome that was evaluated using an experimental design, please describe how units (i.e., participants, classroom schools, or districts) were randomly assigned to groups.

1. Participant Group/Outcome: _____: *(describe random assignment)*
2. Participant Group/Outcome: _____: *(describe random assignment)*
3. Participant Group/Outcome: _____: *(describe random assignment)*

Elements of the Design

To be classified a strong design each participant group/outcome that was evaluated using a quasi-experimental design must meet all of the following six criteria. Participant group/outcomes that were evaluated using an experimental design must meet every criterion except the first, baseline equivalence of groups, as randomly assigned groups are assumed to be equivalent at baseline.

A. Baseline Equivalence of Groups (quasi-experimental designs only)

Criterion:

- No significant pre-intervention differences between treatment and comparison group on variables related to the study’s key outcomes; or
- Adequate steps were taken to address the lack of baseline equivalence in the statistical analysis.

Summary Information:

For each participant group and outcome provide the treatment and comparison groups’ pre-test score (mean or percent) and the p-value of the statistical test used to assess equivalence.

Table 2. Baseline Equivalence of Groups			
Participant Group/Outcome and Matching Variables	Treatment Group Pre-test Score	Comparison Group Pre-test Score	p-value
Participant Group and Outcome: <i>Middle School Students/Middle School Mathematics</i>			
<i>Student achievement</i>	<i>mean or percent</i>	<i>mean or percent</i>	
<i>Student demographic characteristics</i>	<i>mean or percent</i>	<i>mean or percent</i>	
Participant Group and Outcome: <i>Middle Schools Students/Middle School Science</i>			
<i>Student achievement</i>	<i>mean or percent</i>	<i>mean or percent</i>	
<i>Student demographic characteristics</i>	<i>mean or percent</i>	<i>mean or percent</i>	
Participant Group and Outcome: <i>Middle School Teachers/Middle School Science</i>			
<i>Teacher characteristics</i>	<i>mean or percent</i>	<i>mean or percent</i>	
Participant Group and Outcome: <i>Middle School Teachers/Middle School Science</i>			
<i>Teacher characteristics</i>	<i>mean or percent</i>	<i>mean or percent</i>	

B. Sample Size

Criterion:

- Sample size was adequate based on a power analysis with recommended:
 - Significance level = 0.05
 - Power = 0.8
 - Minimum detectable effect informed by actual data; or

Absent a power analysis, a study will qualify as meeting the criterion in the following scenarios assuming the level of the intervention is the same as the unit of assignment or grouping (see Working Definitions for Projects in Criteria section at the end of this document (part of this Appendix B) for the assumptions that each scenario is based on).

Teacher Outcomes

- Case #1: For interventions at the school or district level, an evaluation would need a sample of at least 12 schools or districts.

Case #2: For interventions at the teacher or classroom level, an evaluation would need a sample of at least 60 teachers

Student outcomes

Case #1: For interventions at the school or district level, an evaluation would need a sample of at least 12 schools or districts.

Case #2: For interventions at the teacher or classroom level, an evaluation would need a sample of at least 18 classrooms/teachers.

Case #3: For interventions at the individual student level, an evaluation would need a sample of at least 130 students.

If the design is unbalanced (i.e., there are more treatment units than control/comparison or vice versa), the smaller of the two groups must at least meet the minimum sample size divided by 2. For example, for teacher outcomes Case #1, it is acceptable if there are 6 control/comparison schools and more than 6 treatment schools or vice versa.

Summary Information

For each participant group and outcome provide the *final* sample size at the level of random assignment or matching for the treatment and comparison/control group. Provide power calculation assumptions, if applicable.

Table 3. Sample Size			
Participant Group and Outcome	Treatment Group (Final sample size)	Comparison/Control Group (Final sample size)	Power Analysis Findings (if applicable)
<i>Elementary teachers mathematics knowledge</i>	<i>N</i>	<i>N</i>	alpha = power = MDE =
<i>Elementary students science achievement</i>	<i>N</i>	<i>N</i>	alpha = power = MDE =
<i>Elementary students mathematics achievement</i>	<i>N</i>	<i>N</i>	alpha = power = MDE =
<i>Elementary teacher classroom practice science</i>	<i>N</i>	<i>N</i>	alpha = power = MDE =
<i>Recommended significant levels: alpha = 0.05, power = 0.8; minimal detectable effect (MDE) = informed by actual data.</i>			

C. Quality of Measurement Instruments

Criterion:

- The study used existing data collection instruments that had already been deemed valid and reliable to measure key outcomes; or
- The study used data collection instruments developed specifically for the study that were sufficiently pre-tested with subjects who were comparable to the study sample.

Using selected items from a validated and reliable instrument or instruments is acceptable if the resulting instrument:

- Includes at least 10 items, *and*
- At least 70 percent of the items are from the validated and reliable instrument(s).

Summary Information

For each participant group and outcome, provide the name of the instrument that was used to measure the outcome and provide evidence of the instrument’s validity and reliability. The evidence for borrowed or adapted instruments may be a website or other reference where the evidence is provided, or a narrative description of the evidence. For locally developed instruments that pre-tested the instruments, provide evidence of reliability and validity from those tests. For locally developed instruments that use items from one or more pre-existing valid and reliable instruments, provide the total number of items and the number of items borrowed from each instrument. *The table below provides examples of how to present data on different types of instruments.*

Table 4. Data Collection Instruments		
Participant Group and Outcome	Name of Instrument	Evidence for Validity and Reliability
<i>Teacher content knowledge – mathematics</i>	<i>DTAMS</i>	<i>Cite website or other reference where evidence can be found.</i>
<i>Teacher content knowledge – mathematics</i>	<i>Locally developed instrument</i>	<i>Total items = 20 NAEP items = 15 LMT items = 5</i>
<i>Teacher content knowledge – physics</i>	<i>Locally developed instrument</i>	<i>Narrative description of evidence (e.g., Cronbach alpha, face validity).</i>
<i>Teacher content knowledge - biology</i>	<i>Locally developed instrument</i>	<i>Not tested for validity or reliability.</i>

D. Quality of the Data Collection Methods

Criterion:

- The methods, procedures, and timeframes used to collect the key outcome data from treatment and comparison groups were the same.

Summary Information

For each participant group and outcome, describe the method/procedure for collecting data from the treatment group, and indicate whether the same method/procedure was used to collect data from the comparison group. If the same method was not used, describe the method/procedure.

1. Participant Group and Outcome: _____
 - a. Method/procedure for collecting data from treatment group (*describe*):
 - b. Was the same method/procedure used to collect data from the comparison group? ____ Yes ____ No
If no, please describe how the method/procedure was different:
 - c. Time frame for data collection. Indicate the month and year that each test was administered to each group.

Table 5. Time Frame for Data Collect			
Participant Group and Outcome	Month and Year		
	Pre-test	Post-test	Repeated Post-test
Treatment group			
Comparison group			

2. Participant Group and Outcome: _____
 - a. Method/procedure for collecting data from treatment group (*describe*):
 - b. Was the same method/procedure used to collect data from the comparison group? ____ Yes ____ No
If no, please describe how the method/procedure was different:
 - c. Time frame for data collection. Indicate the month and year that each test was administered to each group.

Table 5. Time Frame for Data Collect			
Participant Group and Outcome	Month and Year		
	Pre-test	Post-test	Repeated Post-test
Treatment group			
Comparison group			

3. Participant Group and Outcome: _____

a. Method/procedure for collecting data from treatment group (*describe*):

b. Was the same method/procedure used to collect data from the comparison group? ____ Yes ____ No
If no, please describe how the method/procedure was different:

c. Time frame for data collection. Indicate the month and year that each test was administered to each group.

Table 5. Time Frame for Data Collection			
Participant Group and Outcome	Month and Year		
	Pre-test	Post-test	Repeated Post-test
Treatment group			
Comparison group			

E. Data Reduction Rates

There are two aspects to the data reduction criterion: attrition rates and response rates. An evaluation must meet the criterion for both attrition and response rates in order for it to meet the data reduction rates criterion. One exception is for cross-sectional studies that collect one-time data when only response rates apply. For longitudinal/pre-post studies that collect data from the same individuals over time, one needs to look at both the response rates and attrition rates criteria.

Criterion:

- The study measured the key outcome variable(s) in the post-tests for at least 70 percent of the original study sample (treatment and comparison groups combined)
- **Or** there is evidence that the high rates of data reduction were unrelated to the intervention; **AND**
- The proportion of the original study sample that was retained in the follow-up data collection activities (e.g., post-intervention surveys) and/or for whom post-intervention data were provided (e.g., test scores) was similar for both the treatment and comparison groups (i.e., less than or equal to a 15 percent difference),
- **Or** the proportion of the original study sample that was retained in the follow-up data collection was different for the treatment and comparison groups, and sufficient steps were taken to address this differential attrition were not taken in the statistical analysis.

Summary Information

For each participant group and outcome, provide the following information for the treatment and comparison group: original sample size, pre-test sample size and the pre-test response rate (the percent of the pre-test sample that took the pre-test), post-test sample size and post-test response rate (the percent of the post-test sample that took the post-test), and the attrition rate, where the rate is calculated as the number of individuals who took *both* the pre- *and* post-test divided the number of individuals who took the post test.

Table 6. Data Reduction Rates				
	Original Sample Size	Pre-test Sample Size & Response Rate	Post-test Sample Size & Response Rate	Attrition Rate (for designs with pre-test)
Participant Group and Outcome: <i>Elementary teachers science</i>				
Treatment group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>
Comparison group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>
Participant Group and Outcome: <i>Elementary teachers mathematics</i>				
Treatment group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>
Comparison group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>
Participant Group and Outcome: <i>Elementary students science</i>				
Treatment group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>
Comparison group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>
Participant Group and Outcome: <i>Elementary students mathematics</i>				
Treatment group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>
Comparison group	<i>N</i>	<i>N, % responding</i>	<i>N, % responding</i>	<i>%</i>

E. Relevant Statistics

Criterion:

- The final report includes treatment and comparison group post-test means and tests of significance for key outcomes; or
- Provides sufficient information for calculation of statistical significance (e.g., mean, sample size, standard deviation/standard error).

Summary Information

For each participant group and outcome, provide the following information for the treatment and comparison group: post-test sample size, mean or percent, and test of significance; or post-test sample size, mean or percent, and standard deviation (SD) or standard error (SE).

Table 7. Relevant statistics					
	Post-test N	Mean or Percent	SD or SE	t, F, or chi square	p-value
Participant Group and Outcome: <i>Elementary teachers science</i>					
Treatment group					
Comparison group					
Participant Group and Outcome: <i>Elementary teachers mathematics</i>					
Treatment group					
Comparison group					
Participant Group and Outcome: <i>Elementary students science</i>					
Treatment group					
Comparison group					
Participant Group and Outcome: <i>Elementary students mathematics</i>					
Treatment group					
Comparison group					

Criteria for Classifying Designs of MSP Evaluations¹

Experimental study—the study measures the intervention’s effect by randomly assigning individuals (or other units, such as classrooms or schools) to a group that participated in the intervention, or to a control group that did not; and then compares post-intervention outcomes for the two groups

Quasi-experimental study—the study measures the intervention’s effect by comparing post-intervention outcomes for treatment participants with outcomes for a comparison group (that was not exposed to the intervention), chosen through methods other than random assignment. For example:

- *Comparison-group study with equating*—a study in which statistical controls and/or matching techniques are used to make the treatment and comparison groups similar in their pre-intervention characteristics
- *Regression-discontinuity study*—a study in which individuals (or other units, such as classrooms or schools) are assigned to treatment or comparison groups on the basis of a “cutoff” score on a pre-intervention non-dichotomous measure

Other

- The study uses a design other than a randomized controlled trial, comparison-group study with equating, or regression-discontinuity study, including *pre-post* studies, which measure the intervention’s effect based on the pre-test to post-test differences of a single group, and comparison-group studies without equating, or non-experimental studies that compare outcomes of groups that vary with respect to implementation fidelity or program dosage.

¹ To be used for addressing following MSP GPRA measure: *The percentage of MSP projects that use an experimental or quasi-experimental design for their evaluations that are conducted successfully and that yield scientifically valid results.*

Criteria for Assessing whether *Experimental Designs* Were Conducted Successfully and Yielded Scientifically Valid Results

A. Sample size²

Met the criterion—sample size was adequate (i.e. based on power analysis with recommended significance level=0.05, power=0.8, and a minimum detectable effect informed by the literature or otherwise justified).

Did not meet the criterion —the sample size was too small

Did not address the criterion

B. Quality of the Measurement Instruments

Met the criterion—the study used existing data collection instruments that had already been deemed valid and reliable to measure key outcomes; or data collection instruments developed specifically for the study were sufficiently pre-tested with subjects who were comparable to the study sample

Did not meet the criterion —the key data collection instruments used in the evaluation lacked evidence of validity and reliability

Did not address the criterion

C. Quality of the Data Collection Methods

Met the criterion—the methods, procedures, and timeframes used to collect the key outcome data from treatment and control groups were the same

Did not meet the criterion—instruments/assessments were administered differently in manner and/or at different times to treatment and control group participants

D. Data Reduction Rates (i.e. Attrition Rates, Response Rates)

Met the criterion—(1) the study measured the key outcome variable(s) in the post-tests for at least 70 percent of the original study sample (treatment and control groups combined) or there is evidence that the high rates of data reduction were unrelated to the intervention, AND (2) the proportion of the original study sample that was retained in follow-up data collection activities (e.g., post-intervention surveys) and/or for whom post-intervention data were provided (e.g., test scores) was similar for both the treatment and control groups (i.e. less or equal to a 15-percent difference), or the proportion of the original study sample that was retained in the follow-up data collection was different for the treatment and control groups, but sufficient steps were taken to address this differential attrition in the statistical analysis.

Did not meet the criterion—(1) the study failed to measure the key outcome variable(s) in the post-tests for 30 percent or more of the original study sample (treatment and control groups combined), and there is no evidence that the high rates of data reduction were unrelated to the intervention; OR (2) the proportion of study participants who participated in follow-up data collection activities (e.g., post-

² The critical sample size here is related to the unit of assignment. For example, if the assignment is made at the school level, the relevant sample size is the number of schools involved.

intervention surveys) and/or for whom post-intervention data were provided (e.g., test scores) was significantly different for the treatment and control groups (i.e. more than a 15-percent difference) and sufficient steps to address differential attrition were not taken in the statistical analysis

Did not address the criterion

E. Relevant Statistics Reported

Met the criterion—the final report includes treatment and control group post-test means, and tests of statistical significance for key outcomes; or provides sufficient information for calculation of statistical significance (e.g., mean, sample size, standard deviation/standard error)

Did not meet the criterion—the final report does not include treatment and control group post-test means, and/or tests of statistical significance for key outcomes; or provide sufficient information for calculation of statistical significance (e.g., mean, sample size, standard deviation/standard error)

Did not address the criterion

Criteria for Assessing whether *Quasi-Experimental Designs* Were Conducted Successfully and Yielded Scientifically Valid Results

A. Baseline Equivalence of Groups

Met the criterion—there were no significant pre-intervention differences between treatment and comparison group participants on variables related to the study’s key outcomes; or adequate steps were taken to address the lack of baseline equivalence in the statistical analysis

Did not meet the criterion—there were statistically significant pre-intervention differences between treatment and comparison group participants on variables related to the study’s key outcomes; and no steps were taken to address lack of baseline equivalence in the statistical analysis

Did not address the criterion

B. Sample size³

Met the criterion—sample size was adequate (i.e. based on power analysis with recommended significance level=0.05, power=0.8, minimum detectable effect size informed by the literature or otherwise justified)

Did not meet the criterion —the sample size was too small

Did not address the criterion

C. Quality of the Measurement Instruments

Met the criterion—the study used existing data collection instruments that had already been deemed valid and reliable to measure key outcomes; or data collection instruments developed specifically for the study were sufficiently pre-tested with subjects who were comparable to the study sample

Did not meet the criterion —the key data collection instruments used in the evaluation lacked evidence of validity and reliability

Did not address the criterion

D. Quality of the Data Collection Methods

Met the criterion—the methods, procedures, and timeframes used to collect the key outcome data from treatment and comparison groups were the same.

Did not meet the criterion—instruments/assessments were administered differently in manner and/or at different times to treatment and comparison group participants.

E. Data Reduction Rates (i.e. Attrition Rates, Response Rates)

Met the criterion—(1) the study measured the key outcome variable(s) in the post-tests for at least 70

³ The critical sample size here is related to the unit of grouping. For example, if the grouping is made at the school level, the relevant sample size is the number of schools involved.

percent of the original study sample (treatment and comparison groups combined) or there is evidence that the high rates of data reduction were unrelated to the intervention, AND (2) the proportion of the original study sample that was retained in follow-up data collection activities (e.g., post-intervention surveys) and/or for whom post-intervention data were provided (e.g., test scores) was similar for both the treatment and comparison groups (i.e. less or equal to a 15-percent difference), or the proportion of the original study sample that was retained in the follow-up data collection was different for the treatment and comparison groups, and sufficient steps were taken to address this differential attrition were not taken in the statistical analysis.

Did not meet the criterion—(1) the study failed to measure the key outcome variable(s) in the post-tests for 30 percent or more of the original study sample (treatment and comparison groups combined), and there is no evidence that the high rates of data reduction were unrelated to the intervention; OR (2) the proportion of study participants who participated in follow-up data collection activities (e.g., post-intervention surveys) and/or for whom post-intervention data were provided (e.g., test scores) was significantly different for the treatment and comparison groups (i.e. more than a 15-percent) and sufficient steps were not taken to address differential attrition in the statistical analysis.

Did not address the criterion

F. Relevant Statistics Reported

Met the criterion—the final report includes treatment and comparison group post-test means, and tests of statistical significance for key outcomes; or provides sufficient information for calculation of statistical significance (e.g., mean, sample size, standard deviation/standard error).

Did not meet the criterion—the final report did not include treatment and comparison group post-test means, or tests of statistical significance for key outcomes; or provide sufficient information for calculation of statistical significance (e.g., mean, sample size, standard deviation/standard error).

Did not address the criterion

MSP Rubric Working Definitions for Projects

The section contains working definitions to help interpret criteria in the *Criteria for Classifying Designs for MSP Evaluations* rubric.

Eligibility of evaluation report

Only final evaluation reports that contain post-test results on key outcomes will be evaluated. The review focuses exclusively on components regarding program impact, and does not cover assessment of implementation fidelity or performance against benchmarks.

Definition of an evaluation

An evaluation design may contain multiple outcomes. For the purpose of implementing this rubric, the major outcomes of interest are 1) teacher content knowledge, 2) teacher instructional practices, and 3) student achievement. The reviewer will apply each rubric criterion as it relates to the three outcomes separately.

Data collected on the three outcomes of interest might come from teachers/students in various grades and use different designs. If the implementation of the study design for an outcome meets all the criteria for at least one grade, the design for that outcome is considered as meeting the criteria. For example, if a study of 4th grade math achievement met the criteria but a study of 5th grade math did not, the student achievement evaluation from the project will be considered meeting the criteria based on the merit of its 4th grade math achievement study.

Baseline equivalence of groups

Variables related to key outcomes may vary. For example, if the key student outcome is achievement, the most relevant variable will be an achievement outcome from the same or similar test conducted prior to the intervention. Other related variables, although not equally effective, can be related to student socio-economic status. If the key outcome is teacher effectiveness, the most relevant variables will be measures of teacher effectiveness from the same or similar pre-test. Other related variables may include measures of teacher quality such as level of education and/or years of teaching experience.

Sample size

The sample size refers to the final sample size; that is the sample for which data have been collected.

Absent a power analysis, a study will qualify as “Met the criterion” in the following scenarios assuming the level of intervention is the same as the unit of assignment/grouping:

Teacher outcomes

Case #1: For interventions at the school or district level, an evaluation would need a sample of at least 12 schools/districts based on following assumptions: 1) a balanced sampling design that randomizes/matches at the school/district level; 2) 0.05 level of significance in a two-tailed test; 3) a minimum detectable effect size of 0.50; 4) the power of the test is 0.8; 5) each school/district has at least 15 teachers; 6) intraclass correlation of 0.05; and 7) a school/district level covariate (i.e. aggregated pre-test score) explains 70 percent of the variation.

Case #2: For interventions at the teacher or classroom level, an evaluation would need a sample of at least 60 teachers based on following assumptions: 1) a balanced sampling design that randomizes/matches at the teacher/classroom level; 2) 0.05 level of significance in a two-tailed test; 3) a minimum detectable effect size of 0.50; 4) the power of the test is 0.8; and 5) a teacher/classroom level covariate (i.e. pre-test score) explains 70 percent of the variation.

Student outcomes

Case #1: For interventions at the school or district level, an evaluation would need a sample of at least 12 schools or districts based on following assumptions: 1) a balanced sampling design that randomizes/matches at school/district level; 2) 0.05 level of significance in a two-tailed test; 3) a minimum detectable effect size of 0.35; 4) the power of the test is 0.8; 5) each school or district has at least 75 students; 6) intraclass correlation of 0.05; and 7) a school/district level covariate (i.e. aggregated pre-test score) explains 70 percent of the variation.

Case #2: For interventions at the teacher or classroom level, an evaluation would need a sample of at least 18 classrooms/teachers based on following assumptions: 1) a balanced sampling design that randomizes/matches at the classroom/teacher level; 2) 0.05 level of significance in a two-tailed test; 3) a minimum detectable effect size of 0.35; 4) the power of the test is 0.8; 5) each class has at least 25 students; 6) intraclass correlation of 0.05; and 7) a class/teacher level covariate (i.e. aggregated pre-test score) explains 70 percent of the variation.

Case #3: For interventions at the individual student level, an evaluation would need a sample of at least 130 students based on following assumptions: 1) a balanced sampling design that randomizes/matches at the student level; 2) 0.05 level of significance in a two-tailed test; 3) a minimum detectable effect size of 0.35; 4) the power of the test is 0.8; and 5) a student level covariate (i.e. pre-test score) explains 70 percent of the variation.

If the design is unbalanced (i.e., there are more treatment units than control/comparison or vice versa), the smaller of the two groups must at least meet the minimum sample size divided by 2. For example, for teacher outcomes case #1, it is acceptable if there are 6 control/comparison schools and more than 6 treatment schools or vice versa.

Quality of measurement instruments

If the evaluators used an existing state accountability assessment or other widely used assessments (i.e. Iowa test, TerraNova) in totality one can assume that their psychometric properties are adequate. Using selected items from a validated and reliable instrument or instruments is acceptable if the resulting instrument includes at least 10 items and at least 70 percent of the items are from the validated and reliable instrument(s).

In addition, all instruments should at least have face validity.

Data reduction rates

There are two aspects to the data reduction criterion: attrition rates and response rates. An evaluation must meet the criterion for both attrition and response rates in order for it to meet the data reduction rates criterion. One exception is for cross-sectional studies that collect one-time data. For cross-sectional studies only response rates apply. For longitudinal/pre-post studies that collect data from the same subject over time, one needs to look at both the response rates and attrition rates criteria.

If not provided in the report, the rates can be loosely calculated a) attrition rates b) response rates:

- a. Posttest N/ Pretest N
- b. Posttest N/ Original N

The first component of the criterion refers to overall data reduction and the second is related to differential reduction (i.e., between treatment and control/comparison groups).

If the 70-percent data retention rate is not met, an evaluation may meet the criterion if the evaluators provide valid explanations (e.g., the schools are located in high mobility areas) or have addressed potential differences between sample members who have post-test data and those who do not in the analysis.

References

Raudenbush, S.W., Spybrook, J., Liu, X, and Cogndon, R. (2005). Optimal design for longitudinal and multilevel research.

Appendix C: Scoring Rubric for All Applicants for 2013 Submittals
Scoring Rubric for MSP 2013-2015 New Applicant Proposals

Criterion A: Commitment and Capacity of Partnership (9 Possible Points)			Points Awarded			
<p>Guiding Questions: Does the project management team have the expertise to implement and sustain a math and/or science professional learning program? Do individuals who planned the project represent the primary partners i.e. LEA and IHEs? Is there evidence that mathematicians, scientists, and/or engineers are playing major roles in the design and delivery of the proposed program? Are the roles of all partners clearly identified? Does the work plan engage all partners in meaningful ways? Is there evidence that the partners share goals, responsibilities, and accountability for the proposed work? Does the governance structure describe communication, decision-making, and fiscal responsibilities among the project partners?</p>			<hr/> 9			
<p>Exceeds Standard (3 Pts. each) Strong evidence of the number and quality of staff from the primary partners to carry out the proposed activities; Qualifications are provided for key partners' staff and appear to be exceedingly strong.</p>	<p>Meets Standard (2 Pts. each) Adequate number and quality of staff from the primary partners to carry out the proposed activities; Qualifications of key partners' staff are described and appear to be acceptable.</p>	<p>Below Standard (1 Pt. each) Little evidence of the number and quality of staff from the primary partners to carry out the proposed activities; Qualifications of key partners' staff are described but appear to be limited;</p>	K-5	6-8	9-12	Avg.
Shows long term commitment of partners; Institutional resources are given in detail;	Shows commitment of partners; Institutional resources are given acceptably;	Shows somewhat limited commitment of partners; Institutional resources are given but without detail;				
Project is likely to impact a high percentage (>50%) of teachers in need	Project is likely to impact an acceptable percentage (25% - 50%) of teachers in need.	Project is likely to impact a limited percentage (<25%) of teachers.				
Reviewer Comments:						

Criterion B: Demonstration of Need and Research Base (12 Possible Points)			Points Awarded			
<p>Guiding Questions: Are planned activities supported by current research on effective professional learning practices and mathematics or science learning? Is that research cited in the proposal? Does the proposal show evidence of a qualitative and quantitative content-driven assessment of grades K-12 teacher professional learning needs with respect to math and/or science? Is the current status of student achievement in math and/or science for the targeted grades analyzed and disaggregated by gender, ethnicity, socio-economic, ELL & disability status in table form? Are other demographic student data analyzed and used to develop the plan?</p>			<hr/> 12			
<p>Exceeds Standard (4 Pts. each) Includes current scientifically-based research from multiple sources on effective professional learning practices; Evidence that the applying LEA meets qualification criteria</p>	<p>Meets Standard (2-3 Pts. each) Includes sufficient research on effective professional learning practices; Evidence that the applying LEA meets qualification criteria</p>	<p>Below Standard (0-1 Pt. each) Limited research data on effective professional learning practices is provided; Lacks evidence of qualification criteria. (<i>automatic disqualification</i>)</p>	K-5	6-8	9-12	Avg.
Evidence of content-driven qualitative <u>and</u> quantitative assessment of current teacher professional learning needs	Evidence of content-driven assessment of current teacher professional learning needs	Limited evidence of content-driven teacher needs assessment				
Student achievement data in math/science and other data for targeted grades is disaggregated in table form and analyzed in the narrative.	Student achievement data in math and/or science is included and disaggregated for the targeted grades in table form	Limited student achievement data in math and/or science is included for the targeted grades				
Reviewer Comments:						

Criterion C: Alignment of Goals and Objectives with Professional Learning Needs (18 Possible Points)			Points Awarded			
Guiding Questions: Does the proposal focus on increased teacher content knowledge, ability to analyze student thinking, and make better instructional decisions? Are the program goals sufficiently ambitious, yet reasonable? Are the proposed goals aligned to Delaware approved math/science standards, and do they include measurable outcomes correlated to the identified professional learning needs? Do proposed strategies and activities address the goals and the identified needs? Are the goals attainable and are they measurable?			<hr/> 18			
Exceeds Standard (5-6 Pts. each) Goals/objectives are <u>specifically</u> linked to the identified prof. learning needs and aligned to DE math/science standards.	Meets Standard (2-4 Pts. each) Goals/objectives are <u>generally</u> linked to the identified prof. learning needs and loosely applicable DE standards.	Below Standard (0-1 Pts. each) Goals and objectives are not correlated with the prof. learning needs nor aligned to applicable DE standards.	K-5	6-8	9-12	Avg.
Goals/objectives are all incremental, <u>measurable</u> , and can be evaluated both qualitatively and quantitatively	Goals/objective are incremental, <u>somewhat measurable</u> and would be difficult to evaluate both qualitatively and quantitatively	Goals and objectives are <u>not incremental and measurable</u> both qualitatively and quantitatively				
Goals/objectives are very realistic in scope and well defined related to the resources available	Goals and objectives are somewhat realistic in scope and well defined related to the resources available	Goals and objectives are not realistic in scope related to the resources available.				
Reviewer Comments:						

Criterion D: Efficacy of Plan (32 Possible Points)			Points Awarded			
Guiding Questions: Are planned activities rigorous, content-focused, and supported by research on effective professional learning practices? Are planned activities likely to increase teacher content knowledge (TCK), strengthen ability to analyze student thinking, and further develop ability to make effective instructional decisions and improve classroom practice? Are planned activities likely to facilitate improved student achievement in math and/or science? Are meaningful follow-up sessions planned for teachers?			<hr/> 32			
Exceeds Standard (6-8 Pts. each) Planned sessions are ambitious enough to create substantial change in TCK and improvement in classroom practice	Meets Standard (3-5 Pts. each) Planned activities are somewhat ambitious enough to create substantial and positive change in TCK and improvement in classroom practice	Below Standard (0-2 Pts. each) Planned activities are weak and have limited potential of creating substantial and positive change in TCK and improvement in classroom practice	K-5	6-8	9-12	Avg.
Clear and detailed description of how and when the partnership will carry out more than 80 hours of training/teacher/year	Acceptable description of how and when the partnership will carry out <u>at least 80 hours</u> of training/teacher/year	Limited description of how and when the partnership will carry out sessions; Lacks evidence of 80 hours/teacher/year				
Clear and detailed evidence that the planned sessions match the specific professional learning needs and project goals	General description of how the planned sessions match the specific professional learning needs and project goals	Limited or no correlation is described between the planned sessions, the needs assessment, and project goals				
Includes evidence to recruit, serve, and retain teacher <u>cohort groups</u> from schools of greatest academic and instructional need	Includes evidence to recruit, serve, and retain teacher <u>cohort groups</u> from schools of academic/instructional need	Lacks evidence of a thorough plan to recruit, serve, and retain teacher cohort groups from schools with academic and/or instructional need				
Reviewer Comments:						

Criterion E: Evaluation and Accountability Plan (20 Possible Points)			Points Awarded			
<p>Guiding Questions: Does the evaluation plan measure the impact of the project on the specified goals and objectives? Does the plan include personnel with expertise to implement the evaluation design? Are the procedures for measuring identified outcomes clearly identified? Will the procedures yield both qualitative and quantitative results? Will the evaluation contribute to continuous improvement? Are both pretest and posttest measures included in the plan? Does the plan include the use of project specific assessment instruments ? Does the plan employ a quasi-experimental or experimental design to measure impact of professional development on teacher content growth?</p>			<hr/> 20			
<p>Exceeds Standard (4-5 Pts. each) Plan includes external evaluator and valid/reliable instruments to yield quantitative & qualitative, formative & summative indicators of goal attainment</p>	<p>Meets Standard (2-3 Pts. each) Plan utilizes evaluator and instruments to yield quantitative and qualitative, formative and summative indicators of project goal attainment</p>	<p>Below Standard 0-1 Pt. each) Plan lacks intention/evidence to use an evaluator and/or instruments that will yield quantitative and qualitative indicators of project's progress</p>	K-5	6-8	9-12	Avg.
Specifies multiple measures and pre- and post-test procedures to show differences in TCK	Specifies pre and post procedures to show differences in TCK	Lacks a plan to use procedures to show meaningful differences in teacher effectiveness				
Includes instruments and clear method to determine impact on classroom instruction and student achievement	Specifies ways to measure impact on classroom instruction and student achievement	Weak articulation of how the partnership will measure impact on classroom instruction and student achievement				
Plan articulates how activities will help the MSP Program build rigorous, cumulative, reproducible, usable findings. Plan employs a quasi-experimental or an experimental design using comparison or control groups to measure growth.	Specifies how learning gained from the planned activities will be utilized by the partnership and the MSP Program.	Lacks specification of how the learning gained from the planned activities will be utilized by the partnership .				
Reviewer Comments:						

Criterion F: Budget and Cost Effectiveness (9 Possible Points)		Pts. Awarded
<p>Guiding Questions: Is the requested budget appropriate to achieve the proposed outcomes with regard to the number of teachers impacted by the proposed activities? Does the budget narrative present <u>detailed justification</u> for <i>all</i> expenses? Do budgeted items directly relate to the project goals and objectives?</p>		<hr/> 9
<p>Meets Standard (2-3 Pts. each) A budget is included for each of the designated partners that supports the scope and requirements of the project and provides detail and summary for the project; Budget narratives <u>clearly delineate</u> cost and details concerning expenditures.</p>	<p>Below Standard (0-1 Pt. each) Provides insufficient detail for each partner and/or does not support the scope and requirements of the project or provide adequate detail and summary for the project; Budget narrative does not include a cost breakdown or includes expenditures not clearly related to the project.</p>	
The amount included in each budget category is commensurate with the services or goods proposed, and the overall cost of the project is commensurate with the professional development provided and the number of teachers served.	The amount included in each budget category is not commensurate with the services or goods proposed, or the overall cost of the project is not commensurate with the professional development provided and the number of teachers served.	
The budget includes a maximum of 8% for an evaluation, funds key staff to participate in state MSP meetings and regional US Dept. of ED-MSP meetings; Items budgeted are appropriate and acceptable uses of funding; Indirect costs do not exceed 8%; Program cost/teacher/hour is calculated and explained.	The budget does not include a minimum of 8% for an evaluation or funds for key staff to participate in MSP meetings; Some items budgeted are inappropriate or disallowable uses of funding; Indirect costs exceed 8%; Cost/teacher/hour is not calculated and/or explained.	
Reviewer Comments:		

Priority Scoring Points (10 Possible Bonus Points)	Points Awarded
Standards Specific Staff Development: (0-3 Priority Points) The focus of staff development should be on increasing the capacity of teachers and building level administrators to help students understand and demonstrate mastery of the Common Core Math Standards and/or the Delaware Science Standards, regardless of the specific curriculum program utilized in the teacher's district. Staff development should be universal and driven by content and practice standards, not a specific curriculum or program.	3
Evidence of student growth and educator effectiveness: (0-3 Priority Points) Proposal includes convincing evidence that both teachers and students will likely benefit from grant related activities. The proposal will track student growth/achievement as well teacher content knowledge and effectiveness throughout the school year and provide feedback to teachers at least at the mid-point and end of the school year.	3
In Classroom Follow-up: (0-4 Priority Points) Proposal clearly explains how teachers will be monitored and coached in their classrooms to insure the transfer of knowledge and skills from staff development to actual changes in teacher behavior and student learning in schools.	4
Reviewer Comments:	Total:

Scoring Category	Possible Points	Awarded Points
Commitment and Capacity of Partnership	9	
Demonstration of Need and Research Based	12	
Alignment of Goals/Objectives with Professional Learning Needs	18	
Efficacy of Plan	32	
Evaluation and Accountability Plan	20	
Budget and Cost Effectiveness	9	
Priority Scoring Points	10	
Final Score:	110	

Reviewer's Funding Recommendations:		
<input type="checkbox"/>	I recommend funding this proposal at a full/modified level.	Recommended Award:
Comments:		
<input type="checkbox"/>	I recommend funding this proposal only if resources allow.	Recommended Award:
Comments:		
<input type="checkbox"/>	I do not recommend funding this proposal.	
Comments:		



Appendix D: All remaining pages of this document contain the Request for Proposal Framework for Applicants. All 2013-2015 applicants will use this framework for their application.



Request for Proposals (RFP)
#2014-01
No Child Left Behind Act of 2001
Public Law 107-110

Title II, Part B
Mathematics/Science
Partnership Program
**Delaware Mathematics/Science
Partnership**

Request for Proposal – Application Framework for Submittals

Local Competitive Grant – Title II Part B

Framework Published: July 2013

Deadline for Applications: Sept 23, 2013 by 3:00 p.m.

Grant Award Notification: October 24, 2013

Program Dates: December 1, 2013 – November 30, 2015

MSP Program Application Preparation Checklist

The MSP Program proposal being submitted has the following components, assembled in the prescribed sequence: **(Note: Please begin by inserting the project name, partnership name, and grade band/content area in the footer below)**

- Application Preparation Checklist
 - Cover Page
 - Assurances
 - Equitable Participation of Nonpublic Schools
 - 1-Page Proposal Project Abstract (*all applicants*)
 - 3-Page Repeat Applicants' Project Abstract (*if applicable*)
 - Grand Band Proposal (*K-5*) (*6-8*) (*9-12*) (*Other _____*)
 - Needs Assessment, Work Plan, and Evaluation Plan
 - Comprehensive Project Budget
 - Comprehensive Project Budget Narrative
 - Partner Funding Request for Each Sub-Grant Partner if applicable
 - Budget Narrative(s) for Partner Funding Request(s)
 - Appendix
 - Partner Identification, Contribution, Commitment, and MOU Form(s)
 - Teacher Participation and Commitment form
 - Bibliography of works cited in the proposal
 - 1-Page Vitae of Partnership Personnel
 - Additional proposal support information
- } Not to exceed 20 pages

Instructions for MSP Program Proposal Framework Use

The Delaware Department of Education (DDOE) has designed this proposal framework and **requires** its use by **all** Mathematics and Science Partnership (MSP) Program applicants. Refer to the Request for Proposals (RFP) for a complete description of information to be included in each proposal section.

Directions:

The MSP Program proposal framework is presented in the order in which formal proposals must be submitted for funding consideration. Applicants are required to fill in appropriate sections while omitting other sections. Specifically, applicants should adhere to the following guidelines.

1. Provide the requested information on the cover page, statement of assurances, and the equitable participation form. Do not include an electronic signature for the authorized official; instead, leave that section blank on the electronic file and include the signature on the hard copy for formal submission.
2. Applicants who received MSP Program funding from the DDOE within the last 3 years (2010 or later) may complete the project abstract for repeat applicants.
3. All applicants must include a **1-page** proposal abstract.
4. The framework is next divided into grade-banded proposal sections, (i.e. grades K-5, 6-8, 9-12, and others) for needs assessment, work plan, and evaluation plan. Provide appropriate narrative descriptions for only those grade bands of teachers with whom the partnership intends to work. If you need to modify the grade bands to include transitional grades [for example you plan to combine 8th grade teachers and high school teachers into a common training experience], please define under “other”.
5. Complete the comprehensive project budget form and provide a corresponding narrative on the subsequent page(s) to explain and justify the partnership’s total funding request.
6. If the fiscal agent intends to make sub-awards to other organizations in the partnership, complete a separate partner funding request for each partner along with a narrative on the subsequent page(s) to explain and justify the sub-award requests. Except for the procurement of such items as commercially available supplies, materials, or general support services allowable under the grant, no significant part of the substantive effort under the grant may be contracted or otherwise transferred to another organization without prior authorization. The intent to enter into such arrangements must be disclosed in the initial proposal, and a separate budget should be provided for each sub-awardee, if already identified, along with a description of the work to be performed. Otherwise, the disclosure should include a clear description of the work to be performed, and the basis for selection of the sub-awardee.
7. Several documents should be included in the appendix section of the framework document:
(a) partner identification forms, (b) bibliography of works cited in the proposal, (c) 1-page vitae of appropriate partnership personnel, (d) Memorandum of Understanding (MOU) from the school system or consortia and each partner, (*signatures on hard copies only*) (e) letter of commitment and support from the lead applicant’s authorized

representative, (*signature on hard copies only*) and (f) additional proposal support information submitted at the project's discretion, such as samples of instruments used to conduct the needs assessment, etc.

8. Include a footer with page numbers, MSP project name, MSP partnership name, and grade band /content area throughout the entire proposal framework document.
9. Format the document properly so that each proposal section [i.e. abstract, proposal narrative(s), budget(s), and budget narrative(s)] begins on a new page. Use Times New Roman font (10 pt. minimum) with 1.5 line spacing for all page limit restricted responses.
10. The needs assessment(s), work plan(s), and evaluation/accountability plan(s) for all grade bands submitted in the proposal must not exceed **20 total pages, 1.5 line spacing, Times New Roman font with 10 pt. font minimum.**
11. Save the document as a Microsoft Word (read-only) file or pdf file. Follow submission procedures described in the Request for Proposals (RFP).
12. Submit 5 hard copies and 1 original to DDOE once the project is ready for funding review.

Delaware Department of Education (DDOE)

Application Cover Page for 2013 - 2015
Mathematics and Science Partnership (MSP) Program Grant
RFP #2014-01

Lead School System, Organization, or Institution of Higher Ed:

Additional Partners:

Project Title:

Project Director:

Mailing Address:

Telephone Number:

Fax Number:

Email:

Districts/schools to be Served:

MSP Program Funds Requested FY14:

MSP Program Funds Requested FY15:

Number of Teachers in the Service Area:

K-5 Math:

6-8 Math:

9-12 Math:

K-5 Science:

6-8 Science:

9-12 Science:

Projected Number of Teachers you Plan to Serve in Cohort Groups-

K-5 Math:

6-8 Math:

9-12 Math:

K-5 Science:

6-8 Science:

9-12 Science:

Total Projected Number of Teachers Served:

Average Number of Contact Hours/Teacher/Year:

Average Cost per Teacher per Contact Hour per year: (Total \$ Yr. 1 / (Total # teachers x Avg # hours per)

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization or institution, and that the applicant will comply with the attached statement of assurances.

--	--

Typed or Printed Name of Authorized Official Title

--	--

Signature of Authorized Official Date

STATEMENT OF ASSURANCES

Should an award of funds from the Mathematics and Science Partnership (MSP) Program be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Delaware Department of Education that the authorized official will ensure fulfillment of the following responsibilities:

1. Upon request, provide the Delaware Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Conduct educational activities funded by this project in compliance with the following federal laws:
 - a. Title VI of the Civil Rights Act of 1964
 - b. Title IX of the Education Amendments of 1972
 - c. Section 504 of the Rehabilitation Act of 1973
 - d. Age Discrimination Act of 1975
 - e. Americans with Disabilities Act of 1990
 - f. Improving America's Schools Act of 1994;
3. Use grant funds to supplement and not supplant funds from federal and nonfederal sources;
4. Take into account during the development of programming, the need for greater access to and participation in the targeted disciplines by students from historically underrepresented and underserved groups;
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the U.S. Department of Education and the Delaware Department of Education;
6. Comply with audit requirements contained in the Single Audit Act Amendments of 1996 and revised OMB Circular A-133 and comply with the applicable regulations, statutes, and rules specified in EDGAR 34 CFR Parts 74, 75, 76, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99 and OMB Circular A-21, A-87, and A-122;
7. The partners will follow the protection of human subjects (IRBs) and FERPA policies; and
8. **The partners will contact appropriate private schools within the partnership's geographic and submit the Equitable Participation of Non-public Schools form to the DDOE.**

Note: A copy of these assurances must be attached to MSP Partner Identification, Contributions, Commitments and MOU and signed off by the head of the Partner Organization or Department.

I have read and agree to comply with the Standards of Assurances for the DDOE MSP Grant for the partner organization listed below:

Name and Title	Organization	Date

Equitable Participation of Non-public Schools Certification Form

According to federal guidelines, “LEAs and eligible local entities must engage in timely and meaningful consultation with appropriate (**Private schools with a minimum enrollment of 200 students in the geographic catchment area of the grant and serving the same grade bands as serviced by the MSP grant proposal**) private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. Therefore, the consultation should begin during the development of the local grant proposals. LEAs and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in private schools in areas served by the LEAs and local entities. Expenditures for educational services and other benefits for private school children, teachers, and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.”

Signatures on this form serve as assurance that your district has had timely and meaningful consultation with appropriate school officials during the design and development of this program and will continue the consultation throughout the implementation of these programs.

A list of the private schools by county in DE for 2013 can be found at

www.privateschoolreview.com/state_private_schools/stateid/DE

There are no eligible private schools located in this area. ***If you check this box, you do not need to complete the other items, but you must sign and date below.***

Total number of private school teachers estimated to participate in training during this grant period:

Check here if eligible schools chose not to participate.

Please check the methods of contact made by the applicant to the eligible private schools prior to submitting this application to determine interest in participating in the program:

- Letter/fax** (include copy of letter/fax and list to whom sent) **Documented telephone call(s)** (include copy of documentation and list of those called) **Meeting** (include copy of agenda and list of attendees) **E-mail** (include copy and to whom sent)

To the best of our knowledge and belief, all data in this application is true and correct. We certify that we have had timely and meaningful consultation with appropriate nonpublic school officials during the development of this MSP program and will continue the consultation throughout the implementation of the project(s).

--	--

Signature of Project Director

Date

Delaware MSP Program Abstract for 2013-2015 Proposals

All partnerships must provide an abstract of the proposal that briefly and concisely describes the program to be implemented and summarizes the intended results of the program. It should identify the partners, the grade band and content area(s) of the proposed work, the number of teachers it intends to serve, schools from which teachers will be recruited and corresponding AYP status, partnership goals, and a brief overview of the work and evaluation plans.

Page Limit: 1 Page, 1.5 line spacing

Optional Project Abstract for Past Projects

Partnerships that have received previous MSP Program funding from the DDOE within the last 3 years (since 2010) may (not required) include an abstract of prior work. It should include project's intended goals; amount of funding received by project year; number of teachers it intended to serve and actually served; explanation of budget spending; evidence of progress towards goals using teacher and student data; description of partnership roles, and an indication of how the proposed work differs from, builds on, or is otherwise informed by prior efforts.

Page Limit: 3 Pages, 1.5 line spacing

MSP Needs Assessment, Work Plan, and Evaluation Plan

20 page limit, 1.5 line spacing

(Identify Grade Band for Proposal)

Grades (K-5)

Grades (6-8)

Grades (9-12)

Other (__-__)

Mathematics and/or Science Needs Assessment:

The results of the qualitative and quantitative content-driven needs assessment should identify, prioritize, and disaggregate baseline professional learning needs of teachers. It should identify gaps or weaknesses in teacher content knowledge and describe the methods used to collect this information. The needs assessment should also include current student achievement status in targeted content and grade-level areas, disaggregated and analyzed by gender, ethnicity, socio-economic factors, and disability. It must clearly demonstrate high-need qualification.

Mathematics and/or Science Needs Assessment:

Grades (K-5)

Grades (6-8)

Grades (9-12)

Other (__-__)

MSP Proposed Work Plan:

The proposed MSP Program work plan should include three sections: (a) measurable goals and objectives, (b) project action plan, and (c) project management plan. The RFP describes requirements of these sections.

MSP Program Proposed Work Plan:

Grades (K-5)

Grades (6-8)

Grades (9-12)

Other (__-__)

MSP Program Proposed Evaluation and Accountability Plan:

The proposed MSP Program evaluation and accountability plan should describe how the partnership will assess progress annually and measure the impact of the action plan work. It should describe formative and summative methods, the use of state-approved tools, the role of the formal evaluator, and a timeline for evaluation pieces.

MSP Program Proposed Evaluation and Accountability Plan:

-

Comprehensive Project Budget Summary

Fiscal Agent Funding Request

Project Title:

Direct Cost Requested for Lead Partner	9/30/13-10/31/14	11/1/14-10/31/15
1. Salaries and Wages		
2. Employee Fringe Benefits		
3. Travel In-State (include registration costs)		
4. Travel Out-of-State (include registration costs)		
5. Materials and Supplies		
6. Consultants and Contracts (include external evaluator here)		
7. Teacher Stipends		
8. Substitutes		
9. Tuition (if applicable)		
10. Other (Printing, Postage, etc.)		
11. Partner Funding Request(s) if Given as a Sub - award(s) <i>(List multiple sub awards separately.)</i>		
12. Food (must not exceed 1% of total request)		
13. Indirect Costs *		
Total		
<i>Cost per Teacher per Contact Hour</i>		

* The indirect cost rate for the fiscal agent shall not exceed 8% of direct costs.

This form is a required element of the MSP Program grant application. Detailed justification for each of the categories must be included in the budget narrative portion of the application. Annual reapplication is required for continuation of funding for all MSP Program grants. Required performance reports must include an itemized breakdown of these budget categories and a budget narrative explaining how the partnership calculated each line item and the actual total project cost share.

The intent to enter into a sub-award arrangement must be disclosed in the proposal, and a separate budget should be provided for each sub-awardee along with a description of the work to be performed.

Narrative for Comprehensive Project Budget Request

The project budget narrative for the partnership funding request must describe **in detail** the basis for determining **each** amount shown on the budget form, with the exception of sub award(s) that will be explained in the partner funding request narrative(s). The project budget narrative should be aligned with the proposed work plan and should show evidence of effective, appropriate, and efficient use of funds.

Partner Sub-Grant Funding Request

Complete a separate budget request for sub-awards.

Name of Partner

Organization:

Amounts listed on this form should represent funding that only this partner will receive from the grant. This form may be copied and pasted into later pages of the document to account for additional partner funding requests.

Direct Cost Requested	9/30/13-10/31/14	11/1/14-10/31/15
1. Salaries and Wages		
2. Employee Fringe Benefits		
3. Travel In-State (include registration)		
4. Travel Out-of-State (include registration)		
5. Materials and Supplies		
6. Consultants and Contracts		
7. Teacher Stipends		
8. Substitutes		
9. Other (Printing, Postage, Indirect if applicable etc.)		
10. Food (must not exceed 1% of total request)		
Total Funding to Partner from Grant		
<i>Cost per Teacher per Contact Hour</i>		

Budget Narrative for Partner Funding Request

The budget narrative for each partner funding request must describe **in detail** the basis for determining **each** amount shown on the budget form. The narrative should be aligned with the proposed work plan and should show evidence of effective, appropriate, and efficient use of funds. This form may be copied and pasted into later pages of the document to explain additional partner funding requests.

Name of Partner

Organization:

Application Appendix

Within the appendix of the proposal framework, partnerships should provide additional project information including but not limited to the following items:

- 1) Partner identification, contributions, commitment and MOU forms;
- 2) Teacher participation and commitment form;
- 3) Bibliography of works cited in the proposal;
- 4) 1-page vitae of project management team members, faculty members, consultants, and the evaluator involved with the project. **In the upper-right-hand corner, please note the role the person will play in the grant project;** and
- 5) Additional proposal support information submitted at the discretion of the partnership, such as samples of instruments used to conduct the needs assessment, etc.

Partner Identification, Contributions, Commitments and MOU

I. REQUIRED PARTNERS

Mathematics, Science or Engineering Department/Faculty of an IHE:

Institution:

Department:

Contact:

Title:

Mailing Address:

Phone:

Fax:

E-mail:

Describe what supports the institution will provide to enhance partnership activities; such as: faculty to plan, present, and evaluate professional development, onsite support for teachers during school year, etc.

Attest to the institution's commitment to the goals and objectives of this MSP Grant Proposal and the type of activities planned to meet those goals and objectives as well as the institutions agreement with the proposed budget expenditures and amounts and the evaluation plan for the proposed work.

A signature below clearly indicates a willingness on the part of this organization to **share project evaluation data** in a timely fashion for annual reports to the US Department of Education (this information is required in the Annual Performance Report due to DDOE 30 days after September 30 of each year and US ED 60 days after September 30 for each year of funding.)

Printed Name and Authorized Signature of Chairperson of the Mathematics, Science or Engineering Department of partner institution:

Printed Name **Department**

Signature (Blue Ink)

Partner Identification, Contributions, Commitments and MOU

II. REQUIRED PARTNERS - continued

High Need LEA (Duplicate this form for each partner)

District and Participating Schools:

Contact:

Title:

Mailing Address:

Phone:

Fax:

E-mail:

Describe how the high need LEA will support the partnership activities, such as: assist with identifying and recruiting teachers who need to increase content knowledge, provide detailed teacher and/or student data to the partnership for purposes of analysis/evaluation, supply materials for classroom use, link MSP content work to individual teachers' professional development plans, provide time for teachers to meet and plan, or arrange for release time for teachers to take pre-tests and post-tests, meet with other administrators and teacher partners to assess future professional development needs, etc.

Attest to the institution's commitment to the goals and objectives of this MSP Grant Proposal and the type of activities planned to meet those goals and objectives as well as the institutions agreement with the proposed budget expenditures and amounts and the evaluation plan for the proposed work.

A signature below clearly indicates a willingness on the part of this organization to **share student data** of participating teachers in a timely fashion for annual reports to the US Department of Education (this information is required in the Annual Performance Report due to US ED 60 days after September 30)

Printed Name and Authorized Signature of Superintendent:

Printed Name	District/School
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Signature (Blue Ink)

Partner Identification, Contributions, Commitments and MOU

III. ADDITIONAL PARTNERS (Duplicate this form for each additional partner.)

Partner:

Contact:

Title:

Mailing Address:

Phone:

Fax:

E-mail:

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

Note: If the partner is a LEA, describe how they will support the partnership activities, such as: assist with identifying and recruiting teachers who need to increase content knowledge, provide detailed teacher and/or student data to the partnership for purposes of analysis/evaluation, supply materials for classroom use, link MSP content work to individual teachers' professional development plans, provide time for teachers to meet and plan, or arrange for release time for teachers to take pre-tests and post-tests, meet with other administrators and teacher partners to assess future professional development needs, etc.

Attest to the institution's commitment to the goals and objectives of this MSP Grant Proposal and the type of activities planned to meet those goals and objectives as well as the institutions agreement with the proposed budget expenditures and amounts and the evaluation plan for the proposed work.

A signature below clearly indicates a willingness on the part of this organization to **share student data** of participating teachers in a timely fashion for annual reports to the US Department of Education (this information is required in the Annual Performance Report due to US ED 60 days after September 30)

Printed Name and Authorized Signature of Superintendent /CEO/Dean/Chair:

Printed Name **District/School/Organization**

Signature (Blue Ink) **Title**

Teacher Assurance Form for Review of the LEA's Mathematics and Science Partnership Plan

Please complete one form for each participating school by December 1st of each grant year.

School Name: _____ LEA Name: _____

The following teachers have reviewed, discussed, and agreed to their part in implementing the MSP Plan that is being proposed by their LEA:

	Name	Title	Signature (Blue Ink)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			

Bibliography of Works Cited in the Proposal

In the upper-right-hand corner, please note the role the person will play in the grant project;

Vitae

1-page vitae of project management team members, faculty members, consultants, and the evaluator involved with the project.

Additional proposal support information submitted at the discretion of the partnership, such as samples of instruments used to conduct the needs assessment, etc.